



NATIONAL
ASSOCIATION OF
SCHOOL
PSYCHOLOGISTS



AMERICAN
HEALTHCARE
INSTITUTE

Continuing the Process of Professional Education

present the Third Annual

Critical Skills & Issues in *School Psychology* 2006 Summer Conferences

*Two Major Educational Conferences
for School Psychologists*

Atlantic City, NJ

JULY 18 & 19, 2006

*featuring a keynote address by
Russell Barkley, Ph.D.*

Chicago, IL

JULY 28 & 29, 2006

Plus, Your Choice of Pre-Conference Seminars:

ATLANTIC CITY — July 17

Working with ADHD in Children and Adolescents: A School-Focused Point of View
A Full Day Workshop with Russell Barkley, Ph.D.

OR Instructional Consultation Teams: A Model for Ensuring Teacher and Student Success

CHICAGO — July 27

Assessment and Intervention with Childhood and Adolescent Depression

OR Reading Difficulties: Prevention and Intervention through Evidence-Based Practices



NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

NASP Mission

The National Association of School Psychologists (NASP) is the world's largest, most effective organization of school psychologists, representing 23,000 members in the United States and abroad. NASP's mission is to promote and support school psychology through leadership to enhance the mental health and educational competence of all children.

NASP continues to receive positive feedback from members who enjoy having high caliber educational and networking opportunities available in the summer. Our first two conference years were very successful, and both the attendance and the positive feedback from participants have grown each year. These 2006 conferences promise to be even more popular.

Experience hand-picked presenters who are expert in a variety of fields important to your practice of school psychology. Receive up-to-date information on IDEA regulations. Meet other professionals in a more relaxed conference environment. Have your evenings free to sightsee, shop or gamble. Increase your CPD hours. Devote quality time to contacts with exhibitors and NASP staff. Enjoy all the many opportunities this year's conferences have to offer you.

We are pleased to offer this year's choice of Atlantic City, Chicago—or both—and encourage you to see why hundreds of other school psychologists will be attending these meetings again, and for the first time, in 2006. See you there!

*Susan Gorin, CAE, Executive Director
National Association of School Psychologists – NASP*

NASP Services

NASP programs and services are developed and directed by an elected leadership body of school psychologists. They dedicate their time and expertise to ensure that school psychology remains a leader in the effort to provide quality, effective services for children, families, and schools.

Advocacy

NASP advocacy efforts communicate a clear message about school psychology and its contribution to children, families, and the systems that serve them. NASP works actively and directly at the federal level and supports efforts of members and state associations at the state and local level.

Publications

NASP's high quality publications include best-selling books, electronic and web-based resources on topics related to learning and development; *Communiqué*, NASP's official newspaper; and *School Psychology Review*, the second largest journal in psychology. Member discounts apply.

NCSP Certification

The Nationally Certified School Psychologist (NCSP) recognizes school psychologists who meet rigorous national standards of training and continuing professional development. It is the only national credential for school psychology and is open to NASP members and nonmembers. Member discounts apply.

Annual Convention

The NASP Annual Convention, the largest gathering of school psychologists in the world, typically offers more than 550 workshops and presentations relevant to school psychological training and practice. The 2007 Convention will be held in New York City, March 27-31, 2007.

NASP Career Center

The NASP Career Center is the only interactive online career center dedicated to school psychologists. Jobseekers can search jobs, post resumes, apply for positions, and access career resources 24/7 for free. Employers can post jobs, search the resume database, and receive applications online anytime. www.naspcareercenter.org.

NASP Center

The NASP Center fosters best practices and improves outcomes for children and their families by providing free or low cost resources to parents, teachers, and others working with children and youth. www.naspcenter.org. For more information about these and other NASP services visit www.nasponline.org.

About American Healthcare Institute (AHI)

For more than twenty years, AHI has provided high quality continuing education opportunities for mental health professionals, nurses, and school personnel. Live AHI meetings currently available each year include specialized conferences such as these regional summer conferences for school psychologists, regional conferences for school nurses, pediatric and ambulatory care conferences, plus several hundred one and two-day seminars on a wide range of clinical and management issues. AHI also provides continuing education audio programs on CD, plus a range of on-site training programs for hospitals, clinics, and schools. For more information on AHI products and services, please visit www.ahi-online.com.

TABLE OF CONTENTS

About NASP and AHI	p. 2
Hotel Information	p. 3
ATLANTIC CITY Pre-Conference Seminars	p. 4
ATLANTIC CITY Conference Schedule	p. 5
Atlantic City Faculty Information.....	p. 8
CHICAGO Pre-Conference Seminars.....	p. 9
CHICAGO Conference Schedule.....	p. 10
Chicago Faculty Information.....	p. 13
Continuing Professional Development & Registration Information	p. 14
Registration Form	p. 15

>> *Hotel Meeting Sites*



Atlantic City – Always Turned On!

Headquarters Hotel: **Sheraton Atlantic City Convention Center Hotel**

Two Miss America Way | Atlantic City, NJ 08401
Reservations: (888) 627-7212
www.sheraton.com/atlanticcity

Summer is the best time of year to visit this beach resort, one of the premier destinations for vacationers in the Northeast. Visitors can spend their leisure time simply enjoying the sun and surf, or strolling down the four-mile Boardwalk lined with shops, restaurants, casinos, and recreation spots. Those wishing to try their luck can drop into one of the many lavish near-by casinos. Or, visitors can choose to fill their evenings with headline entertainment, sumptuous dining, and visiting with both old and new friends and colleagues from across the United States.

The luxurious headquarters hotel for this year's annual conference, the Sheraton Convention Center Hotel, features comfortable guest rooms, three full-service dining options, a health club with state-of-the-art equipment (complimentary to participants in this meeting), and indoor and outdoor whirlpools. Its location just three blocks from the Boardwalk assures you of a spot in the heart of the action.

Special room rates have been negotiated for registrants at this year's conference. Reserve your room for only **\$134**, single or double occupancy, plus taxes.



Chicago – Something for Everyone

Headquarters Hotel: **Renaissance Schaumburg Hotel & Convention Center**

1551 Thoreau Drive | Schaumburg, IL 60173
Reservations: (800) 266-9432, or online: www.ahi-online.com and follow the links to *School Psychology Conferences*

What better way to enjoy the excitement, beauty and adventure Chicago has to offer than from the comfort of the Chicago area's newest luxury hotel! Brand new in July, 2006, the Renaissance Schaumburg Hotel & Conference Center offers school psychologists in attendance at this year's summer conference the newest technology, the most sweeping architectural innovations, contemporary fitness center and pool, and the attentiveness of world class Four Diamond service – all at amazingly low sleeping room rates, with complimentary parking, and convenience surpassed by no other hotel.

This ultra-modern 500 room hotel, convenient to several major interstates, is in the heart of the Village of Schaumburg – a vibrant, growing Chicago suburb offering a vast array of upscale dining, exclusive shopping and of course the endless options at the famous Woodfield Mall. The hotel is just 20 minutes from O'Hare International Airport and just 30 minutes from downtown Chicago, a city of world-class status and unsurpassed beauty, drawing visitors from around the nation and the globe.

Located on the shores of Lake Michigan, Chicago is home to the blues, several sports teams, an internationally acclaimed symphony orchestra, spectacular live theater, celebrated architecture, and incredible shopping. Excitement in Chicago is all around.

Special room rates have been negotiated for registrants at this conference. Reserve your room for only **\$119**, single or double occupancy, plus taxes.

Please make your reservations early. Overnight rooms reserved at these special rates will sell out. Rates and availability cannot be guaranteed after June 16, 2006, for Atlantic City, or after July 5, 2006, for Chicago, or after our room blocks are sold out.

Full Day Pre-Conference Workshops

ATLANTIC CITY • MONDAY, JULY 17th

>>> Choose **ONE** Pre-Conference Seminar to Attend <<<

Instructional Consultation Teams: A Model for Ensuring Teacher and Student Success

There has never been a more opportune time for school psychologists to participate in the creation of effective services for students and teachers. The recently reauthorized IDEA can expand roles for school psychologists who are both ready and effective in consulting with teachers to enhance classroom instruction. The Instructional Consultation Team (IC Teams) model is a comprehensive support process that targets the effective delivery of instruction for struggling students. The focus is on achieving success within the general education classroom. Implemented in over 300 schools throughout seven states, the IC Team model is research-based and has demonstrated improved academic and behavioral performance for students. IC Teams also has supported teachers in their use of enhanced instructional and assessment practices.

School psychologists attending this workshop will increase and refine their understanding of how to develop effective collaborative relationships with teachers for the express purpose of supporting classroom instruction. Emphasis will be on enhancing participants' use of critical and focused communication and problem-solving skills.

Through lecture and interactive activities, participants will:

- Become aware of the critical components of IC Teams
- Better understand the underlying assumptions of instructional consultation
- Recognize the importance of consulting with teachers to promote student success within the classroom
- Develop skills for creating collaborative relationships with teachers
- Become aware of the role of instructional assessment within problem-solving

Interactive practice activities, conducted under supervision, will help support participants' development of the skill sets necessary to implement this model in their own schools.

FACULTY: Todd A. Gravois, Ph.D.

Todd A. Gravois, Ph.D., is Co-Director of the Laboratory for Instructional Consultation Teams at the University of Maryland. Over the past 15 years, he has focused his practice and research interests on the reformation of service delivery in schools with an emphasis on applying empirically-based instructional practices as part of the consultation process. For the past ten years, he has provided staff development to practicing school psychologists and school-based team members as part of the implementation of Instructional Consultation Teams in over 300 elementary and middle schools in seven states. He is coauthor of *Instructional Consultation Teams: Collaborating for Change*, as well as author of publications on the impact of team-based services on student achievement, teacher development and special education placements.

Working with ADHD in Children and Adolescents: A School-Focused Point of View

ADHD is among the most common childhood and adolescent behavioral disorders, affecting 5–7 percent of the school-age population and 3–5 percent of teens. It constitutes the largest proportion of children and teens referred to mental health programs in the U.S.

This presentation will provide detailed, up-to-date information on the nature of ADHD in children and teens. A new theory of ADHD will be presented that provides a much more enriching, comprehensive, dignifying, and workable view of the disorder than does the common clinical conceptualization of ADHD as an attention deficit. This view has important implications for classroom and home management of ADHD.

Dr. Barkley will address these exciting implications for school psychologists, and the most effective intervention strategies for use with children and teens with ADHD – focusing particularly on classroom and school-based management. He will also review the latest thinking about medication therapy for children and teens.

By attending this workshop, participants will learn:

- Primary characteristics of ADHD and its modern sub-typing, diagnostic criteria and adjustments for special populations
- Detailed information on comorbid disorders, developmental risks, life course, and adult outcomes that show the substantial health and mental health impact of the disorder
- A new theoretical framework from which to understand ADHD as a developmental disorder of self-regulation, providing insight into the nature of the disorder and potential avenues of management
- Specific and most validated methods for the management of ADHD children in the classroom and at home
- What to avoid: Unproven/disproven treatments
- How to counsel parents and teachers about ADHD, and how to teach effective behavior management
- The most useful medications to use in conjunction with home and school management programs for children and teens with ADHD

FACULTY: Russell A. Barkley, Ph.D.

Russell A. Barkley, Ph.D., holds a Diplomate in three specialties: Clinical Psychology (ABPP), Clinical Neuropsychology (ABCN, ABPP), and Clinical Child and Adolescent Psychology (ABCCAP, ABPP). He is a clinical scientist, educator, and practitioner who has authored or co-edited 17 books and published more than 200 scientific papers and book chapters related to ADHD and its assessment and treatment. His books include *Attention Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment* (Guilford, 2005), *Taking Charge of ADHD: The Complete Authoritative Guide for Parents* and *Defiant Children: A Clinician's Manual for Assessment and Parent Training*.

Currently Research Professor in the Department of Psychiatry at the SUNY Upstate Medical School in Syracuse, NY., Dr. Barkley is Founder and former Chief, Neuropsychology Service, Department of Neurology at the Medical College of Wisconsin and Milwaukee Children's Hospital. He also served as Director of Psychology at the University of Massachusetts Medical School for 15 years and as Professor of Psychiatry and Neurology until 2002. He serves on the editorial boards of numerous scientific journals and as a reviewer for many others, and has spoken both nationally and internationally.

July 18 & 19, 2006

Atlantic City, NJ

Critical Skills and Issues in School Psychology

Tuesday, July 18

7:00 – 8:15 am

Registration, Refreshments & Visit Exhibits

8:15 – 8:25 am

Welcome & Conference Overview

Barbara Bole Williams, Ph.D., NCSP
Conference Chairperson

8:25 – 8:40 am

NASP Overview

Latest initiatives, achievements, and ongoing work of NASP will be highlighted.

Mary Beth Klotz, Ph.D., NCSP
NASP Director of IDEA Projects & Technical Assistance

8:40 – 10:00 am

GENERAL SESSION

Evidence-Based Interventions for Dealing with Children and Adolescents with ADHD in School Settings

Russell Barkley, Ph.D.

Focus of this schools-specific look at ADHD will be on evidence-based interventions proven effective in the classroom and other school-based settings. Dr. Barkley will emphasize latest critical thinking about the developmental course and the most effective treatment strategies for use with children and teens diagnosed with ADHD. The latest in medication therapy for ADHD will also be presented. This workshop will offer NEW material important to school psychologists' work with children and teens with ADHD based on Dr. Barkley's up-to-date research findings as outlined in the 2006 revisions to his landmark textbook and clinical workbook, *Attention-Deficit Hyperactivity Disorder, 3rd Edition*.

If you have never heard the nation's leading authority of working the children and teens with ADHD, you don't want to miss this opportunity. If you have had the pleasure of attending one of Dr. Barkley's presentations in the past, come hear this important update and learn new information that will be invaluable in your work as a school psychologist.

10:00 – 10:30 am

Refreshment Break & Visit Exhibits

10:30 – 12 Noon

GENERAL SESSION

RTI: Response to... Intervention or Instruction: Does the "I" in RTI matter?

Todd Gravois, Ph.D.

RTI is now the hot topic, and many school psychologists are leading the charge to help districts redesign and refocus their services. However, should the focus be response to intervention or response to instruction?

After thirty years of giving lip service to the concept of "appropriate instruction," there is rare opportunity to actually focus on the pivotal role that instruction plays in student academic success. The next generation of service delivery will depend upon school psychologists who can create collaborative and professional relationships with teachers. Psychologists who are skilled and can consult to improve the quality and effectiveness of instruction within the general education classroom will lead this charge. This session will present a map of critical skills for accomplishing this and helping to achieve the dramatic new mandates for improved student achievement. Focus will be on the foundations of effective collaboration as currently practiced by school psychologists, the expanding role of instructional assessment in planning intervention systems, the sharp focus on school accountability, and best practices common to high-achieving schools.

12 Noon – 1:30 pm

Banquet Lunch

Come share a meal and some time with your colleagues!

Cost of this lunch is subsidized; however, registration and pre-payment are required. See Conference Registration Form, page 15.

"The conference provided great insight on the many changes in the profession of school psychology."

– Evan Jaffe, School Psychologist, Richboro, PA
2005 Attendee

1:30 – 4:50 pm

CONCURRENT WORKSHOPS

Each workshop will be conducted twice, and participants will be able to attend two different workshops during this afternoon block. The first session will be held from 1:30 p.m. to 3:00 p.m.; the second session will be held from 3:20 p.m. to 4:50 p.m. A room change will occur between 3:00 p.m. and 3:20 p.m. Please indicate two choices, and one alternate, on your Conference Registration Form, p. 15.

1. Intellectual Assessment and the Future of School Psychology

Patti L. Harrison, Ph.D., NCSP

The workshop addresses school psychologists' present and future role as "assessment experts" in schools. Methods through which school psychologists may integrate intellectual assessment activities within the broader national "future of school psychology" agenda will be presented. The interrelated issues of prevention, intervention, and identification for children's learning and behavior problems will be emphasized, and the role of intellectual assessment within a multi-tiered model of school psychological services will be discussed. The workshop concludes with problem-solving activities related to individual school psychologists engaging in effective assessment practices, including intellectual assessment, in their own school districts.

2. Evidence-Based Practice: What Every School Psychologist Needs to Know

Diane Smallwood, Psy.D., NCSP

Current trends in public policy and legislation place strong emphasis on the need for educational practices that are scientifically-based and validated by research evidence. Within the school psychology community, much attention has been given to the importance of using evidence-based practices. This workshop prepares participants to utilize research findings to inform their daily practice as school psychologists. An overview of evidence-based initiatives in education and school psychology will be provided, as will criteria for assessing types and quality of research evidence. Participants will gain an understanding of strategies for implementation of evidence-based interventions in practice settings.

Atlantic City, NJ July 18 & 19, 2006

Critical Skills and Issues in School Psychology

3. IDEA 2004: Tools and Information on the Expanding Role of School Psychologists

Mary Beth Klotz, Ph.D., NCSP

The reauthorized Individuals with Disabilities Education Improvement Act (IDEA) includes many changes that have broadened the practice of school psychology. This session provides participants with an in-depth look at NASP's most recent resources, fact sheets and tools designed to assist school psychologists in understanding and communicating to others the relevant tenets of IDEA 2004. In addition, participants will receive a brief overview on the most pertinent changes in IDEA 2004 and an update on the content of the proposed regulations. Topics to be addressed include: Response to Intervention (RTI) and LD identification; evaluations and re-evaluations; transition planning; early intervention services; disproportionality; discipline procedures; alignment with NCLB; and individual education programs and meetings. Capitol Hill news, ways to get involved in advocacy efforts, and information about the work of NASP coalitions and partnerships will also be highlighted.

4. Evidence-Based Interventions for Learners with Autism

Mary Jane Weiss, Ph.D.

Interventions for autism abound, and the array of interventions available makes for confusion among parents and service providers. This workshop will review evidence-based practices that have been demonstrated to provide benefit to learners on the autism spectrum. ABA (advanced behavioral analysis) teaching strategies will be discussed, including discrete trial instruction, incidental teaching, and naturalistic strategies for building language. In addition, essential elements for reducing behavioral difficulties will be reviewed, including the importance of using antecedent strategies. Finally, strategies that have been demonstrated to increase social skills will be discussed, including role plays, rule cards, and social problem-solving strategies.

5. An Ecological Perspective on Bullying Prevention and Intervention: Practical Applications for School Psychologists

Christopher Willis, Ph.D., & John Lestino, MA, LPC

Effectively dealing with bullies and violence prevention in general can be a formidable task for school psychologists. Workshop participants will learn strategies and skills that will enable them to focus in on the specific issues and needs in their schools. An ecological perspective on bullying will be used as a theoretical model to demonstrate best practices in violence needs assessment, prevention planning, and intervention implementation. Using a three-dimensional graphic representation (the violence prevention cube), participants will become better able to identify the culture of their schools in terms of the types of school violence they face, risk and protective factors, and levels of prevention.

6. Cognitive Behavioral Therapy (CBT) with Children with Anxiety Disorders

Elizabeth Gosch, Ph.D., ABPP, Terry M. Molony, Ed.S., NCSP & Elizabeth Forrest, MS

This session will present common components of empirically-supported CBT programs for treating anxiety in children. In particular, the strategies of coping modeling, role-plays, cognitive restructuring, relaxation, "imaginal" and "in vivo" exposure tasks, homework assignments, and contingent reinforcement will be illustrated. Participants will learn to identify the components of CBT for anxious youth, to conceptualize cases of childhood anxiety in a manner that facilitates the implementation of CBT, and to implement treatment strategies flexibly in response to children's individual needs.

4:50 pm
Adjourn for the day

"Each workshop was very informative. Great Job!"

- Christine Moloy, School Psychologist, Belmont, MA
2005 Attendee

Wednesday, July 19

7:30 - 8:15 am

Refreshments & Visit Exhibits

8:15 - 11:45 am

CONCURRENT GENERAL SESSIONS

Participants will be able to attend two different workshops during this morning block. The first sessions will be conducted from 8:15 to 9:45 a.m.; the second sessions will be held from 10:15 to 11:45 a.m. Please indicate your two choices, plus one alternate, on your Conference Registration Form, page 15.

A. The Nuts and Bolts of Functional Behavioral Assessment & Positive Behavioral Supports

Mian Wang, Ph.D.

School psychologists today are in a unique position: The present political, social and professional climate puts intensive pressure on, and offers opportunity for, school psychologists to collaborate in the development of both preventive and reactive behavior support systems. In fact, the 2004 reauthorization of IDEA mandates the use of functional behavioral assessments (FBA) and positive behavioral supports (PBS) for professionals to work with students with challenging behaviors. This session provides participants with a good opportunity to refine their mastery of PBS, and with guidelines for conducting FBA and writing quality behavioral intervention plans (BIP). Included will be specific skills training in data collection and analysis, FBA implementation packages (protocol and assessment forms and tools), as well as discussion of effective strategies and resources for positive behavior interventions.

B. Hot Legal Issues in School Psychology

John B. Comegno II, Esquire

The re-authorization of the federal special education law - the Individuals with Disabilities in Education Improvement Act of 2004, along with other recent developments in case law, impact the practice of school psy-

chology and the way in which special education and related services are delivered across the nation. This presentation, delivered by an attorney who focuses his practice on representing schools and parents relating to special education issues, will highlight recent developments in the law and court decisions that affect school psychologists. Don't let the changes confuse or intimidate you. This seminar emphasizes practicality and real world issues. You will learn how the law has changed, and how you can stay current.

C. A Strategic Approach to Psychopharmacology for School Psychologists

Z. Benjamin Blanding, Psy.D., CCD,
ABMP, DBFM, FPPR, FACAPP

This workshop describes the many roles that practicing school psychologists may serve in caring for students who are receiving psychotropic medications. School psychologists may be heavily involved in making medication decisions, identifying intervention goals, evaluating treatment effectiveness via medication monitoring, and maintaining family involvement in the treatment process, etc. The diagnostic components and implications of several psychological disorders seen in young/ pediatric patients will be addressed from a functional perspective. Workshop content also reviews the current state of psychopharmacologic treatment for children and adolescents by briefly surveying the categories of psychotropics, recommended treatment dosings, and side effects.

D. Bipolar Disorder in Children and Adolescents: The Role of the School Psychologist

Frank Epifanio, Ph.D., NCSP
Laura W. Monahan, MA

Children with bipolar disorder present special challenges to parents, teachers, and peers. This workshop will address the role of the school psychologist in educating parents and teachers to be active participants in symptom management. Evidence-based interventions that can be implemented in the schools will be discussed. Although therapeutic strategies for bipolar disorder are generally pharmacological in nature, cognitive-behavioral approaches have much to offer as far as teaching children and adolescents with bipolar disorder to anticipate and manage symp-

toms of depression, mania, and hypomania. Strategies for teaching self-determination skills to adolescents with bipolar disorder will be addressed.

11:45 – 1:15 pm Banquet Lunch

Come share a meal and some time with your colleagues!

Cost of this lunch is subsidized; however, registration and pre-payment are required. See Conference Registration Form, page 15.

1:15 – 4:30 pm GENERAL SESSION

Special Presentation for All Conference Attendees

Establishing a Response to Intervention (RTI) Three-Tiered Service Delivery Model in Schools

George McCloskey, Ph.D.

This extraordinary three-hour session takes you through the process of establishing and maintaining an effective RTI model in your school. You'll explore the concepts, realities, and the problems -- and learn practical strategies for dealing effectively with all of them.

Strategies for transitioning from a discrepancy model to an RTI model will be highlighted.

Designed for school psychologists at all levels of experience, focus will be on:

- How to implement a three-tier model to prevent "instructional disabilities" and effectively identify learning disabilities.
- How to work with the ways IDEA reauthorization is affecting learning disabilities definitions and changing procedures for LD identification
- A cognitive, developmental, neuropsychologically-oriented model for guiding the definitions of LDs, specifying assessment procedures for identifying LDs, and specifying instructional strategies that address the needs of LDs
- Strategies for resolving RTI issues and developing procedures for the effective use of RTI in LD identification and intervention planning

Case study material, drawn from grades K-12, will be integrated throughout the presentation.

You won't want to miss this extraordinary session!

4:30 – 4:45 pm Wrap-Up and Evaluation

4:45 pm Adjourn

“Very well put together and extremely professional.”

– Matthew Brelsford, School Psychologist,
Elkridge, MD
2005 Attendee

“I hope to make this an annual event. I feel ready to return to school.”

– Gina Meredith, School Psychologist,
Stansbury Park, UT
2005 Attendee



Atlantic City Faculty

Conference Chairperson: Barbara Bole Williams, Ph.D., NCSP

Associate Professor and Coordinator of School Psychology Program, Rowan University, Glassboro, NJ; former school psychologist and director of special services; widely published author and presenter of a variety of school psychology issues; past president, New Jersey Association of School Psychologists; former Northeast Regional Representative to NASP's Executive Council; current Co-chair, NCSP Certification Board.

Russell A. Barkley, Ph.D., Diplomate in three specialties: Clinical Psychology (ABPP), Clinical Neuropsychology (ABCN, ABPP), and Clinical Child and Adolescent Psychology (ABCCAP, ABPP); clinical scientist, educator, and practitioner who has authored or co-edited 17 books and published more than 200 scientific papers and book chapters related to ADHD and its assessment and treatment. His books include **Attention Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment** **Taking Charge of ADHD: The Complete Authoritative Guide for Parents** and **Defiant Children: A Clinician's Manual for Assessment and Parent Training**. (For a more complete bio, please see page 4 of this brochure).

Z. Benjamin Blanding, Psy.D., CCD, ABMP, DBFM, FPPR, FACAPP, Assistant Vice President of Student Development & Director of Health, Counseling and Psychological and Services Centers, and Associate Professor of Psychology, Rowan University of New Jersey; has worked in and held clinical supervisory and managerial positions in a broad variety of clinical settings; nationally certified expert in psychopharmacology.

John B. Comegno II, Esq., Founder and President of the Comegno Law Group, P.C.; leading school law practitioner representing disabled individuals, public and independent schools, education services commissions, and other members of the educational community; has extensive experience dealing with disability-specific legal issues and day-to-day student issues; nationally-recognized lecturer on school law.

Frank J. Epifanio, Ph.D., NCSP, Assistant Professor, Rowan University, Glassboro, NJ; Director of Special Services, Monroe Township Public Schools for 15 years; currently in private practice working with children, adolescents, and families; former school psychologist; Past President, NJ Association of School Psychologists.

Elizabeth Forrest, MS, Graduate student, school psychology, Philadelphia College of Osteopathic Medicine.

Elizabeth A. Gosch, Ph.D., ABPP, Licensed clinical psychologist and nationally recognized expert on anxiety disorders in youth; Associate Professor of psychology, Philadelphia College of Osteopathic Medicine; involved in numerous treatment outcome studies, including an NIMH-funded multi-site collaborative study of treatment for anxiety disorders in youth; co-editor, **Comparative Treatments for Anxiety Disorders** and articles on the treatment of internalizing disorders in children; currently on the editorial board of *Clinical Psychology: Science and Practice*.

Todd A. Gravois, Ph.D., Co-Director, Laboratory for Instructional Consultation Teams, University of Maryland; over the past 15 years, has focused his practice and research interests on the reformation of service delivery in schools with an emphasis on applying empirically-based instructional practices as part of the consultation process; has provided staff development to practicing school psychologists and school-based team members as part of the implementation of Instructional Consultation Teams in over 300 elementary and middle schools in seven states; coauthor, **Instructional Consultation Teams: Collaborating for Change**, as well as author of publications on the impact of team-based services on student achievement, teacher development and special education placements.

Patti L. Harrison, Ph.D., NCSP, Professor, School Psychology Program and Associate Dean of the Graduate School, University of Alabama has written extensively on assessment topics for school psychology, clinical psychology, and special education research journals and texts, and has presented over 100 refereed and invited presentations on these topics at professional conferences; former Editor, *School Psychology Review*; past president, Alabama Association of School Psychologists; former chair, NASP Professional Development Committee; recently elected President, Society for the Study of School Psychology.

Mary Beth Klotz, Ph.D., NCSP, NASP Director of IDEA Projects and Technical Assistance; NASP's primary liaison for the IDEA Partnership; represents NASP on the National Joint Committee on Learning Disabilities and the LD Roundtable; frequent author of IDEA-related articles and fact sheets for **Communiqué** and the NASP website; certified special education teacher and administrator with 15 years of direct service in public school settings in Maryland.

John Lestino, MA, LPC, School psychologist, Edgewater Park NJ; co-author of **PALS**, a program for intervention for ADHD in the schools; has worked on several statewide initiatives around the areas of character education, social-emotional learning and bullying prevention; Past President, NJ Association of School Psychologists.

George McCloskey, Ph.D., Professor and Director of Research, Psychology Department, Philadelphia College of Osteopathic Medicine; Director of the SPARK Project (School Psychologists Adopting Refined Knowledge) for the New York City Department of Education, which involves updated skills training for more than 1100 school psychologists; maintains an active private practice as a clinician and/or consultant for individual clients and school districts, state departments of education, and universities.

Terry M. Molony, Ed.S., NCSP, School psychologist, Cherry Hill, NJ; Psy.D. candidate, Philadelphia College of Osteopathic Medicine, School Psychology Department; secretary, NJ Association of School Psychologists.

Laura W. Monahan, MA, School psychologist, Kingsway Regional School District, NJ; EdS student, Rowan University, Glassboro, NJ.

Diane L. Smallwood, Psy.D., NCSP, Associate Professor and Director of Clinical Training for School Psychology, Philadelphia College of Osteopathic Medicine; former school psychologist; past president, National Association of School Psychologists; past president, NJ Association of School Psychologists.

Mary Jane Weiss, Ph.D., Director of Research and Training, Douglass Developmental Disabilities Center, Rutgers University, and Research Assistant Professor, Graduate School of Applied and Professional Psychology, Rutgers University; her clinical and research interests center on the identification of best practice ABA (applied behavioral analysis) techniques, on evaluating the impact of ABA in learners with autism, and in maximizing family members' expertise and adaptation; author of numerous articles and co-author of three books on autism.

Mian Wang, Ph.D., Assistant Professor, Department of Special Educational Services/Instruction, Rowan University; specialist in the area of early intervention practices, inclusive educational services, and family supports for children with intellectual/developmental disabilities and their families, with a primary research focus on individual and family Quality of Life (QOL), family-professional partnership, and positive behavioral support.

Christopher Willis, Ph.D., School psychologist who has studied violence prevention, crisis intervention, and risk assessment for many years; has developed and taught a graduate course on the best practices in violence prevention; Professor, Walden University; Past President, Rhode Island School Psychologists Association and current NASP Delegate from Rhode Island; member, NASP Executive Council.

“The speakers challenged my thinking and influenced my continued enthusiasm for school psychology.”

– Jessica Manmiller, School Psychologist, Exton, PA

2005 Attendee

Full Day Pre-Conference Workshops

CHICAGO • THURSDAY, JULY 27th

>>> Choose **ONE** Pre-Conference Seminar to Attend <<<

Reading Difficulties: Prevention and Intervention through Evidence-Based Practices

School psychologists spend a great deal of their professional time working on behalf of students referred for academic problems, especially in the area of reading. Recent Federal initiatives focus on having all children reading on grade level, and schools are being held accountable for reaching this goal. School psychologists are increasingly being called upon to use appropriate assessment methods and evidence-based interventions that will aid teachers in helping at-risk students.

School psychologists who participate in this pre-conference workshop will become familiar with direct assessment and evidence-based intervention techniques available for the evaluation and prevention/remediation of reading problems. Attendees will leave with an array of techniques that can be used to identify struggling readers before they fall behind, as well as practical strategies to provide them with support as they progress through school. Attention will be given to serving struggling readers in a three-tier model that incorporates prevention, intervention, and remediation activities.

Specific emphasis during this full day learning experience will be placed upon:

- **Time-efficient reading assessments that inform instruction and intervention in five basic components of reading;**
- **Research-based interventions that address phonemic awareness, phonics, vocabulary, reading fluency, and comprehension of text; and**
- **Practical progress monitoring techniques that can be used to assess students' response to intervention.**

Attendees will enhance their working knowledge bases and increase their abilities to develop effective in-service presentations for (and provide professional consultations to) teachers and administrators relating to designing a reading curriculum for ALL students.

In addition, workshop content also provides participants with practical ways to apply evidence-based interventions in their work with at-risk readers, gifted readers, and students identified with learning disabilities.

FACULTY: Edward S. Shapiro, Ph.D., NCSP

Edward S. Shapiro, Ph.D., NCSP, has been a dynamic force in educational psychology for over thirty years. Named *Jacocca Professor of Education* at Lehigh University in 2001, Dr. Shapiro also served as Chairperson of Lehigh's Department of Education & Human Services for six years, and as Associate and Full Professor for many years before that. He currently serves both as Director of the Center for Promoting Research to Practice - Schools, Families, Communities, Lehigh University, College of Education, and as Executive Director of Lehigh Transition & Assessment Services. Dr. Shapiro is a widely published author of books (including *Academic Skills Problems: Direct Assessment and Intervention*, now in its 3rd edition), book chapters, monographs, journal articles, and for many years was Associate Editor and Editor of NASP's *School Psychology Review*. He has presented papers and given invited addresses at many national and international symposia and workshops.

Assessment and Intervention with Childhood and Adolescent Depression

Depression among youth is a significant concern on many levels, including academic performance, and school psychologists are frequently called upon to intervene on behalf of, and in situations involving, these students.

At any time, approximately 1 in 20 adolescents are clinically depressed, and the data show an increase in the numbers of pre-teens being diagnosed and treated for depression as well.

Not only do depressed youth experience serious behavioral, emotional, social, and academic problems, they are also at increased risk for recurrent depression and suicide.

School psychologists who attend this workshop will increase their knowledge of current treatment approaches used to assist depressed youth. A variety of school-based interventions will be presented within the context of case examples and contemporary best practices.

Seminar participants will review cognitive and social factors associated with risk for depression, and better understand how these are incorporated into an integrative "socio-cognitive" model of depression. Particular emphasis will be placed upon the role of objective assessment and case formulation as a foundation for effective intervention. Key roles for school psychologists in this process will be highlighted.

Through the use of case vignettes, a broad range of cognitive and behavioral treatment strategies, including "modular" individual Cognitive Behavioral Therapy (CBT), will be discussed. The presentation will include a review of findings from the Treatment of Adolescents with Depression Study (TADS), a multi-site, Federally-funded, randomized, controlled trial of CBT and fluoxetine (Prozac) with depressed youth.

Participants in this workshop will become more knowledgeable about recent research on therapeutic outcomes, speed of improvement, safety, functional improvement, predictors of treatment response, and associations between use of medications and risk of suicide among children and adolescents.

FACULTY: Mark A. Reinecke, Ph.D., ABPP

Mark A. Reinecke, Ph.D., ABPP, is Professor of Psychiatry & Behavioral Sciences, and Chief of the Division of Psychology at Northwestern University Medical School. Board-certified as a Diplomate in Clinical Child and Adolescent Psychology and a Fellow of the American Psychological Association, Dr. Reinecke has served as principal investigator for several youth oriented research grants, including a recent NIMH 5 year study on "Treatment of Adolescent Depression." He also served for fourteen years as the Director of the Center for Cognitive Therapy at the University of Chicago, and has authored or co-authored many papers, books, book chapters, journal articles, and presented many papers on assessment and intervention with childhood and adolescent depression, and the use of cognitive behavioral therapy.

Chicago, IL

July 28 & 29, 2006
Critical Skills and Issues in School Psychology

Friday, July 28

7:00 – 8:15 am

Registration, Refreshments & Visit Exhibits

8:15 – 8:25 am

Welcome & Conference Overview

Anthony M. Adamowski, M.Ed.
Conference Chairperson

8:25 – 8:40 am

NASP Overview

Latest initiatives, achievements, and ongoing work of NASP will be highlighted.

Carl diMartino, Ph.D.

NASP President, 2006–2007

8:40 – 10:00 am

GENERAL SESSION

Embracing Change and Managing your Future

Dan Reschly, Ph.D., NCSP

Recent federal mandates such as NCLB and IDEA 2004 have presented both challenges and opportunities for school psychologists and the students they serve. This session will engage participants in the exploration of their professional strengths – matched against the emerging challenges in education. Competencies necessary for professional success as the practice of school psychology continues to change in dramatic ways are highlighted. The school psychologist's professional roles of assessment, intervention, consultation, and collaboration are considered within the context of school-wide and individual casework. Particular emphasis will be placed upon meaningful and realistic ways that school psychologists can utilize their knowledge of both evidenced-based interventions and collaborative consultation skills to enhance the educational outcomes for ALL students.

10:00 – 10:30 am

Refreshment Break & Visit Exhibits

10:30 – 12 Noon

GENERAL SESSION

Resilient Classrooms: Places Where All Kids Succeed

Beth Doll, Ph.D., NCSP

Despite adversity, children succeed and become competent learners when given nurturing relationships with adults; coaching in self-efficacy, self-regulation, and achievement orientation; caring and effective peer relationships; and when they are “connected” to families, schools, and communities. This presentation demonstrates how to systematically assess and strengthen these supportive characteristics of classrooms, thereby fostering academic, social, and behavioral success. Participants will gain insight into several evidence-based, yet practical, strategies that they can use to provide teachers with the necessary tools to be more successful in their classrooms. A collaborative, data-based decision-making model that engages teachers, students, and families in school improvement at the classroom level is presented.

12 Noon – 1:30 pm

Banquet Lunch

Come share a meal and some time with your colleagues!

Cost of this lunch is subsidized; however, registration and pre-payment are required. See Conference Registration Form, page 15.



1:30 – 4:50 pm

CONCURRENT WORKSHOPS

Each workshop will be conducted twice, and participants will be able to attend two different workshops during this afternoon block, with the single exception of Workshop 1, which is a 3 hour workshop. The first session will be held from 1:30 p.m. to 3:00 p.m.; the second session will be held from 3:20p.m. to 4:50 p.m. A room change will occur between 3:00 p.m. and 3:20 p.m. Please indicate two choices, and one alternate, on your Conference Registration Form, p. 15.

1. Neuropsychology of Mathematics Disorders: Diagnosis & Intervention (3 hour session)

Steven G. Feifer, D.Ed., NCSP, ABSNP

This workshop will explore how students learn and acquire basic mathematical skills in the elementary years from a brain-based educational perspective. The three primary ways in which numbers are formatted in the brain, as well as the central role of language to expand upon these conceptually ordered number sets, will be emphasized. Specific brain pathways which assist in recalling basic math facts, ordering numbers into sets, calculating multiple-step equations, and tackling those dreaded word problems will be a critical feature of the presentation. In addition, cultural stereotypes regarding gender differences in mathematics will be explored, as will the relationship between anxiety and mathematical performance during classroom learning situations. Lastly, two critical constructs often overlooked when evaluating students with math difficulty – working memory and executive functioning – will be featured. Participants will better understand three prominent subtypes of math disabilities in children, learn critical assessment techniques to tease out each subtype, and become better able to diagnose and remediate math disorders in children. The “90 Minute Mathematics Evaluation” will be emphasized.

“Absolutely excellent, profoundly informative, and thoughtfully compassionate.”

– Anne Bailey-Watters, School Psychologist,
Old Brookfield, NY
2005 Attendee

2. Autism Spectrum Disorders: Comprehensive Assessment Strategies for School Psychologists

Stephen E. Brock, Ph.D., NCSP

Today's school psychologists are increasingly called upon to assist in the identification of autism spectrum disorders (ASD). This workshop will provide an overview of the various DSM-IV-TR diagnostic and special education eligibility classifications. It will particularly highlight the school psychologist's roles, responsibilities, and limitations when it comes to ASD identification and, most importantly, will examine ASD case finding, screening, diagnostic, and psycho-educational procedures. Participants at all levels of experience will increase their knowledge, skills and confidence relating to ASD identification.

3. Ethics Update for School Psychologists: A Case Study Approach

Susan Jacob, Ph.D.

This presentation will highlight recent changes in professional codes of ethics that impact the practice of school psychology. Utilizing a case study approach, four critical ethical considerations will be featured: privacy, informed consent, confidentiality, and privileged communication. In addition, ethical and legal aspects of school record keeping will be addressed, including parent access to test protocols, and storage/disposal of test protocols and other psychological records. Implications for "best practices" will be highlighted along with sources of additional information.

4. Response to Intervention: Case Study Workshop

Melissa A. Reeves, Ph.D., NCSP

IDEA 2004 allows school districts to use a process that indicates whether a student responds to scientific, research-based intervention in its determination of the presence of a Learning Disability. Workshop participants at all levels of training and experience will enhance their RTI skills by examining practical methods and procedures for completing research-based case studies in a school situation – within a framework that includes problem identification, problem analysis, intervention, and outcome evaluation. Special emphasis will be placed upon utilizing case study data to assist in making special education entitlement decisions.

"The workshops were very informative and extremely useful for school psychologists."

– Mary Flanagan

School Psychologist, New York, NY
2005 Attendee

5. Primary Intervention, Secondary Intervention: THEN WHAT in LD Identification?

Dan Reschly, Ph.D.

Although consensus has been achieved on primary and secondary intervention efforts, enormous disagreement continues to exist regarding what follows primary and secondary intervention. Research data on LD diagnosis using both traditional and alternative criteria will be presented and critically analyzed. Participants in this session will become acquainted with specific suggestions for policies that move LD identification closer to evidence-based practices. Changes in assessments and instructional interventions will be emphasized. Issues related to minority disproportionality and LD identification explored from an RTI perspective will be highlighted.

6. Using Curriculum-Based Assessment Within a Problem-Solving Model: Practical Strategies for School Psychologists

Kathy Plumert, Ph.D., NCSP

This presentation is designed to help school psychology practitioners integrate curriculum-based measures into their daily practice. The presentation assumes basic knowledge of CBM techniques and will focus on broader application issues, including those faced by the individual practitioner using CBM data in a variety of situations. Systems level issues will also be addressed, including ideas for introducing CBM into practice via in-service training, progress monitoring, and implementing the development of local normative data. The use of CBM in decision-making within the context of response to intervention requirements of IDEA 2004 will also be addressed.

4:50 pm **Adjourn for the Day**

Saturday, July 29

7:30 – 8:15 am

Refreshments & Visit Exhibits

8:15 – 11:45 am

CONCURRENT GENERAL SESSIONS

Participants will be able to attend two different workshops during this morning block. The first sessions will be conducted from 8:15 to 9:45 a.m.; the second sessions will be held from 10:15 to 11:45 a.m. Please indicate your two choices, plus one alternate, on your Conference Registration Form, page 15.

A. Effective School Psychological Response to Students Who Self-Mutilate

James B. Lund, NCSP

This session addresses current issues in responding to the escalating number of students who exhibit self-injurious behavior, and self-mutilation in particular. Diagnosis, prevalence, onset, and predisposing factors will be briefly discussed. Particular emphasis will be placed upon cognitive-behavioral treatment approaches. Specific intervention techniques for working with self-injurious students in a school setting, responding to suicidality, and minimizing the contagion effect will be highlighted.

B. First Responder: The Role of the School Psychologist in a Crisis Situation

Stephen E. Brock, Ph.D., NCSP &
Melissa A. Reeves, Ph.D., NCSP

School psychologists often serve a crucial role as lead members or team participants in school-based critical incident response teams. Participants in this session will deepen their understanding of the impact of traumatic events on children, adolescents, parents, and school staff members. Common responses to trauma will be highlighted along with general intervention strategies that can be used to intervene effectively in any type of crisis situation. Workshop content will also identify key features of effective school-based trauma response plans.

Chicago, IL July 28 & 29, 2006

Critical Skills and Issues in School Psychology

C. Using Response to Intervention (RTI) with Students Who Exhibit Behavioral Difficulties

Carl J. DiMartino, Ph.D., NCSP

This session examines effective ways to use a progress monitoring problem-solving model with students who exhibit behavioral difficulties in school. School psychologists who attend this workshop will enhance their ability to analyze student behaviors from a functional perspective. Using data collection techniques that are simple, efficient, and user-friendly, special consideration will be given to linking the data collection to intervention strategies, determining the efficacy of treatment interventions, and differentiating between a student who "can't do" vs. a student who "won't do." Positive behavioral intervention strategies discussed in this session include effective instructional strategies that impact behavior; individual and group antecedent strategies to prevent behaviors from occurring; individual and group contingency strategies to increase the use of replacement behaviors; and individual and group consequence strategies to decrease target behaviors.

D. An Ecological Perspective on Bullying Prevention and Intervention: Practical Applications for School Psychologists

Christopher Willis, Ph.D. &
John Lestino, MA, LPC

Effectively dealing with bullies and violence prevention in general can be a formidable task for school psychologists. Workshop participants will learn strategies and skills that will enable them to focus in on the specific issues and needs in their schools. An ecological perspective on bullying will be used as a theoretical model to demonstrate best practices in violence needs assessment, prevention planning, and intervention implementation. Using a three-dimensional graphic representation (the violence prevention cube), participants will become better able to identify the culture of their schools in terms of the types of school violence they face, risk and protective factors, and levels of prevention.



11:45 – 1:15 pm Banquet Lunch

Come share a meal and some time with your colleagues!

Cost of this lunch is subsidized; however, registration and pre-payment are required. See Conference Registration Form, page 15.

1:15 – 3:00 pm GENERAL SESSION

Psychotropic Medications for Treatment of Childhood & Adolescent Behavioral and Emotional Problems: 2006 Update

Joseph H. Lanier, Ph.D.

This session identifies benefits, limitations, and potential adverse effects of psychotropic medications commonly used in the treatment of disorders occurring in children and adolescents. The role of school psychologists in responding to educators, parents, children, and adolescents following recent warnings about the use of psychotropic medications for children and adolescents will be stressed. Practical suggestions for the role of school psychologists in facilitating treatments for children and adolescents in the interests of improving their behavior, learning, and social development will be highlighted.

3:00 – 3:15 pm Refreshment Break & Visit Exhibits

3:15 – 4:30 pm GENERAL SESSION

Latest Legal Update for School Psychologists: What You MUST Know in 2006 & Beyond

Susan Jacob, Ph.D.

Given the myriad of laws, regulations and customs that affect school psychologists, their school systems, and their students – the legal implications and consequences for school psychological practice can be staggering. This presentation emphasizes ways in which school psychologists can balance and integrate contemporary legal requirements and best practice standards in their work. Recent case law decisions and changes in statutory language affecting the practice of school psychology will be highlighted. In addition, recent changes within IDEA 2004 that impact the practice of school psychology will be featured.

4:30 – 4:45 pm Wrap-Up and Evaluation

4:45 pm Adjourn

“This was my first [summer] conference and it was a wonderful and stimulating experience for me!”

– Amira Robbins, School Psychologist, Philadelphia, PA
2005 Attendee

“Great discussions and presentations.”

–Janet Knowles, School Psychologist, Londonderry, VT
2005 Attendee



Chicago Faculty

Conference Chairperson: Anthony M. Adamowski, M.Ed.

School Psychologist with Chicago Public Schools since 1991; adjunct Lecturer - Loyola University of Chicago, School of Education since 1992; Past President (1998-1999) of the Illinois School Psychologists Association; NASP Delegate from Illinois (2002-2008); NASP Central Region Delegate Representative & Executive Council Member (2004-2006).

Stephen E. Brock, Ph.D., NCSP, Associate Professor, California State University, Sacramento; Educational psychologist in private practice and former school psychologist (for 18 years), including service on his school district's autism team; suicide intervention trainer; Associate Editor, *The California School Psychologist*, and President, California Association of School Psychologists; widely published author on a variety of topics, especially relating to crisis intervention, suicide, victimization, and autism spectrum disorders.

Carl J. DiMartino, Ph.D., NCSP, Educational Consultant, Pennsylvania Training and Assistance Network, West Decatur, PA; former school psychologist and director of special education; widely published author; President, National Association of School Psychologists, 2006-2007.

Beth Doll, Ph.D., NCSP, Professor (and former Director), School Psychology Program, College of Education and Human Sciences, University of Nebraska, Lincoln; former school psychologist and widely recognized author and lecturer; Associate Editor, *School Psychology Quarterly*; Editorial Board member, *Journal of School Psychology* and *School Psychology Review*; Chair, American Psychological Association's Committee on Children, Youth and Families, 2005; Member, Executive Board, Council for Directors of School Psychology (2005-2007).

Steven G. Feifer, D. Ed., NCSP, ABSNP, Nationally renowned speaker on learning disabilities; dually trained as both a school psychologist and neuropsychologist; author, *The Neuropsychology of Reading Disorders: Diagnosis and Intervention* (voted neuropsychology publication of the year, 2001, by NASP), *The Neuropsychology of Written Language Disorders: Diagnosis and Intervention*, and *The Neuropsychology of Math Disorders: Diagnosis and Intervention*; currently a school psychologist, teacher in a neuropsychology training program, and consultant.

Susan Jacob, Ph.D., Professor of Psychology, School Psychology Program, Central Michigan University; co-author of Ethics and Law for School Psychologists, now in its fourth edition (2003), and author or co-author of more than 30 book chapters and journal articles; former coordinator of the University's Institutional Review Board for Research Involving Human Subjects; has served on professional ethics committees at the national and state levels.

Joseph H. Lanier, Ph.D., Board certified in Psychopharmacology, with specialized training in clinical neuropsychology and forensic sciences; has served as a consulting neuropsychologist for community hospitals and has lectured on neuropsychology and neuropharmacology at national and international professional symposia; current outpatient practice includes clinical neuropsychology, neuropharmacology, teaching, and supervision; active faculty lecturer on psychopharmacology for American Healthcare Institute.

John Lestino, MA, LPC, School psychologist, Edgewater Park NJ; co-author of PALS, a program for intervention for ADHD in the schools; has worked on several statewide initiatives around the areas of character education, social-emotional learning and bullying prevention; Past President, New Jersey Association of School Psychologists.

James B. Lund, NCSP, School psychologist for over 30 years; has worked extensively in the area of suicide prevention; named Practitioner of the Year, 1991, by the Illinois School Psychologists Association; Adjunct Professor, National Louis University.

Kathy Plumert, Ph.D., NCSP, School psychologist for twenty years; practitioner and consultant to two large Illinois school districts implementing a flexible service delivery model; has been active in school psychology association leadership at both the state and national levels; former ISPA President; current NASP Executive Council Program Manager for Professional Standards.

Melissa A. Reeves, Ph.D., NCSP, School psychologist and District Social/Emotional/Behavioral Specialist; has helped train over 800 professionals on implementing a Response to Intervention and Problem Solving model that addresses both academic and behavioral issues; district facilitator providing ongoing consultation and support to schools for RTI implementation and behavioral interventions; co-author of the NASP-sponsored curriculum, PREPaRE: School Crisis Prevention and Intervention Training Curriculum; Colorado NASP Delegate.

Dan Reschly, Ph.D., NCSP, Department Chair and Professor of Education and Psychology, Peabody College, Vanderbilt University, TN; researcher on a variety of school psychology professional practices; has been involved in school psychology leadership for 30 years in many roles including: NASP President, Editor of *School Psychology Review*, and chair/ member of three National Academy of Science panels; recipient of numerous honors, including the NASP Lifetime Achievement Award.

Christopher Willis, Ph.D., School psychologist who has studied violence prevention, crisis intervention, and risk assessment for many years; has developed and taught a graduate course on the best practices in violence prevention; Professor, Walden University; Past President, Rhode Island School Psychologists Association and current NASP Delegate from Rhode Island; member, NASP Executive Council.

>> Registration Information

Critical Skills and Issues in School Psychology: 2006 Summer Conferences

Atlantic City, NJ – July 18 & 19 | Chicago, IL – July 28 & 29

Continuing Professional Development

Continuing Professional Development credits are available for participants in these conferences and pre-conference seminars.

American Healthcare Institute (AHI) is approved by the American Psychological Association (APA) to offer continuing education for psychologists. AHI maintains responsibility for the programs. Participants in each conference will be awarded 14 CE credits. Additionally, participants in each pre-conference seminar will be awarded 7.0 CE credits.

AHI is registered with the New Jersey Department of Education Professional Development Registration System (ID#2713) and is a registered Provider with the Massachusetts Department of Education. Pennsylvania registrants may use their certificates of attendance and conference materials to obtain approval through your employer under Act 48 professional education guidelines.

AHI is also recognized by the National Board for Certified Counselors (NBCC) to offer continuing education for national certified counselors (6.5 Contact Hours per day). We adhere to NBCC Continuing Education Guidelines. NBCC approval is limited to the sponsoring organization.

The National School Psychology Certification (NCSP) System no longer requires CPD credit in predetermined areas. Rather, each school psychologist is expected to develop a personal plan for the required 75 hours of professional development that includes a broad range of experiences and topics. For further information, call or e-mail NASP Professional Standards at (301) 657-0270, ext. 228 or 231, or certification@naspweb.org.

Cancellations and Changes

Refunds (less a \$45 administrative fee) are only available until June 9, 2006; no refunds will be issued following these dates. All cancellations and changes must be made in writing; none will be accepted by phone. Substitutions are acceptable with prior notification to AHI. AHI reserves the right to substitute qualified faculty.

Tax Deductions for Educational Expenses

Under the Tax Reform Act of 1986, the cost of education (including tuition fees, travel and lodging) is fully deductible to institutions. Educational costs may be deductible to individuals; consult your tax advisor for details.

Hotel Accommodations

See page 3 for more information on the Sheraton Atlantic City and the Renaissance Schaumburg Hotels. A block of rooms at each hotel has been reserved at specially-reduced rates. Reservations will be accepted at these rates based on space availability until 30 days prior to each meeting. We strongly urge you to reserve your rooms early to avoid being shut out. Contact the hotel directly to make your reservations. (Temperatures in meeting rooms usually vary. We suggest for your comfort that you bring along a sweater.)

Exhibitors

Limited, high-traffic locations are being made available for exhibitors who have products or services of particular interest to school psychologists. For information about exhibiting, please call AHI at 410-987-4042, ext. 9006.

Banquet Luncheons

Banquet Luncheons: Each conference (Atlantic City and Chicago) will feature special sit-down luncheons with your colleagues and friends from across the US. We strongly urge you to sign up for these subsidized events, which are offered both as a convenience and as an opportunity to meet new colleagues, reconnect with old friends, and discuss best practices in school psychology. Plus, you won't have the worry of rushing to make the start of the afternoon sessions; we'll make sure you get there on time.

Conference Fees

	NASP Members	Nonmembers	Full-Time Students
Early Bird Rates*	\$329	\$369	\$139
Regular Fees	\$349	\$399	\$169
Group Fees**	\$299	\$339	---

Pre-Conference Seminar Fees

Early Bird Rates*	\$159	\$179	\$59
Regular Fees	\$179	\$189	\$79
Group Fees**	\$139	\$159	---

* (To qualify for Early Bird rates, registrations and payments must be received by June 15 for Atlantic City or June 27 for Chicago.)

** (Applies when three or more individuals register and pay at the same time at least 30 days prior to the meeting date).

† Full-time students must submit current evidence of full-time status along with registration.

Fees include: Extensive handout materials, morning snack, beverage breaks, and a certificate of attendance (including earned continuing professional development credits.) Lunch and parking are the responsibility of individual attendees, though parking at the Chicago meeting is complimentary.

“One of the best conferences I have recently attended. Thank you so much!”

– Yvette Chase, School Psychologist, Northport, NY
2005 Attendee

“All in all a great conference.”

– Michelle Robertson, School Psychologist, Delran, NJ
2005 Attendee

REGISTRATION FORM

Critical Skills and Issues in School Psychology

Please print or type. Please fill out carefully. Please return this entire page to assure proper registration. If needed for additional registrants, please photocopy. Have you registered with us before? Yes No

Name _____ NASP Membership # or Certification/License # _____

Home Address _____

City _____ State _____ Zip _____

Email Address _____ Your Title _____

Employer _____

Employer Address _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____ Cell Phone _____

IMPORTANT: To facilitate your registration please include the priority code (the letters PR followed by four digits) from this brochure's mailing label: PR ____ _

Which Conference Will You Be Attending?

(Please make session and other event choices below, and fill in the appropriate dollar amount; see previous page).

First, choose the location you will be attending.

- Atlantic City, NJ** July 18 & 19, 2006 Conference\$ _____
- Chicago, IL** July 28 & 29, 2006 Conference\$ _____

Next, choose the Workshops, Concurrent General Sessions & Networking Lunches you will be attending.

First Afternoon Concurrent Workshops (Please indicate your choices by number)

- 1:30 – 3:00 p.m.** 1st choice _____ Alternate choice _____
- 3:20 – 4:50 p.m.** 1st choice _____ Alternate choice _____

Second Morning Concurrent Sessions

- 8:15 – 9:45 a.m.** 1st choice _____ Alternate choice _____
- 10:15 – 11:45 a.m.** 1st choice _____ Alternate choice _____

Pre-Conference Seminar (Please select one in the location you will be selecting)

ATLANTIC CITY, July 17, 2006

- Instructional Consultation Teams: A Model for Ensuring Teacher and Student Success
- Working with ADHD in Children and Adolescents: A School-Focused Point of View

CHICAGO, July 27, 2006

- Reading Difficulties: Prevention and Intervention through Evidence-Based Practices
- Assessment and Intervention with Childhood and Adolescent Depression \$ _____

Sign up for Banquet Lunches (See description on page 14)

(Prepaid reservations are required and will be accepted in the order received. Space is limited.)

- First Day Networking Lunch (\$16.95) Second Day Networking Lunch (\$16.95) \$ _____

- I am a current NASP member

Finally, re-confirm which location you will be attending

- Atlantic City, NJ** July 18 & 19, 2006 Conference
- Chicago, IL** July 28 & 29, 2006 Conference

(If you are attending both conferences, please use a separate Registration Form for each one.)

NASP Membership

Receive the NASP Special Membership Rate for these conferences. Join Today!

Receive the special members discount for these conferences by joining NASP now. You can easily join at the same time you register for these conferences by using this same registration form. Annual fees to include are: Regular membership: \$150. Student membership: \$50. Retired membership: \$60.

Don't miss this opportunity to join the world's largest, most effective organization for school psychologists AND attend these programs at the best rates possible.

Payment Totals

Total Conference, Pre-Conference Seminar, and Luncheon Fees

\$ _____

NASP Membership Fee (See above)

\$ _____

TOTAL ENCLOSED \$ _____

- Check or money order enclosed (made payable to AHI).
- Charge to: VISA Mastercard

Account Number _____

Expiration Date _____

Account Holder Signature _____

- Please check here if you are registering with a group of 3 or more. Registrations and payments must be received together to receive the group discount.

8002

4 Easy Ways to Register

- **MAIL** your completed registration form to: AHI 8424 Veterans Hwy., Suite 11 Millersville, MD 21108
- **FAX** your completed registration form to: (410) 987-6000
- **ONLINE** at www.ahi-online.com
- **CALL** Toll Free: 1-800-333-6100 between 9 a.m. & 5 p.m. Eastern Time

TOTAL \$ _____



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Critical Skills & Issues in School Psychology 2006 Summer Conferences

Two Major Educational Conferences for School Psychologists

Atlantic City, NJ
JULY 18 & 19, 2006

featuring a keynote address by Russell Barkley, Ph.D.

Chicago, IL
JULY 28 & 29, 2006

Plus, Your Choice of Pre-Conference Seminars:

ATLANTIC CITY — July 17

Working with ADHD in Children and Adolescents: A School-Focused Point of View
A Full Day Workshop with Russell Barkley, Ph.D.

OR Instructional Consultation Teams: A Model for Ensuring Teacher and Student Success

CHICAGO — July 27

Assessment and Intervention with Childhood and Adolescent Depression

OR Reading Difficulties: Prevention and Intervention through Evidence-Based Practices

