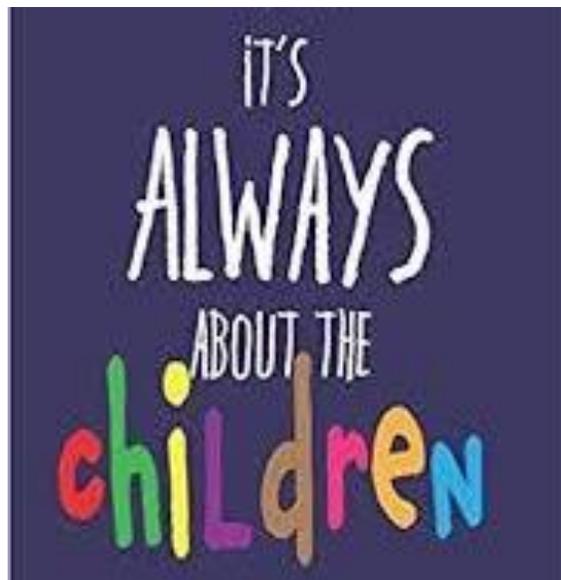




# Fall Conference 2019



Metropolis Resort & Conference  
Center  
Eau Claire, WI  
*October 24th-25th, 2019*

## WSPA Fall 2019 Sessions At-A-Glance

Wednesday October 23, 2019				
5-9 pm	Board of Director's Meeting			
Thursday October 24, 2019				
7:30 am	Registration, Continental Breakfast & Children's Auction			
Morning 8:30am - 11:45 am	<b>PREPaRE 1, 3<sup>rd</sup> Edition Comprehensive School Safety Planning: Prevention, Mitigation, Protection, and Response – ALL DAY SESSION</b> Scott Woitaszewski & Benjamin Fernandez NASP #6	<b>Focusing Interventions: Better Academic Outcomes Using the Learning Hierarchy</b> Anne Zaslofsky & Rebecca Kanive NASP #3 (REPEAT)	<b>Best Practices for Social Justice in Schools</b> Charles Barrett NASP #5	<b>Mindfulness in schools: An introduction to the theory and practices for everyday use to the theory and practices</b> Anna R. Silberg NASP #4
Afternoon 1:15 pm – 4:45 pm		<b>Focusing Interventions: Better Academic Outcomes Using the Learning Hierarchy</b> Anne Zaslofsky & Rebecca Kanive NASP #3 (REPEAT)	<b>Best Practices Recommendations for Assessing Culturally and Linguistically Diverse Students</b> Charles Barrett NASP #8	<b>Student Session: You're Hired! Tips to a Successful First Year as School Psychologist</b> Christine Neddenriep & Rob Dixon NASP #10
Evening	Trainer's Meeting			
Friday October 25, 2019				
7:30 am	Registration, Continental Breakfast & WSPA Mental Health Group Meeting			
Morning 8:30am - 11:45 am	<b>Comprehensive Special Education Evaluation: A Renewed Focus on Student Needs</b> Daniel Parker, Jessica Nichols, Andrea Bertone, Jenny Bibler, Eva Kubinski, Iris Jacobson NASP #10	<b>The Mystery of the Individual Student</b> Ronda Davis NASP #4	<b>Cultural Humility: Moving Beyond Cultural Competence to Advance Equity &amp; Social Justice</b> Amanda Goodenough NASP #8	<b>Teen Technology Use and Misuse: Implications for School Professionals</b> Justin Patchin NASP #5
Afternoon 12:45 pm – 4:00pm	<b>Sex, Drugs, and Honor Roll: Hot Topics in School Law</b> Mindy K. Dale Sven W. Strutz Steve L. Weld NASP #10	<b>Psycho-pharmacology 101: Basics of Medications for School Age Children</b> Ronda Davis NASP #4	<b>Wisconsin School Critical Incident Response Teams</b> Kristen Devitt & Amy Scheel-Jones NASP #6	<b>Innovations in Growth: Progress Monitoring, student growth, reading development and more</b> Gene Kerns Laurie Borkon NASP #3

Lunch on Thursday (included in registration) will include a special guest speaker. We also conduct our annual meeting for WSPA. The Silent Auction to support the WSPA Children's Services Fund is Thursday and closes at 5:00 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

## Thursday AM

### **PREPaRE Workshop 1 (3rd Edition): Comprehensive School Safety Planning: Prevention, Mitigation, Protection, and Response – ALL DAY SESSION**

*Scott Waitaszewski, PhD & Benjamin Fernandez, MEd*

Participants will learn how to establish and sustain comprehensive school safety efforts that attend to both physical and psychological safety. The workshop addresses critical components needed to develop, exercise, and evaluate safety and crisis teams and plans and conduct building vulnerability assessments. The model also integrates school personnel and community provider roles in providing school-based crisis preparedness and response activities. Additional topics addressed also include media/social media, communication, reunification, students with special needs, culture, and memorials. After this workshop, participants will be better prepared to improve their school's climate, student resilience, and crisis response capabilities of school personnel. With updated research and strategies, this workshop makes a clear connection between ongoing crisis prevention, mitigation, protection, and response. NASP #7. This workshop will help participants

- identify the mission phases of crisis management;
- describe the critical importance of and components necessary for a balanced approach to comprehensive school safety and crisis preparedness;
- identify how to evaluate and implement physical and psychological safety efforts;
- identify the purpose, functions, and guiding principles of developing comprehensive safety and crisis teams and plans to include prevention, mitigation, protection, and response;
- identify the critical components, including when developing specific functional and threat- or hazard-specific protocols;
- identify the major functions of the Incident Command System (ICS);
- articulate specific strategies to address challenges associated with media/social media, communication, reunification, and memorials;
- describe how to meet diverse needs, including various cultures and students with disabilities; and
- identify strategies for examining effectiveness of crisis prevention and preparedness.

### **Focusing Interventions: Better Academic Outcomes Using the Learning Hierarchy**

*Anne Zaslofsky, PhD & Rebecca Kanive, PhD*

The Learning Hierarchy (LH) provides a conceptual framework for matching intervention with student skill level and needs. Meta-analytic research has suggested LH's importance for math intervention planning by superimposing its framework on published studies. However, evidence using LH as the basis for intervention planning is

limited. This presentation will present evidence to support the use of the LH as a heuristic to better match intervention to student needs thus leading to improved academic outcomes. NASP #3. This workshop will help participants:

- describe the current research base supporting the use of the Learning Hierarchy
- describe the stages of skill development within the Learning Hierarchy
- describe how the Learning Hierarchy can be used to appropriately target academic interventions based on students' skills

Session is repeated Thursday PM

### **Best Practices for Social Justice in Schools**

*Charles Barrett, PhD*

Having been recently adopted as a strategic goal of the National Association of School Psychologists (NASP), this session will discuss the organization's commitment to social justice in all aspects of the profession, including research, practice, teaching, advocacy, and policy. Using NASP resources, this session will provide practical suggestions for embedding a social justice paradigm into psychological services for students, families, schools, and communities. NASP resources to support professional learning related to social justice will be highlighted. NASP #5. This workshop will help participants:

- describe what social justice is and why it is meaningful to the equitable practice of school psychology.
- describe the social justice implications related to various areas of school psychology practice (e.g., prevention, intervention, counseling, and assessment).
- infuse social justice principles into school and system wide policies to meet the needs of marginalized students and families.

### **Mindfulness in schools: An introduction to the theory and practices for everyday use to the theory and practices**

*Anna R. Silberg, PhD*

This workshop will focus on how mindfulness can and should be used daily in schools to enhance fundamental social and emotional core competencies. The workshop will include: · Mindfulness and its relevancy to social and emotional literacy · How Mindfulness improves attention, focus and self-awareness · Mindfulness and Neurobiology: Understanding the "stress response" and how Mindfulness can decrease it · Mindfulness wakes us up from autopilot's reactive habits · How Mindfulness enables us to self-regulate when faced with strong emotions. NASP #4. This workshop will help participants:

- be aware of why mindfulness is critical for developing self-awareness, emotional regulation, impulse control, responsible decision-making and the ability to be kind
- explain how the brain reacts to the body's stress response and which parts of the brain are positively impacted by mindfulness

- recognize how being mindful of sensations can act as a radar/ signal for strong emotion
- distinguish between automatic reactions to emotions versus mindful responses to emotions

## Thursday PM

### **PREPaRE Workshop 1 (3rd Edition): Comprehensive School Safety Planning: Prevention, Mitigation, Protection, and Response – ALL DAY SESSION**

*Scott Waitaszewsk, PhD & Benjamin Fernandez, MEd*

This is a continuation of the morning session. Participants need to attend the entire day to meet the Continuing Professional Development (CPD) expectation for this topic.

### **Focusing Interventions: Better Academic Outcomes Using the Learning Hierarchy**

*Anne Zaslofsky, PhD & Rebecca Kanive, PhD*

The Learning Hierarchy (LH) provides a conceptual framework for matching intervention with student skill level and needs. Meta-analytic research has suggested LH's importance for math intervention planning by superimposing its framework on published studies. However, evidence using LH as the basis for intervention planning is limited. This presentation will present evidence to support the use of the LH as a heuristic to better match intervention to student needs thus leading to improved academic outcomes. NASP #3. This workshop will help participants:

- describe the current research base supporting the use of the Learning Hierarchy
- describe the stages of skill development within the Learning Hierarchy
- describe how the Learning Hierarchy can be used to appropriately target academic interventions based on students' skills

Session is repeated Thursday AM

### **Best Practices Recommendations for Assessing Culturally and Linguistically Diverse Students**

*Charles Barrett, PhD*

Participants will be exposed to a comprehensive, evidence-based, and practitioner friendly assessment model that effectively differentiates between language difference and disability (particularly Specific Learning Disability) for English Learner (EL) students. Additionally, participants will develop the skills necessary to effectively design culturally sensitive assessment batteries to validly assess diverse students' cognitive abilities and academic skills. Implications for influencing practice and policy decisions in local school divisions related to serving diverse students and families will be discussed. NASP #8 This workshop will help participants:

- develop the necessary skills to make data-based decisions in order to more effectively serve diverse students and families.
- develop the necessary skills to design appropriate batteries to assess diverse

students' cognitive abilities and academic skills.

- develop the necessary skills to influence practice and policy decisions in their local school divisions related to teaching and assessing diverse students.

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

*Christine Neddenriep, PhD & Robert J. Dixon, PhD*

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. NASP #10 This workshop will help participants:

- identify how to successfully enter the job market and to prepare a resume to effectively compete for jobs as a first-year school psychologist.
- determine how to prepare for interview questions and to market yourself to the position for which you're applying.
- apply suggested strategies to successfully manage your first year of employment.

## Friday AM

### **Comprehensive Special Education Evaluation: A Renewed Focus on Student Needs**

*Daniel Parker, MEd, Jessica Nichols, Andrea Bertone, MS, Jenny Bibler, Eva Kubinski, Iris Jacobson*

IDEA has long required every special education evaluation be comprehensive and outlines procedural and substantive requirements for IEP teams to follow. A comprehensive evaluation provides the foundation for developing an IEP that promotes student access, engagement and progress in general education curriculum, instruction and environments. This session will provide an overview of the department's updated framework for comprehensive special education evaluations and related resources. Participants will have the opportunity to provide feedback to the department on this information and resources. NASP #10 This workshop will help participants:

- review the legal requirements of completing a comprehensive special education evaluation regardless of the specific area of eligibility.
- reflect on their existing processes for completing special education evaluations and identify areas of strengths in their system as well as areas to improve.
- explore, reflect, and provide feedback to WI DPI on domains and components of student strengths and needs that IEP teams should consider when conducting a review of existing data and planning assessments.

## **The Mystery of the Individual Student**

*Ronda Davis, MD, PhD*

This presentation will discuss the overlaps of various childhood mental health and intellectual diagnoses with clinical vignettes and analogies to hopefully provide a fuller appreciation of the levels of complexity which are encountered in helping the student reach their highest potential. NASP #4. This workshop will help participants:

- appreciate the overlap of symptoms between diagnoses.
- describe the mental health issues which masquerade as ADHD.
- develop some practical analogies to help your families and staff better understand the individual student.

## **Cultural Humility: Moving Beyond Cultural Competence to Advance Equity & Social Justice**

*Amanda Goodenough, MEd*

Cultural competence has long been known as the cornerstone for diversity awareness and cross-cultural communication. But its flaws and limitations point to a paradigm shift toward cultural humility, a framework for advancing equity and social justice by intentionally living at the crossroads of who we are, how others see us, and where power positions us within a system. On a small scale, cultural humility can enhance communication, foster trust, deepen connections, and improve outcomes when interacting across difference. In the bigger picture, it's a process that can radically transform schools and organizations. NASP #8. In this introspective workshop, participants will

- learn how to engage in critical self-work,
- gain a deeper understanding of individual and group membership, and
- explore ideas for applying cultural humility principles into personal and professional spheres of influence.

## **Teen Technology Use and Misuse: Implications for School Professionals**

*Justin Patchin, PhD*

This presentation will cover a broad overview of cyberbullying, social networking, and sexting, including issues educators and youth serving professionals need to know about how youth use and misuse technology to cause harm to their peers. The workshop will provide examples of cyberbullying and discuss the role of teens and adults in preventing and responding to inappropriate online behaviors. It will also describe many of the online environments popular among adolescents today and strategies to use to make sure they are used safely and responsibly. NASP #5. This workshop will help participants:

- identify popular online environments among adolescents today and recognize various forms of cyberbullying
- understand the potential emotional, psychological, and behavioral consequences of cyberbullying
- identify how adolescents are using social networking websites and teach youth how to use social networking responsibly

## Friday PM

### **Sex, Drugs, and Honor Roll: Hot Topics in School Law**

*Mindy K. Dale, JD, Sven W. Strutz, JD, & Steve L. Weld, JD*

This “ripped from the headlines” presentation will focus on some of the rapidly evolving, hot-button topics in the area of school law. Topics to be discussed will include the following:

- Transgender Students – The presentation will cover Title IX in general with a focus on the Whitaker case, brought on behalf of a transgender student as well as the Students & Parents for Privacy case, brought on behalf of cisgender students and their parents who feel their privacy rights are violated by sharing bathroom/locker-room facilities with transgender students of the opposite biological sex.
- CBD Oil – It seems as though CBD Oil is for sale everywhere now (even at Wal-Mart). Is it a new wonder drug? Or is it the 21st Century version of snake-oil? We don’t really know. We’re lawyers, not doctors. But we can comment on recent changes at the state and federal law regarding the treatment of cannabidiol and how school districts are responding to those changes.
- Vaping – In recent years, vaping has become a fashionable (but apparently no less addictive) alternative to cigarettes and smoking. Schools are not immune from this growing trend. Indeed, student vaping on school grounds has become a significant issue. In addition, there is the potential that vaping equipment is being used as a delivery device for substances other than tobacco (most prominently, marijuana). What options do school districts have to police this practice?
- Zero Tolerance Policies – in the interest of maintaining an orderly educational setting, facially neutral “zero tolerance” policies create nondiscretionary punishment guidelines. Do such policies raise constitutional substantive and procedural due process concerns? (Spoiler Alert: It would be a short presentation if they didn’t.)
- The (Failed) Teacher Protection Act – In 2018, the “Teacher Protection Act” failed in the Wisconsin legislature. The proposed law was written in response to reports of physical attacks or verbal threats on teachers. Was it a necessary safeguard or a solution in search of a problem?
- The FAPE Standard – the Endrew F. case is the US Supreme Court’s most recent pronouncement on the FAPE standard. What does it mean for school districts?
- Other “Hot Off the Presses” Topics – to be determined as news unfolds.

NASP #10. This workshop will help participants:

- describe cutting-edge legal issues that may impact students enabling attendees to avoid potential litigation.
- assist them in developing and revising District policies and procedures based on legal trends.
- describe and update legal issues impacting professional and educational staff.

## **Psychopharmacology 101: Basics of Medications for School Age Children**

*Ronda Davis, MD, PhD*

Discussion of the medications commonly prescribed in children. This talk will include some education on basic pharmacodynamics and pharmacokinetics. It will provide the attendee with additional information and resources related to expected benefits and common side effects to specific medication groups. NASP #4. This workshop will help participants:

- understand Basic Pharmacodynamics "What the drug does to the body"
- understand Basic Pharmacokinetics "What the body does to the drug"
- recognize Basic Medication Groups - their use and their dangers.

## **Wisconsin School Critical Incident Response Teams**

*Kristen Devitt, MEd & Amy Scheel-Jones, MEd*

Kristen and Amy will discuss the development of Wisconsin School Critical Incident Response Teams within all twelve of the CESA regions. Amy will discuss the implementation process and success that has been found with similar programs in other communities. Kristen will discuss the strategic planning process that is being used to develop the Wisconsin model for school based critical incident response and the desired outcomes for schools around the state. NASP #6. This workshop will help participants:

- learn how the Consortium on Trauma, Illness & Grief (TIG) was created and implemented in several districts in New York.
- learn how the State of Wisconsin plans to implement regionally based teams similar to the TIG model.
- learn how to become engaged in this process either as a contributing school district or as a team member for their CESA region.

## **Innovations in Growth: Progress monitoring, student growth percentile, reading development and more**

*Gene Kern, PhD & Laurie Borkon, MEd; Sponsored by Renaissance Learning*

During this panel discussion, we'll explore several innovations around growth. We'll unpack the progress monitoring evaluations from the National Center for Intensive Intervention to dig into concepts like reliability of the slope and decision rules for setting and revising goals. We'll examine how Student Growth Percentile can be used to establish a student's rate of improvement for progress monitoring. We'll also take one of the country's earliest peeks at the first-ever Student Growth Percentile model that tracks reading growth from emerging to independent reading across one developmental scale. This has implications for early childhood, Wisconsin's Reading Readiness Initiative and more. NASP #6. This workshop will help participants:

- gain a deeper understanding of the technical characteristics of progress monitoring.
- gain a deeper understanding of growth models.
- gain a deeper understanding of assessing reading development from Kindergarten to grade 2.

# Presenter Biographies

**Charles Barrett**, PhD, NCSP. Anchored by an unwavering commitment to equity and justice, Charles Barrett is lead school psychologist with Loudoun County Public Schools and an adjunct lecturer in the Graduate School of Education at Howard University. Actively involved in the training and development of future psychologists, he serves as assistant director, internship supervisor, and chair of the Committee on Diversity for LCPS' APA-Accredited Doctoral Internship in Health Service Psychology. His current leadership positions within the National Association of School Psychologists (NASP) include being a member of the Nomination and Elections, Publications, and Social Justice Committees; chair of the Multicultural Affairs Committee; and the Virginia Delegate to the NASP Leadership Assembly.

**Andrea Bertone**, MS, CCC-SLP, is an Education Consultant at the Department of Public Instruction. Her work supports students who have significant difficulty accessing, engaging, and/or making progress in general education environments due to communication difficulties.

**Jenny Bibler** has worked in the field of early childhood for over 17 years as an Early Intervention Resource and Transition Coordinator, and early childhood 4K and Kindergarten teacher, 619 Coordinator for the Oklahoma Department of Education, and for the past 6 years is the Early Childhood Consultant on the Special Education Team at the Department of Public Instruction.

**Laurie Borkon** - Laurie Borkon is Vice President of Government Affairs at Renaissance Learning. She holds a bachelor's degree in elementary education and a masters degree in curriculum and instruction, with training as a reading specialist. Both degrees are from the University of Wisconsin-Madison. Prior to Renaissance Learning, Laurie spent several years working at the middle school level. She started her career as a staff researcher at the University of Wisconsin-Madison.

**Mindy K. Dale**, JD advises management in labor and employment issues. In her labor relations practice, she represents employers in union negotiations and grievance arbitration. In the employment area, Mindy assists employers in responding to allegations of sexual harassment, conducting other workplace investigations, and counseling employers on disciplinary matters. She has represented employers before administrative agencies and in the courts. Mindy also practices in the area of municipal and school law. Mindy received her Associates degree from Lake Michigan College in Benton Harbor, Michigan in 1979 and a Bachelor of Science from Indiana University in South Bend in 1982. She studied law at Indiana University Law School, Bloomington, and was on the editorial staff of the Indiana Law Journal. In 1987, she earned her Juris Doctorate degree magna cum laude and was elected to membership in the Order of the Coif. After graduation, Mindy practiced law as an associate with Barnes and Thornsburg in Indianapolis until moving to Wisconsin in 1995. Prior to joining Weld Riley, S.C., she worked as in-house counsel for a private corporation in Wisconsin and as an Assistant Corporation Counsel for Eau Claire County. Mindy is a member of the State Bar of Wisconsin (Labor Law and Government Sections), Eau Claire County Bar Association, Wisconsin School

Attorneys Association (former President of Board of Directors), National School Board Association Council of School Attorneys, and Chippewa Valley Society of Human Resource Management.

**Ronda Davis** - Dr. Davis is an adult, child, and adolescent psychiatrist who currently works in the outpatient clinic at Amery Hospital and Clinics. She is a Wisconsin Native who strives to help individuals in the rural community understand mental health issues in a practical way. Dr. Davis has a PhD in Medicinal Chemistry from the University of Washington School of Pharmacy and has taught pharmacology at the medical school level. Her goal is to help the front-line school staff appreciate that not all children have the same response to medications. Each student is an individual with their own special chemistry, personality, and environment.

**Kristen Devitt**, Kristen Devitt has been the Director of the Office of School Safety at the Wisconsin Department of Justice since 2018. She began her professional life working with children and families as a child welfare worker in Chicago and later in the North Georgia Mountains. Kristen became a law enforcement officer in 2003 and soon discovered her love of being a School Resource Officer. She has been an SRO at two law enforcement agencies (the LaSalle, Illinois Police Department and the Madison, Wisconsin Police Department). She has also been the Commander of the SRO's as a Lieutenant at the Beloit, Wisconsin Police Department. Kristen completed her Bachelor's Degree in Sociology at Illinois State University and her Master's Degree in Education at University of Wisconsin, Platteville. She has co-authored Juvenile Law curriculum for the Wisconsin Department of Justice, co-authored School Resource Officer curriculum for the National Association of School Resource Officers, and authored the School Threat Assessment Team Course that is being delivered by the Wisconsin Department of Justice. She has been an instructor for the National Association of School Resource Officers since 2014 and has delivered training on school safety related topics across the nation.

**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.

**Benjamin S. Fernandez**, MS. Ed. serves Loudoun County Public Schools (LCPS) as a lead school psychologist and is a member of the National Association of School Psychologists' (NASP) School Safety and Crisis Response Committee. In LCPS, he provides leadership and an array of psychological and school-based mental health services, is a crisis team leader, a PREPaRE trainer, and coordinates crisis intervention services. For NASP, he has conducted presentations and contributed on topics related to youth suicide, PREPaRE, and school safety and crisis. Benjamin was honored by being named School Psychologist of the Year by the Virginia Academy of School Psychologists and NASP.

**Amanda Goodenough**, MEd. Hired as UW-La Crosse's Campus Climate's Communications & Program Coordinator in August of 2006, Assistant Director in 2013, and Director in 2018, Amanda (she/her/hers) and her team provide workshops, resources, and assessment to advance social justice, equity, and inclusion throughout the organizational culture. As part of her responsibilities, Amanda has provided leadership for Awareness through Performance and the Hate Response Team for over ten years. Operating from a cultural humility framework, Amanda constantly strives to recognize structural oppression, disrupt inequity, speak truth to power, and elevate historically marginalized voices and experiences.

**Iris Jacobson** is currently an Education Consultant for the Department of Public Instruction, Special Education Team. Her focus has centered on academic assessment for students with IEPs, in particular for students taking the alternate assessment.

**Rebecca Kanive**, PhD is a school psychologist in Wayzata, MN. Dr. Kanive has worked for Minnesota Math Corps and ServeMinnesota as an Assistant Director responsible for the oversight of the Math Corps program. Her scholarly interests include academic assessment and intervention, evidence-based practice, and multi-tiered systems of support.

**Gene Kerns** - A third-generation educator, Dr. Gene M. Kerns was born with a passion for learning—and he's carried that flame throughout his long career in education. Over the past two decades, he's served as a public school teacher, adjunct faculty member, professional development trainer, district supervisor of academic services, and academic advisor at one of the nation's top edtech companies. For his work, Dr. Kerns has earned several awards and recognitions, including Merit Awards from the Delaware Department of Education and Order of Excellence Awards from the Delaware State Board of Education, and was even named a "Kentucky Colonel" for his contributions to education. Dr. Kerns earned a doctor of education in educational leadership from the University of Delaware as well as a master of science in secondary curriculum and instruction and a bachelor of arts in English education from Longwood University in Virginia.

**Eva Kubinski** is a School Administration Consultant on the Special Education Team at the Wisconsin Department of Public Instruction and will soon be starting her 13th year at DPI.

**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.

**Jessica Nichols** serves the Wisconsin Department of Public Instruction as an Education Consultant on the Special Education Team. Her work supports students with social

and emotional needs including students with autism and students with emotional behavioral disabilities.

**Daniel Parker** is an Assistant Director of Special Education with the Wisconsin Department of Public Instruction (WI DPI). Previously, Daniel was the Autism Consultant as well as Family Engagement consultant for WI DPI and facilitated updated guidance for Wisconsin's College and Career IEPs: Improving Outcomes for Students 3 through 21. Daniel has a unique blend of home based, general and special education teaching, and administrative background at the school, district, and statewide levels. Daniel received a Master's Degree in Human Development and Family Life and a Master's Degree in Special Education both from the University of Kansas.

**Justin W. Patchin**, PhD joined the faculty at UW-Eau Claire in 2004. He received his Ph.D. in criminal justice that year from Michigan State University. Since 2002, he has been exploring the intersection of teens and technology, with particular focus on cyberbullying, social networking, and sexting. He co-directs the Cyberbullying Research Center ([www.cyberbullying.org](http://www.cyberbullying.org)) and travels around the United States and abroad training educators, counselors, law enforcement officers, parents, and youth on how to prevent and respond to adolescent misuses of technology. Dr. Patchin has written eight books and dozens of articles for academic and professional publications.

**Amy Scheel-Jones** brings depth and breadth of experience to capacity building and change management strategies. In her work as a School Counselor, Amy spent 10 years developing expertise in practical approaches to prevention, resiliency and fostering well-being. A committed youth and family advocate and systems thinker, Amy has consistently applied these core principles to accelerate practice transformation efforts in educational settings, behavioral health system planning, and cross-sector community impact efforts. The core of her work includes sustainable system transformation grounded in trauma-responsive principles, positive youth development, and resilience enhancement. Specifically, Amy oversees the Consortium on Trauma, Illness & Grief in Schools (TIG), a regional collaboration of comprehensive training and integrated crisis response network serving participating districts for over 18 years. Areas of focus include training and consultation on the impact of childhood adversities (ACEs), trauma-responsive practices, resilience development, behavioral health system transformation, suicide, strategic planning for crisis response, and change management for school-based initiatives. She received her BS in Human Development and Family Studies at Cornell University followed by her MS in Education in Counseling from SUNY Brockport.

**Anna Silberg**, Ph.D. is the Executive Director of Adolescent and Adult Programming for Reset-Mindbody, an organization that brings Trauma Sensitive, Social Emotional Learning Programming using Mindfulness Based techniques to schools, businesses and families. Her primary focus is working with youth professionals, caregivers, mental health professionals, and children presenting, coaching, and working individually in the areas of social/interpersonal neurobiology, emotional resiliency, stress management, trauma informed care, and mindfulness based techniques to

regulate the nervous system. Prior to her co-founding Reset, Anna was the Director of Curriculum, Instruction and Research at Growing Minds from its inception until fall of 2016. Anna received her Ph.D. in curriculum and instruction with an emphasis in urban education as well as her post- doctoral certificate in Trauma Counseling from the University of Wisconsin-Milwaukee. Her research focused on the labeling of "risk factors" for urban students, and how curriculum, instruction, teachers, schools and environmental factors affect a student's performance. For 9 years she taught as an Assistant Professor at National-Louis University, where her research and expertise extended to social/emotional competency, trauma informed care, teacher action research, authentic assessment and instruction, curriculum development, educational foundations and urban issues, and teacher mentorship. Anna's professional experience in education began in 1993 as a high school social studies teacher, before and after school program director, and summer camp director in the Boulder Valley. While getting her Master's degree, she participated in building a school-within-a-school for "at risk" students.

**Sven W. Strutz**, JD is an attorney in Weld Riley S.C.'s Labor and Employment Section, working primarily in the area of school law. Sven advises and represents numerous school districts throughout the State of Wisconsin. Sven graduated summa cum laude with a degree in Political Science from the University of Wisconsin – Stevens Point in 1999. He graduated cum laude from the University of Wisconsin – Madison law school in 2002. Prior to joining Weld Riley in 2018, Sven was an attorney with Eckert – Kost, LLP in Rhinelander from 2002 to 2016. There, his practice focused on appellate work, legal research and writing, and insurance coverage litigation. Throughout his entire time at Eckert – Kost, he also represented and advised a local school district on a wide range of matters. In 2008 and 2010, he was listed in “Super Lawyers – Rising Stars.” Upon the retirement of the partners at Eckert – Kost in 2016, Sven worked for Oneida and Vilas Counties as a court commissioner and law clerk.

**Stephen L. Weld**, JD, one of the original founders of Weld Riley, S.C., focuses his very active practice on management-side labor and employment law. Steve also practices in the areas of government and school law. Steve is co-chair of the firm's Labor and Employment Section, is a member of the American Bar Association (Labor and Employment Law Section), the Wisconsin Bar Association (former member of the Board of Directors of the Employment and Labor Law Section), the Eau Claire County Bar Association, the Wisconsin School Attorneys Association (past President and recipient of the Tipler Award for his work on behalf of school districts), National School Board Association Council of School Attorneys, the Chippewa Valley Society for Human Resource Management (past President), and the St. Croix Valley Employers Association. Steve has been a contributing author to *Municipal Labor Relations in Wisconsin* and *How Arbitration Works*. He has been annually selected for inclusion in *The Best Lawyers in America* since 1995 and has been named as a Wisconsin Super Lawyer since that award was instituted in 2005. Steve graduated from the University of Wisconsin-Madison and the University of Wisconsin Law School. He formerly worked as a staff attorney for the Wisconsin Department of

Natural Resources, as Assistant City Attorney for the City of West Allis, and as an associate and shareholder of Mulcahy & Wherry, S.C.

**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.

**Anne F. Zaslofsky**, PhD is an assistant professor of school psychology at the University of Wisconsin - River Falls. Prior to joining the graduate faculty at UWRF, Dr. Zaslofsky worked with Minnesota Math Corps on curriculum development, training, and coaching. Her scholarly interests include academic assessment and intervention, evidence-based practice, multi-tiered systems of support, and interdisciplinary research and collaboration. Dr. Zaslofsky is especially interested in working toward lessening the research-to-practice gap.

## Please Support the Children's Services Auction on Thursday

The Children's Services Committee has allocated funds for the purpose of supporting child-related service efforts. Grants will be awarded to a **WSPA school psychologist member** to support a specific activity, school-wide initiative, training opportunity, or extracurricular endeavor for the purpose of providing children's services. This year, the Children's Services Committee has one grant for \$500. Projects must be implemented during the current school year.



Past grants have been awarded to fund youth mentor programs, collaborative efforts between staff and students, and violence prevention programs, among others.

# Hotel Information

## Metropolis Resort & Conference Center

5150 Fairview Drive, Eau Claire, WI

Phone: 844-840-7009

Web: MetropolisResort.com

Please reference: Wisconsin School Psychologists Association or WSPA

**Room rates: \$79 for Double Queen or King Studio**

**Plus applicable state and local taxes**

**\*\*\*Reservations must be received by Sept. 24\*\*\***



## Fall Conference Fees

	WSPA Member	Retired or Student Member	Non-Members
<b><u>Prior to October 1st</u></b>			
-One Day (Thurs OR FRI) Only	\$150	\$70	\$220
-Thursday & Friday	\$240	\$100	\$310
<b><u>After October 1st</u></b>			
- One Day (Thurs OR FRI) Only	\$200	\$120	\$270
-Thursday & Friday	\$290	\$150	\$360

All Participants registered by October 15<sup>th</sup> will receive a copy of Charles Barrett's Book, "It's Always About the Children."

Register online at: <https://wspa18.wildapricot.org/event-3481477>

## **POLICIES (The Fine Print)**

**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](mailto: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](mailto:restaskal@madison.k12.wi.us))

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

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

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



# Save the Date...

WSPA Employment Fair  
February 14, 2020  
Chula Vista Resort  
Wisconsin Dells

WSPA Spring Conference  
March 5-6, 2020  
Wisconsin Dells, WI