

WVSPA 2016 Spring Conference

Thursday, April 28, 2016	Friday, April 29, 2016
<p>Youth Mental Health First Aid Training</p> <p>8:15 AM – 12:00 PM</p> <p>and</p> <p>1:00 PM – 5:15 PM</p> <p>Each participant is eligible to receive a MHFA training certificate after completing the full day course.</p>	<p>The School Psychologist as Advocate: Applying Social Justice Principles to Practice (Ethics)</p> <p>8 :15 AM – 11:30 AM</p> <p><i>CHC Score Analyzer. It's now a report writer AND Structured Assessment for Dyslexia</i></p> <p>11:30 AM – 12:15 PM</p> <p>Q Interactive Practitioner Conversation Session</p> <p>1:15 PM – 4:30 PM</p>

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<http://wvspa.org/>

*Embracing partnerships to
 empower student success
 in home, school, and in life.*



2016 Spring Conference

April 28-29, 2016

Four Points by Sheraton
 600 Kanawha Blvd E
 Charleston, West Virginia



Youth Mental Health First Aid

Youth Mental Health First Aid USA (MHFA) is an eight hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. MHFA uses role-playing and simulations to demonstrate how to assess a mental health crisis, select interventions and provide initial help, and connect young people to professional, peer, social, and self-help care.

Learning Objectives:

This session will help participants:

- ◇ Learn about the MHFA Curriculum, a model which can be implemented by school staff to assess for risk or harm;
- ◇ Review risk factors and warning signs of mental health challenges; and
- ◇ Know what steps to take to support youth developing signs of mental illness or emotional crisis.

This session is sponsored by **Project Aware**, a grant funded to increase awareness of the mental health issues throughout the state by training school personnel and other adults who interact with school-aged youth on how to detect, respond and connect children and families who may have mental health issues with the appropriate services. The Project Aware grant was awarded to the West Virginia Department of Education and made possible through the Substance Abuse and Mental Health Services Administration (SAMHSA)

Excellence in Conducting the Mental Status Examination, Making DSM-5 Diagnoses, and Writing Reports.

Learning Objectives:

Participants will learn how to:

- ◇ Conduct Mental Status Examinations in a logical and objective manner;
- ◇ Make DSM-5 diagnoses that are consistent with assessment results, presenting symptoms, record review, the clinical interview, and clinical observations; and
- ◇ Write excellent reports that are logical, clear, and

Jeffrey Harlow, Ph.D., is a licensed psychologist and licensed school psychologist independent practitioner engaged in private practice involving forensic psychological and neuropsychological evaluations and related services. Neuropsychological and psychological evaluations are conducted for civil legal proceedings, diagnostic assessment, treatment planning, and referral. Neuropsychological assessments are provided for West Virginia University on a contract basis. Adult and Child Psychotherapy is provided for depression, anxiety, posttraumatic stress, phobia, grief, and other clinical disorders. Consultation is performed for business, industry, licensure supervision, the legal profession, and state government. He is the current Executive Director of the West Virginia Board of Examiners of Psychologists and was president for 14 years. Finally, he is a Consultant to Social Security Disability Determination Services.

Update on the *CHC Score Analyzer*. It's now a report writer! AND *Structured Assessment for Dyslexia*

The **Expanded *CHC Scores Analyzer Report Writing Software*** is a new addition to Psych Software Innovation's CHC Scores Analyzer. This new program will allow the user to continue enjoying the **research-driven analytic properties** of the original program, while enabling them to simultaneously produce a **multi-page report** of the results. The same screens will continue to be presented, including **Percentile Charts** and **Bar Graphs, Diagnostic Boxes**, Bar Graphs of the **Three Broad Categories of Memory**, and a listing of classroom **interventions** and **accommodations**. The report is **fully customizable**, enabling the user to enter **Demographic Information, Background Information, Reasons for Referral, Test Observations** or a **Mental Status Exam**, the user's description of the results if desired, and a **Summary**. In addition, a listing of the **Subtest, Composite**, and **Full Scale Scores** is given. This new program carries the CHC Scores Analyzer a step further, **enhancing the ease of use** and enabling the psychologist to **save additional time** in the demanding evaluation process.

The **Structured Assessment for Dyslexia** is a software tool designed to yield a categorical prediction of the probability a student's reading difficulties are due to dyslexia. It is designed to be a **quick and easy** way for practitioners to use data from a brief assessment battery, which is structured specifically for dyslexia. Users simply enter percentile

scores from four areas of academic assessment. The program will then generate a **multi-page report** with diagnostic boxes for each of the four areas which include a listing of the instruments used, which subtests or composites were employed, the percentile score, a description of the indica-

Learning Objectives:

This CHC Writer presentation will introduce Psych Software Innovations' latest software. The CHC Writer was designed to greatly reduce the time and drudgery in writing a psychological report using cross-battery assessment (CHC). The program analyzes the cross-battery results and gives users a clearer picture of strengths and weaknesses based on CHC factors. The CHC Writer includes all of the major intelligence tests and auditory tests for CHC analysis. The user can choose one intelligence test as the primary test and add up to two additional tests to supplement it plus an auditory test for a complete assessment of CHC factors related to achievement.

Charles Szasz retired from Kanawha County Schools in 2009 after 41 years of service, which includes serving as a psychometrist, school psychologist, lead school psychologist, (12 years) and county Section 504 coordinator (10 years). Charles worked as a contract school psychologist for Kanawha County Schools from 2010 to 2014. After moving to Colorado in 2014, he has continued working as a school psychologist. This year marks his 48th year working in the field of school psychology.

Charles taught school psychology classes for West Virginia Graduate College as an adjunct professor, participated in 39 national studies, and served as the past president president of WVSPA. Charles is also the recipient of several awards: 1998 Chloe Hollinger Award, 1999 West Virginia School Psychologist of Year, and the 2009 West Virginia School Psychologists Association Lifetime Achievement Award.

Last year, Jim Mullins and Charles formed a new company, Psych Software Innovations, which designs software for school psychologists.

Dr. Jim Mullins has been serving as a school psychologist in West Virginia for more than 30 years. He earned a Masters in Educational Psychology from WVU in 1983, an Ed.S. in School Psychology from WVCOGS in 1984, and a Doctorate in Educational Psychology from WVU in 1996. Jim currently works for Kanawha County Schools, where

Dr. Mullins is also currently working at establishing methods for assessing dyslexia, dyscalculia, and dysgraphia, as well as overhauling the Kanawha County Schools' approach to assessment of students for gifted placement. Professional goals also include developing research-based methodology that may be used to link identified cognitive processing factors to deficits in level and rate of learning, identified through the SPL process. The aim is to make this process "user friendly" for the school psychologist, and to make it easier to develop specific recommendations which may be used for classroom interventions and accommodations.

The School Psychologist as Advocate: Applying Social Justice Principles to Practice

For many years, school psychologists have been explored to engage in culturally responsive practice. In this session, Dr. Shriberg will present social justice as the next step in the multicultural movement, highlighting the latest research and practice examples of school psychologists leading for social justice. Attendees will leave this session with increased awareness of the essential components of social justice practice, as well as tools to engage in social justice advocacy with and in support of students and families.

Learning Objectives:

After attending this workshop, participants will demonstrated enhanced:

- ◇ Understanding of core multicultural and social justice frameworks;
- ◇ Knowledge of research on social justice and school psychology practice; and
- ◇ Ability to apply social justice frameworks to implement ethical practice.

David Shriberg, Ph.D., is a Professor of School Psychology (School of Education) at Loyola University Chicago. Dr. Shriberg is the Editor of *Journal of Educational & Psychological Consultation*, the lead editor of *School Psychology and Social Justice: Conceptual Foundations and Implications for Practice* (Shriberg, Song, Miranda, & Radliff, 2012), a Contributing Editor of the *Communiqué* (published by the NASP), a former president of Trainers of School Psychologists, a book series editor for the American Psychological Association, and the founder and former co-chair of a national network of school psychologists committed to social justice. His scholarly work focuses on topics

To date, Dr. Shriberg has edited six books, guest-edited three special topic journal issues, authored over four dozen articles and book chapters, and has made approximately 100 presentations at the local, regional, national, and international level. Dr. Shriberg leads an active research team consisting of approximately 15 Ed.S. and Ph.D. students. During the 2012-13, he was nominated by his students and ultimately received the "Distinguished Faculty Award for Excellence in Teaching" from the School of Education.

Q Interactive WISC-V Practitioner Conversation Session

As technology plays a larger role in individualized assessment, school psychologists will be able to test and score more efficiently, engage our digitally driven students more easily, and save space in our vehicles with fewer tests kits!! However, for many practitioners, the transition to digital assessments is daunting. In this session, participants will hear from practitioners across the state who are using Q Interactive in their districts. They will learn about the challenges and successes of digital assessment. In addition to a Q Interactive / WISC-V overview, the session will include a panel discussion and table activities. Bring your IPADs if you are already connected to Q Interactive and be prepared to share your knowledge and questions for subsequent table discussions.

Learning Objectives:

- ◇ Participants will become familiar with the types of assessments on Q Interactive with particular emphasis on knowledge growth in WISC-V digital administration.
- ◇ Practitioners will have an opportunity to discuss fiscal challenges, technology questions, and other issues they have with panel discussants and other school psychologists.
- ◇ Participants will administer unfamiliar assessments or those traditionally given by paper / pencil in small groups to gain proficiency in digital assessment and scoring.

School psychologists across the state will facilitate the practitioner conversation session.

Q Interactive Overview: Karen Cummings (Kanawha County Schools)

Panel Discussants: Leasha Trimble (Fayette County Schools), Levi Naylor (Hancock County Schools), and oth-

Q Interactive Table Leaders: Jill Bachinski (Brooke County Schools), Lauren Winter (Boone County Schools), Beth Wittington (Raleigh County Schools), Ashley Stowers and Lisha Tignor (West Virginia Schools for the Deaf and Blind)

Session Facilitator and Organizer: Lanai Jennings (Marshall University and Jackson County Schools)

Four Points by Sheraton Hotel and Parking Information

Reservations Method of Reservations: Individual Calls. All reservations must be made by the cut-off date of **April 4, 2016**. All reservation requests received after this date will be subject to availability and your group rate may not be available. Reservations are to be made INDIVIDUALLY by calling **1-800-368-7764** and specifying the group name: **WVSPA Spring Conference**. Reservations made also be made online using the following link:

<https://www.starwoodmeeting.com/Book/WVSPA>

Please note that all reservations must be accompanied by a first night's room deposit or guaranteed to a major credit card.

Cut-off Date: The "cut-off date" for reserving rooms in the Room Block is 5:00 p.m. local time at Hotel on April 4, 2016. After the cut-off date, it is at Hotel's discretion whether to accept additional reservations, which will be subject to prevailing rates and availability.

Cancellations may be made up to twenty-four (24) hours prior to the day of the reservation, without penalty.

Check-In/Check-Out Time Our check-in time is 3:00pm. Guests arriving before 3:00pm will be accommodated as rooms become available. Check-out time is 12:00pm.

Parking (Discounted): \$5.00 for all attendees.

Registration includes:

Breakfast: Day 2 only; **Coffee and Tea:** Days 1 and 2; **Lunch:** Days 1 and 2; **Afternoon Snacks:** Days 1 and 2