



FALL CONFERENCE

**GROWING INTO A SYSTEMS APPROACH:
NOW'S THE TIME!**

SEPTEMBER 15 - 17, 2015

Crowne Plaza at the Indianapolis Airport
2501 S High School Rd
Indianapolis, IN 46241

Registration: 2015 Fall Conference

There are several registration rates and deadlines depending on the number of days attending and being a presenter/exhibitor. On-line registration opens July 30, 2015 and closes at midnight on September 13, 2015. Regular registration rates apply from July 27 to August 31. Late registration rates apply September 1 to September 13. Onsite registration will be accepted with an additional \$25 fee charged to the late registration rate.

Registration Type	One Day	Two Days	Three Days
Presenter/Exhibitor	\$160	\$225	\$275
Presenter/Exhibitor Late	\$180	\$245	\$295
Member	\$175	\$275	\$325
Member Late	\$195	\$295	\$345
Nonmember	\$340	\$440	\$490
Nonmember Late	\$360	\$460	\$510
Student	\$75	\$100	\$115
Student Late	\$95	\$120	\$135

Refunds:

Requests for the refund of Conference registration fees will be handled by the Management Consultant. Written refund requests submitted on or before September 9, 2015 will be eligible for an 80% refund. No refunds will be given after this date with the exception of bereavement or illness.

The individual requesting a refund should send the request in writing to Jill Ewing at (jillewing@thecorydongroup.com). The request will be presented to the IASP Executive Board for approval. Upon approval of the request, Jill Ewing will mail the refund. (*IASP policies and procedures, Policy 17 of Section 6.02*)

Daily Schedule:

Tuesday, September 15, 2015

7:30 am	Registration and Continental Breakfast
8:30 am	Keynote: Dr. Amanda VanDerHeyden
9:15 am	Concurrent Sessions
12:15 pm	Lunch
1:00 pm	IASP Annual Business Meeting
1:30 pm	Break
1:45 pm	Concurrent Sessions
4:45 pm	End of the Day

Wednesday, September 16, 2015

7:30 am	Registration and Continental Breakfast
8:30 am	Concurrent Sessions
11:30 am	Keynote: NASP President Dr. Todd Savage
12:15 pm	Lunch
1:00 pm	IASP Awards and Scholarships
1:15 pm	Break
1:30 pm	Concurrent Sessions
4:30 pm	Graduate Students and Early Career Professionals Session with Dr. Savage
5:30 pm	President's Social

Thursday, September 17, 2015

7:45 am	Registration and Continental Breakfast
8:30 am	Concurrent Sessions
11:30 am	Region Meetings
12:00 pm	Lunch
12:45 pm	Break
1:00 pm	Concurrent Sessions
4:00 pm	End of the Day



Accommodations/Assistance: 2015 Fall Conference

If you need special assistance (e.g., an interpreter) or have special dietary needs, please contact Jill Ewing by email (jillewing@thecorydongroup.com) by September 1, 2015. Also, please indicate these needs in your online registration.

Lodging:

The conference site, Crowne Plaza-Indianapolis Airport, offers lodging at a rate of \$109/night plus tax for conference attendees. To reserve your room, call 317-244-6861. Ask for a room within the IASP room block.

Dining:

Your conference registration includes a continental breakfast and lunch every day. If you have dietary restrictions or allergies, please let us know upon your registration. Coffee service will be available throughout the morning. The Crowne Plaza is located close to several restaurants for dinner. Please check with the registration desk for ideas.

Conference Materials:

Conference presentations and materials will be available via Dropbox. A link to the Dropbox folder will be sent to registrants in advance of the conference. Paper copies will not be provided at the conference. Please plan to bring a laptop/tablet to access materials or print in advance.

Certificate of Attendance:

2 types of certificates will be available at the conference.

NASP-Approved Continuing Professional Development sessions:

Several sessions are NASP-approved CPD. At the end of each of these sessions, you will need to complete an evaluation. In order for IASP to maintain an attendance log and verify your attendance, you will be asked to sign your name on the evaluation form. You will receive the certificate of attendance for that session when you turn in your form to the room monitor.

PGP certificates:

You will be given 1 certificate of attendance for the entire conference. This will be available via Dropbox folder with the conference materials. If you need a hard copy, please stop by the registration desk.

Drawing:

We are seeking donations of items to help us raise money for our continued support of the IASP High School Scholarship. If you have an item to donate, or have a side business/craft, please contact Angie McKinney, IASP Treasurer, by email Angela.mckinney@indstate.edu (preferably by Friday August 28th). We welcome your donation(s) and would be happy to put out business cards along with the item(s). Thank you in advance for your support.

We will be selling tickets for the drawing at the registration table. MHS, Pearson, Sun King Brewery, Indiana State University, and the Indiana IEP Resource Group have already donated items for the drawings. The proceeds from the drawing will benefit the IASP scholarship funds.

There will be opportunities to earn free tickets for the drawing during Fall Conference. Stay tuned for those opportunities!



Keynote Presentations

Tuesday, September 15

Big Ideas to Facilitate Systems-Change

by Dr. Amanda VanDerHeyden

NASP Practice Domains:

Domain 2: Consultation and Collaboration

Domain 5: School-wide Practices to Promote Learning

Dr. Amanda VanDerHeyden is a private consultant and researcher. Dr. VanDerHeyden has directed numerous RtI implementation efforts, and her work has been featured by the U.S. Department of Education on “Education News Parents Can Use” on PBS and The Learning Channel. Dr. VanDerHeyden serves as advisor to the RtI Action Network at the National Center for Learning Disabilities, the Education Programs Committee for the National Center for Learning Disabilities, and iSTEOP (a webbased data management system). She has consulted for Renaissance Learning, Vanderbilt’s National Comprehensive Center for Teacher Quality, and several state departments of education to offer guidance on RtI implementation and to evaluate implementation effects. In addition to presenting numerous keynote addresses for national organizations and leadership institutes, Dr. VanDerHeyden is associate editor for *School Psychology Review* and serves on the editorial boards for *School Psychology Quarterly*, *Journal of School Psychology*, *Topics in Early Childhood Special Education*, and the *Journal of Learning Disabilities*. She is also a standing panel member for the Institute for Education Sciences at the U.S. Department of Education, and her scholarly work has been recognized in the form of the Article of the Year Award in 2007 from *Journal of School Psychology* and the Lightner Witmer Early Career Contributions Award from Division 16 (School Psychology) of the American Psychological Association in recognition of her scholarship on early intervention, RtI, and models of data-based decision-making in schools.



Wednesday, September 16

PREPaRE and the School Psychologists’ role in Crisis Prevention, Preparedness, and Intervention

by NASP President Dr. Todd Savage

NASP Practice Domains:

Domain 6: Preventive and Responsive Services

Todd A. Savage, NCSP earned his doctorate in school psychology from the University of Kentucky in 2002. Having worked as a consultant for several education-related agencies, he joined the school psychology faculty at New Mexico State University in 2004. Since 2008, Dr. Savage has been on the school psychology faculty at the University of Wisconsin-River Falls, where he currently holds the rank of associate professor. He teaches courses on diversity and inclusion; consultation; assessment; public policy and advocacy; and school crisis prevention, preparedness, and intervention. His research interests include culturally-responsive practice; social justice in school psychology; issues of sexual orientation and gender identity as they pertain to the schooling process; and school crisis response. He has published multiple articles and chapters in a variety of sources, in addition to providing professional development focused primarily on lesbian, gay, bisexual, and transgender student matters as well as the PREPaRE school crisis prevention and intervention curriculum published by the National Association of School Psychologists (NASP). Dr. Savage’s NASP service includes terms as New Mexico Delegate; Leadership Development Workgroup chair and co-chair; and Program Manager for the Professional Development Program Area.



Concurrent Sessions

Tuesday, September 15, 2015

BASC-3: What's New?

By Ann-Marie Kimball, Ph.D., Pearson

NASP Practice Domains: Domain 1: Data-based Decision-making and Accountability

With the growing number of children and young adults at risk for mental health problems, we must remain vigilant in identifying students who are at risk, so that early intervention may be offered to avoid crisis. Implementation of the Behavior Assessment System for Children—Third Edition (BASC-3), alone or in conjunction with other tools, helps schools to build capacity for implementing a sustainable, school-wide, multi-tiered program to support social and emotional well-being. Specifically, the BASC-3 helps by improving the quality, accessibility, and usefulness of the data collected. Using the BASC-3 model, data collection and data-based decision making is improved, by using the multidimensional, evidence-based, reliable practices for measuring the characteristics often associated with mental health and behavioral needs and strengths. The system is supported by intervention and outcomes monitoring associated with a coordinated effort to implement a multi-tiered behavioral framework. During our session, we will focus on some of the key revisions included in the BASC-3, such as the development of a customizable flex monitoring tool that provides users with a bank of tested (i.e., psychometrically sound) items that may be pooled and used with a specific representative sample to create norms for the customized group.

Diversity Toolkit: Building Cultural Competency

By Antoinette Miranda, Ph.D.

NASP Practice Domains: Domain 6: Preventive and Responsive Services

Domain 8: Diversity in Development and Learning

This workshop will provide an overview of major areas that contribute to the achievement and behavioral gap and five cultural competence skill areas and strategies necessary for best practice in working with culturally diverse students, ELL students, and students in poverty to close that gap.

Indiana Department of Education, Office of Special Education Update

By Pam Wright and Nancy Zemaitis

NASP Practice Domains: Domain 10: Legal, Ethical, and Professional Practice

An update on changes and key issues related to special education in Indiana will be discussed in this session.

Assessing adaptive behavior with the newly revised Adaptive Behavior Assessment System, Third Edition (ABAS-3)

By Ann Rogers, Ph.D., NCSP, WPS

NASP Practice Domains: Domain 1: Data-based Decision-making and Accountability

The inclusion of a measure of adaptive behavior can be considered as best practice in any evaluation battery where an assessment of an individual's proficiency in effectively and independently navigating the skills required for success in caring for oneself, responding to others, and in meeting the environmental demands of (home, work, community) are relevant evaluation questions.

This presentation will review the revisions from ABAS-II to ABAS-3, and will discuss the use, scoring, interpretation, and intervention planning options available when the ABAS-3 is included in a comprehensive evaluation. The WPS on-line platform for administration, scoring, and report generation features of the ABAS-3 will be highlighted.

Math: Scaling up MTSS/RTI

By Amanda VanDerHeyden, Ph.D.

NASP Practice Domains: Domain 3: Interventions and Instructional Support to Develop Academic Skills

This breakout session is designed for implementers who are ready to scale-up mathematics RTI in their schools. The session will provide a brief overview of key elements of effective core mathematics instruction, describe how to collect and interpret screening data, and give attendees the "how to" in implementing and sustaining classwide mathematics intervention. In-class videos and free web-based resources will be shared.

Concurrent Sessions

Pitfalls: MTSS/RTI Implementation Pitfalls and Solutions

By Amanda VanDerHeyden, Ph.D.

NASP Practice Domains: Domain 1: Data-based Decision-making and Accountability
 Domain 5: School-Wide Practices to Promote Learning
 Domain 6: Preventive and Responsive Services

Most teachers, school psychologists, principals want to be effective and want to see their instructional decision making cause students to learn more, learn faster, gain deeper understanding, and avoid academic and behavioral failures. When implemented effectively, MTSS/RTI systems can produce large returns for systems: improving efficient use of instructional resources and improving student and system outcomes. In this breakout session, Dr. VanDerHeyden will detail the active ingredients in RtI, describe effects of RtI when it is used well, and detail common pitfalls that can cause implementation failures. Dr. VanDerHeyden will describe how to evaluate RTI implementation and repair implementation errors that commonly interfere with and attenuate successes. In-class videos and free web-based resources will be shared.

System of Care and the Role of the School Psychologist

By Terri Miller, Ph.D. and other representatives from a SOC consortium

NASP Practice Domains: Domain 5: School-Wide Practices to Promote Learning
 Domain 6: Preventive and Responsive Services

This session will focus on the principles and values of System of Care (SOC). The system of care model is an organizational philosophy and framework that involves collaboration across agencies, families, and youth for the purpose of improving services and access and expanding the array of coordinated community-based, culturally and linguistically competent services and supports for children and youth. Practical ideas will be provided to you in regards to how to introduce or enhance these ideas in your role as a school psychologist.

What's the Status of School Psychology in Indiana?

By Leah Nellis, Ph.D. and Sara England

NASP Practice Domains: Domain 10: Legal, Ethical, and Professional Practice

During this session, three sources of information about school psychology practices in Indiana will be summarized and shared. These sources include the recent IASP-sponsored School Psychologist Survey, state special education data, and NASP Survey and Self-Assessment Results. Trends, implications, and considerations will be discussed.

Why Isn't This Behavior Plan Working?

By Alisa Stovall and Pete Downey, Indiana IEP Resource Center

NASP Practice Domains: Domain 4: Interventions & Mental Health Services to Develop Social & Life Skills
 Domain 6: Preventive and Responsive Services

Developing a Behavior Intervention Plan is a two-part process undertaken by a team when a student has behaviors that impede learning. The result is a framework for teaching and learning skills in a supportive environment. Why don't the plans work? This session will identify common errors in developing and implementing BIP's and ways to avoid them.

Wednesday, September 16, 2015

Conducting High Quality Assessments of English Learners (EL)

By Andrea Dennison, Doctoral Candidate, Texas ATM University

NASP Practice Domains: Domain 1: Data-based Decision-making and Accountability
 Domain 8: Diversity in Development and Learning

In this session, you will learn about the process of conducting rigorous, defensible, and valid school-based assessments of EL students. Your presenter, Andrea Dennison, has extensive experience conducting bilingual assessments, and will guide you through the process of a multilingual assessment and share with you some valuable tips to make the process less daunting, no matter what languages are spoken by you, your students' families, or your school staff. Special topics to be covered include: working with low incidence language groups, early learning assessments, working with recent immigrant populations, and differentiating between language difference and disability. Some time will also be dedicated to participants' questions.

Concurrent Sessions

Interventions for Executive Functions Difficulties

By George McCloskey, Ph.D.

NASP Practice Domains: Domain 1: Data-based Decision-making and Accountability
 Domain 3: Interventions and Instructional Support to Develop Academic Skills

This presentation will describe a multidimensional model of executive functions that can be used to guide case conceptualization and intervention selection. Descriptions of executive functions difficulties and intervention strategies for children ages 4-18 will be discussed. Information from case studies demonstrating executive functions difficulties will be discussed with emphasis on intervention recommendations, implementation, and progress monitoring.

Increasing school capacity to serve children with Autism Spectrum Disorder through web-based supports

By Kimberly Zoder-Martell, Ph.D., HSPP, BCBA-D, Susan Wilczynski, Ph.D., BCBA-D, and Allison Labrie

NASP Practice Domains: Domain 2: Consultation and Collaboration
 Domain 3: Interventions and Instructional Support to Develop Academic Skills
 Domain 4: Interventions & Mental Health Services to Develop Social & Life Skills

Web-based consultation and training offer a potentially revolutionary means of supporting teachers in remote, under-resourced schools. This presentation will examine the results of a recent nation-wide study, which sought to determine if web-based training and/or web-based consultation (coaching and feedback) resulted in increased teacher knowledge acquisition, teacher satisfaction, and accurate treatment delivery to students on the autism spectrum.

Assessing adaptive behavior with the newly revised Adaptive Behavior Assessment System, Third Edition (ABAS-3)

By Ann Rogers, Ph.D., NCSP, WPS

NASP Practice Domains: Domain 1: Data-based Decision-making and Accountability

The inclusion of a measure of adaptive behavior can be considered as best practice in any evaluation battery where an assessment of an individual's proficiency in effectively and independently navigating the skills required for success in caring for oneself, responding to others, and in meeting the environmental demands of (home, work, community) are relevant evaluation questions.

Teen Dating Violence: Implications for School Psychologists

By Carla Moore

NASP Practice Domains: Domain 4: Interventions & Mental Health Services to Develop Social & Life Skills
 Domain 6: Preventive and Responsive Services

Teen dating violence may occur in school settings, demonstrating the important role schools play in stopping or preventing dating violence. This presentation will discuss the prevalence and consequences of teen dating violence. Practitioners will learn about school-based prevention programs and intervention services designed to help victimized youth.

The Impact of Chronic Conditions on Learning

By Mary Ciccarelli, MD

NASP Practice Domains: Domain 3: Interventions and Instructional Support to Develop Academic Skills
 Domain 4: Interventions & Mental Health Services to Develop Social & Life Skills

This presentation will address the impact of health and chronic illness on education. The objectives will: review the impact of chronic physical and mental health conditions on learning readiness and educational achievement; recognize potentially correctable issues to address which may be impacting learning; maximize self-care and health habits to maximize learning capabilities for youth with chronic health conditions. Participants will consider the impact of various health conditions, develop skills in assessing youth for acute problems and encourage youth to incorporate self-care and self-management strategies into their lives.

Understanding Cognitive Strengths and Needs: Analyzing Data from the WISC-V

By Anne-Marie Kimball, Ph.D., Pearson

NASP Practice Domains: Domain 1: Data-based Decision-making and Accountability

This session will describe how the Wechsler Intelligence Scale for Children—Fifth Edition (WISC-V) may be used to understand the cognitive strengths and needs of students. The session is intended for those practitioners who routinely assess children between the ages of 6 years 0 months and 16 years 11 months to determine their eligibility and need for special services. Particular emphasis will be placed on the changes from the WISC-IV to the WISC-V, including new subtests and test content, enhanced measurement of fluid reasoning, and the development of a digital edition of the measure for use on the Q-interactive platform. Following this session, participants will have an understanding of how the theoretical underpinnings and content of the WISC-V help clinicians to understand student needs, and how to use this information in making program eligibility decisions and in developing additional assessment and intervention recommendations based upon an analysis of data.

Concurrent Sessions

Thursday, September 17, 2015

The Science of Executive Functioning: New Data, New Ideas and the Comprehensive Executive Functioning Inventory

By Sam Goldstein, Ph.D.

NASP Practice Domains: Domain 1: Data-based Decision-making and Accountability
 Domain 3: Interventions and Instructional Support to Develop Academic Skills

In this presentation, Dr. Goldstein, co-author of the Comprehensive Executive Functioning Inventory (CEFI) will provide a brief overview the of historical and current theories and definitions of executive functioning (EF), discuss the most current research reflecting the core issues that comprise these hypothesized functions, review behaviors considered characteristic of EF as well as current diagnostic protocols. The presentation will include a discussion of data from the largest epidemiological/standardization sample completed thus far, examining EF in the general population of children. These data, as well as data from other research sources, demonstrate a science based foundation for appreciating the components of executive functioning. The presentation will provide an emphasis and theoretical framework for understanding EF in light of intellectual achievement and neuropsychological functioning. Emphasis will be placed on the CEFI, the first nationally standardized norm referenced instrument designed to identify executive functioning in youth two through eighteen years of age. The presentation will include an overview of current treatment strategies, modalities, ideas for implementation and future challenges.

Early Childhood Assessment and Intervention in the Context of Play

By Lisa Kelly-Vance, Ph.D.

NASP Practice Domains: Domain 1: Data-based Decision-making and Accountability

The purpose of this presentation is to provide participants with tools for using play assessment and intervention in early childhood settings with emphasis on the Play Assessment and Intervention System (PLAIS) that is available free of cost. Participants will first learn the background and rationale for using play assessments and interventions. General information will be provided about available approaches. Detailed information will be give about the PLAIS, which is a comprehensive approach firmly grounded in research and easy to use in practice. Participants will learn the PLAIS system of assessment (PIECES) and intervention (CLIPS) and how to access the materials. Applications of play assessments and interventions will be discussed and case example will help to illustrate the process.

First Steps-LEA Collaborative Pilot Project

By Dawn Downer and Shirley Huntsman

NASP Practice Domains: Domain 7: Family–School Collaboration Services
 Domain 10: Legal, Ethical, and Professional Practice

This session will provide a description of a pilot being conducted in one Indiana school district whose staff is conducting select First Step/Part C evaluations for children below the age of three years. Indiana Division of Disability and Rehabilitative Services, Part C staff will describe the pilot and discuss benefits as well as opportunities for future involvement.

Helping Transgender Children Succeed at School and at Home

By Todd Savage, Ph.D.

NASP Practice Domains: Domain 6: Preventive and Responsive Services
 Domain 7: Family–School Collaboration Services
 Domain 8: Diversity in Development and Learning

Transgender children face a myriad of challenges affecting their abilities to succeed at school and at home. The purpose of this session is to augment the participant’s awareness of gender identity and gender diversity, in general; to assist the participant in constructing a knowledge base pertaining to gender identity, gender diversity, and the schools; and to increase the participant’s potential to work successfully with this population. Direct instruction, videos, and small and large group interactions will be employed to enhance participant learning.

Concurrent Sessions

How Handwriting Experience Changes Visual Letter Processing in the Pre-Literate Brain

By Karin Harman-James, Ph.D.

NASP Practice Domains: Domain 3: Interventions and Instructional Support to Develop Academic Skills

One of the best predictors of reading acquisition in elementary school is letter knowledge in preschool. Nonetheless, we know very little about how letters are learned and the neural substrates and circuitry that underlie typical and atypical letter learning. Our functional Magnetic Resonance Imaging research has transformed our understanding of letter learning by showing that letter 'reading' by preschool children recruits the same neural substrates that are used for word reading in adults – but, of key importance, only if the pre-schoolers have previous experience printing letters by hand. This same adult network was not recruited for letter reading when pre-schoolers practiced letters through typing, tracing, or seeing/hearing. Further, another key outcome has been that functional neural connections between the sensory/visual 'reading' network and fine motor-control networks are enhanced with handwriting practice, but not other forms of practice, suggesting that the mechanism for development to an adult-like reading network involves sensorimotor plasticity that may be optimized during printing. Thus, these studies suggest a crucial role for handwriting in the development of reading systems in the brain. Current and future work is addressing how sensorimotor connectivity is created through handwriting – that is, what aspect of the writing experience changes letter processing. Preliminary data suggests that the variability of self-generated visual input produced during handwriting (the variable written letter form) may be the key to the effectiveness of handwriting over other learning modalities. These studies are the first to explore how handwriting affects letter processing and why this effect occurs.

Learned, Opportunities, and Challenges

Panel hosted by Dr. Leah Nellis, panel participants include special education directors and school psychologists from Carmel-Clay School District, Greater Clark County Special Education Cooperative, MSD of Wayne Township, and Yorktown Community Schools

NASP Practice Domains: Domain 2: Consultation and Collaboration
Domain 5: School-Wide Practices to Promote Learning
Domain 6: Preventive and Responsive Services
Domain 10: Legal, Ethical, and Professional Practice

This panel presentation will highlight ongoing efforts by four Indiana school districts/cooperatives to utilize school psychology staff and resources in innovative and proactive ways. Perspectives of both administrators and school psychology practitioners will be shared and opportunities for questions will be provided.

Tackling Student Anxiety through Changing Students' Mindsets

By Mel Davis, Ph.D. and Michelle Lehman, School Social Worker

NASP Practice Domains: Domain 4: Interventions & Mental Health Services to Develop Social & Life Skills
Domain 6: Preventive and Responsive Services

Participants will consider ways to expand the role of the school psychologist in the schools. Ideas to collaborate between the school psychologist and staff will be shared. The school psychologist and social worker will discuss components of a grant that will be implemented specifically to enhance mental health in an elementary school. The book Mindsets and educator materials will be introduced and used to illustrate specific student lessons and opportunities for staff professional development.

The Foundations of Interpreting the WJ-IV Using an Integrated CHC Neuropsychological Processing Approach

By Joseph Claeys, Riverside

NASP Domains: Domain 1: Data-based Decision-making and Accountability

This workshop will provide participants with a better understanding of how the results of the WJ-IV can be used to interpret test results using a neuropsychological/processing approach. Attendees will be given a foundational review of the WJ-IV's CHC structure and the basics of the neuropsychological approach. Case studies demonstrating the identification of common disorders will be used to illustrate the method.

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Tuesday, September 15, 2015

*Session will be repeated during the day.

7:45 am Breakfast

8:15 am Keynote-Dr. Amanda VanderHeyden

9:15 am Concurrent Sessions

Pitfalls: MTSS/RTI Implementation Pitfalls and Solutions*
Results of Statewide School Psychology Survey in Indiana*
Diversity Toolkit: Building Cultural Competency*
Assessing adaptive behavior with the newly revised Adaptive Behavior Assessment System, Third Edition (ABAS-3)

10:45 am Concurrent Sessions

Math: Scaling up MTSS/RTI*
Indiana Department of Education, Office of Special Education Update*
BASC-3: What's New?*
Systems of Care and the Role of the School Psych*

12:15 pm Lunch

1:00 pm IASP Business Meeting

1:30 pm Break

1:45 pm Concurrent Sessions

Pitfalls: MTSS/RTI Implementation Pitfalls and Solutions*
Indiana Department of Education, Office of Special Education Update*
Diversity Toolkit: Building Cultural Competency*
Systems of Care and the Role of the School Psych*

3:15 pm Concurrent Sessions

Math: Scaling up MTSS/RTI*
Results of Statewide School Psychology Survey in Indiana*
BASC-3: What's New?*
Why Isn't this Behavior Plan Working?-Call for Presentations

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Wednesday, September 16, 2015

7:45 am Breakfast

***Session will be repeated during the day.**

8:30 am Concurrent Sessions

Interventions for Executive Functions Difficulties*
The Impact of Chronic Conditions on Learning
Understanding Cognitive Strengths and Needs: Analyzing Data from the WISC-V*
Increasing School Capacity to serve students with ASD

10:00 am Conducting High Quality Assessments of English Learners (EL)

11:30 am Keynote with NASP President Dr. Todd Savage

12:15 pm Lunch

1:00 pm Awards

1:15 pm Break

1:30 pm Concurrent Sessions

Interventions for Executive Functions Difficulties*
Conducting High Quality Assessments of English Learners (EL)
Understanding Cognitive Strengths and Needs: Analyzing Data from the WISC-V*
Assessing adaptive behavior with the newly revised Adaptive Behavior Assessment System, Third Edition (ABAS-3)

3:00 pm Teen Dating Violence: Implications for SP

4:30 pm Dr. Todd Savage meeting with Grad Students/Early Career Professionals

5:30 President's Social-TBD

HALF DAY WORKSHOPS
Authors of I Hate to Write:
Cheryl Boucher and
Kathy Oehler

8:30 am - 11:30 am
or
1:30 pm - 4:30 pm

PEARSON

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Thursday, September 17, 2015

7:45 am Breakfast

***Session will be repeated during the day.**

8:30 am Concurrent Sessions

Tackling Student Anxiety through Changing Students' Mindsets

Helping Transgender Children Succeed at School and at Home*

How Handwriting Experience Changes Visual Letter Processing in the Pre-Literate Brain*

10:00 am Concurrent Sessions

Panel: Improved Services for Students through Expanded Roles for School Psychologists: Perspectives, Lessons Learned, opportunities, and Challenges*

First Steps-LEA Collaborative Pilot Project*

The Foundations of Interpreting the WJ-IV Using an Integrated CHC Neuropsychological Processing Approach*

11:30 am Region Meetings

12:00 pm Lunch

12:45 pm Break

1:00 pm Concurrent Sessions

Panel: Improved Services for Students through Expanded Roles for School Psychologists: Perspectives, Lessons Learned, opportunities, and Challenges*

First Steps-LEA Collaborative Pilot Project*

How Handwriting Experience Changes Visual Letter Processing in the Pre-Literate Brain*

2:30 pm Concurrent Sessions

Helping Transgender Children Succeed at School and at Home*

The Foundations of Interpreting the WJ-IV Using an Integrated CHC Neuropsychological Processing Approach*

HALF DAY WORKSHOPS
The Science of Executive Functioning: New Data, New Ideas and the Comprehensive Executive Functioning Inventory

8:30 am - 11:30 am

or

1:00 pm - 4:00 pm

HALF DAY WORKSHOPS
Play based Preschool Assessment

8:30 am - 11:30 pm

or

1:00 pm - 4:00 pm

