



2017 Spring Conference

WHEN

April 27-28, 2017

WHERE

Embassy Suites,
Charleston, WV

FEATURING

Dr. Ross Greene

Dr. Steven Feifer

LODGING

Embassy Suites (300 Court Street, Charleston, WV)
www.embassysuitescharlestonwv.com

Room Rate (taxes not included) starting at \$139.00
MUST MAKE RESERVATION BY **03/27/17**

IMPORTANT NOTE:

Due to space limitations on April 28th, registration for Dr. Feifer is limited to **120 participants**. Registration is on a first come, first serve basis. A wait list will be created when limit is reached with priority provided to practicing school psychologists.

REGISTRATION

February 13-April 21, 2017
wvspa.org

SCHEDULE

April 27th | Dr. Ross Greene

7:30 am-8:00 am

Registration

8:00 am-8:15 am

Welcome/Introduction

Lanai Jennings, WVSPA President

8:30 am –12:00 pm

Part I - Dr. Greene

12:00 pm-1:00 pm

Lunch (provided)

1:00 pm - 4:00 pm

Part II - Dr. Greene

April 28th | Dr. Steven Feifer

7:30 am - 8:00 am

Registration

8:00 am -8:15 am

Welcome/Introduction

Lanai Jennings, WVSPA President

8:30 am –12:00 pm

Part I - Dr. Feifer

11:45 am-1:00 pm

Lunch (provided)

1:00 pm - 4:00 pm

Part II - Dr. Feifer

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PRESENTER/WORKSHOP INFORMATION

Dr. Ross Greene

Ross W. Greene, Ph.D. is the originator of the innovative, research-based model of intervention now known as **Collaborative & Proactive Solutions** (CPS) as described in his influential books *The Explosive Child* and *Lost at School* and the forthcoming books *Lost and Found* and *Raising Human Beings*. He is also the Founding Director of the non-profit *Lives in the Balance* (www.livesinthebalance.org), which aims to disseminate the CPS model through no-cost web-based programming; advocate on behalf of behaviorally challenging kids and their parents teachers, and other caregivers; takes a strong stand against the use of corporal punishment at home and school, the use of restraint and seclusion in schools and restrictive therapeutic facilities, and the use of detention, suspension, and expulsion in schools, preschools, and daycare settings; and encourages the use of non-punitive, non-adversarial interventions. Dr. Greene served on the faculty at Harvard Medical School for over 20 years, and is now on the faculty of the Department of Psychology at Virginia Tech. His research has been funded by the Stanley Research Institute, the National Institutes of Mental Health, the U.S. Department of Education, and the Maine Juvenile Justice Advisory Group. He lectures and consults extensively to families, general and special education schools, inpatient psychiatry units, and residential and juvenile detention facilities throughout the world.

Collaborative & Proactive Solutions

Understanding and Helping Students with Social, Emotional, and Behavioral Challenges

Description

This is the empirically supported model Dr. Ross Greene described in his influential books *The Explosive Child* and *Lost at School*. The CPS model has transformed thinking and practices in countless families, schools, inpatient psychiatry units, and residential and juvenile detention facilities throughout the world, and has been associated with dramatic reductions in adult-child conflict, challenging behaviors, disciplinary referrals, detentions, suspensions, seclusions, and physical, chemical, and mechanical restraints. The model represents a significant departure from discipline-as-usual: it focuses on solving problems rather than on modifying behavior, emphasizes collaborative rather than unilateral solutions, encourages proactive rather than reactive intervention, de-emphasizes diagnostic categories, and provides practical, research-based tools for assessment and intervention. Participants in this workshop will leave with an understanding of the underpinnings of the model, its refinements over the past 8-10 years, and practical assessment and intervention tools that can be brought back to and used in these diverse settings.

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PRESENTER/WORKSHOP INFORMATION

Dr. Ross Greene (CONT.)

Outline

First Segment

- Key Themes/Key Questions
- Why are challenging kids challenging?
Explanations for challenging behavior
- When are challenging kids challenging?
The clash of two forces

Second Segment

- Identifying lagging skills and unsolved problems: The ALSUP
- Keeping track: The Problem Solving Plan

Third Segment

- Overview of The Plans
- Plan B: The Empathy step: Drilling for Information and Other Topics

Fourth Segment

- The Define Adult Concerns step: How is the Problem Affecting the Child and/or Others?
- The Invitation step: Reaching Realistic and Mutually Satisfactory Solutions
- Special Topics
- Implementation in Systems: Start Small
- Plan B with Kids with Language Processing and Communication Delays
- How are the Skills Trained?

Objectives

At the conclusion of the seminar, participants will be able to:

- Describe how different explanations for and interpretations of challenging behavior in kids can lead to dramatically different approaches to intervention, and why conventional reward and punishment procedures may not be effective for many challenging kids
- Identify and assess the various cognitive skills that are central to adaptively handling life's social, emotional, and behavioral challenges
- Identify and prioritize unsolved problems precipitating challenging behavior
- Describe the three basic mechanisms by which adults handle unsolved problems and unmet expectations in kids (Plans A, B, and C) and what is accomplished by each, and the three steps or "ingredients" of Plan B
- Describe how to effectively implement Plan B to solve problems, teach skills, and reduce the frequency and intensity of challenging behavior

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PRESENTER/WORKSHOP INFORMATION

Dr. Steven Feifer

Steven G. Feifer, DEd, ABSNP is an internationally renowned speaker and author in the field of learning disabilities, and has authored **seven** books on the neuropsychology of learning and emotional disorders in children. He has 19 years of experience as a school psychologist, and was voted the *Maryland School Psychologist of the Year* in 2008, and awarded the 2009 *National School Psychologist of the Year*. Dr. Feifer has authored two tests on diagnosing learning disabilities in children; the FAR and the FAM, both published by PAR.

The Neuropsychology of Reading Disorders: An Introduction to the FAR

This workshop will examine reading from a brain-based educational perspective, and classify developmental reading disorders into four distinct subtypes. There will be a discussion matching each reading subtype with scores of evidence-based interventions. The use of neuropsychological assessment addressing multiple cognitive constructs including phonological processing, working memory, executive functioning, and orthographical processing will be discussed as the primary means to both assess and remediate learning disorders in children. Lastly, the *Feifer Assessment of Reading (FAR)* battery, a comprehensive and innovative new reading test designed to examine the underlying cognitive and linguistic processes that supports proficient reading skills, will be introduced to both educators and psychologists.

The expected learner outcomes are:

- Examine current literacy rates in the United States and the effectiveness of the *No Child Left Behind* legislation.
- Discuss the four universal truths of reading and explain why relying solely upon IQ scores, or a curriculum based measurement approach, can be misleading when identifying reading disorders in children.
- Introduce a brain-behavior model of reading by examining specific neural circuits which underscore phonological development, orthographic development, and comprehension skills.
- Discuss four subtypes of reading disabilities from a brain-behavioral perspective, and link scores of evidenced based interventions and relevant classroom strategies to address each subtype.

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PRESENTER/WORKSHOP INFORMATION

Dr. Steven Feifer (cont.)

THE NEUROPSYCHOLOGY OF MATHEMATICS: An Introduction to the FAM

This workshop will explore how young children learn and acquire basic mathematical skills from a brain-based educational perspective. The role of language, working memory, visual-spatial reasoning, and executive functioning will be featured as primary cognitive constructs involved in the acquisition of basic number skills. There will be a discussion on three primary ways in which numbers are formatted in the brain, as well as critical neurodevelopmental pathways that contribute to skills such as automatic fact retrieval, quantitative reasoning, and the development of number sense. The expected learner outcomes will be to better understand three prominent subtypes of math disabilities in children, learn critical assessment techniques to tease out each subtype, and to introduce more efficient ways to diagnose and remediate math disorders in children.

The following objectives will be covered:

- Discuss international trends in mathematics, and reasons why the United States lags behind many industrialized nations in math and science.
- Explore the role of various neurocognitive processes including language, working memory, visual-spatial functioning, and executive functioning, with respect to math problem solving ability and quantitative reasoning.
- Introduce a *brain-based* educational model of math by identifying three basic subtypes of math disabilities in children, and developing numerous games and intervention strategies for each subtype.
- Introduce the *Feifer Assessment of Math (FAM)* battery as a more viable means to both assess and remediate math disabilities in children.