THE MANY HATS WE WEAR

2019 FALL CONFERENCE
September 25-27

Embassy Suites by Hilton
Plainfield Indianapolis Airport
Hotel: 6089 Clarks Creek Rd.
Event Center: 2353 Perry Rd.
Plainfield, IN 46168
PROFESSIONAL GROWTH

Process
Every attendee will receive a form to log contact hours. Immediately following each session please check that you attended. For CPD sessions, a room monitor will verify your attendance. For professional development or continuing education credit, please retain this record and submit it as required by your licensing or certification boards.

NASP-Approved Continuing Professional Development Sessions
Several sessions are NASP-approved CPD. At the end of each of these sessions, you will need to complete an evaluation. In order for IASP to maintain an attendance log and verify your attendance, you will be asked to sign in at the beginning of the session and then complete an evaluation at the end of the session. You will receive documentation for that session when you turn in the evaluation to the room monitor.

Professional Growth Plan (PGP)
You will be given one attendance log for the entire conference. PGP credit will be tracked by the individual and not by a room monitor.

SILENT AUCTION

We are seeking donations of items to help us raise money for our continued support of the IASP High School Scholarship. We welcome your donation(s) and would be happy to put out business cards along with the item(s). Thank you in advance for your support.

The proceeds from the silent auction will benefit the IASP scholarship fund. Each day there will be different items. Bidding will close at the end of each day.
CONFERENCE INFORMATION

REGISTRATION FEES
There are several registration rates and deadlines depending on the number of days attending. On-line registration opens August 6, 2019 and closes at midnight on September 24, 2019. Early Bird registration rates apply from August 6 to August 31. Regular registration rates apply September 1 to September 23. Onsite registration will be accepted with an additional $25 fee charged to the regular registration rate. Click here to register.

<table>
<thead>
<tr>
<th>Registration Type</th>
<th>One Day</th>
<th>Two Days</th>
<th>Three Days</th>
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<tbody>
<tr>
<td>Presenter Early Bird</td>
<td>$190</td>
<td>$255</td>
<td>$305</td>
</tr>
<tr>
<td>Presenter</td>
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<td>$275</td>
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<td>Member Early Bird</td>
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<td>$355</td>
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<tr>
<td>Member</td>
<td>$225</td>
<td>$325</td>
<td>$375</td>
</tr>
<tr>
<td>Nonmember Early Bird</td>
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<td>$540</td>
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<tr>
<td>Nonmember</td>
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<td>$510</td>
<td>$560</td>
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<tr>
<td>Early Practitioner Early Bird (must be an IASP member)</td>
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<td>$200</td>
</tr>
<tr>
<td>Early Practitioner (must be an IASP member)</td>
<td>$180</td>
<td>$205</td>
<td>$220</td>
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<tr>
<td>Student Early Bird</td>
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<td>$130</td>
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<td>$150</td>
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<tr>
<td>Nonmember Student Early Bird</td>
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<td>$185</td>
<td>$200</td>
</tr>
<tr>
<td>Nonmember Student</td>
<td>$180</td>
<td>$205</td>
<td>$220</td>
</tr>
</tbody>
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REGISTRATION POLICY
By clicking “Invoice Me” or “Pay Online” you are agreeing to pay the registration fee whether or not you attend the event. If you are no longer able to attend the event, you must formally cancel your registration or you are expected to pay the full registration fee. Please see the refund policy to see how cancellations will be reimbursed.

REFUND POLICY
Requests for the refund of Conference registration fees will be handled by the Management Consultant. Written refund requests submitted on or before September 13, 2019 will be eligible for an 80% refund. No refunds will be given after this date with the exception of bereavement or illness. Attendees who do not show for the conference will be billed for the conference and sent the materials.

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

ACCOMMODATIONS/ASSISTANCE
If you need special assistance (e.g., an interpreter) or have special dietary needs, please contact Jill Ewing by email (jillewing@thecorydongroup.com) by September 1, 2018. Also, please indicate these needs in your online registration.

LODGING
Embassy Suites by Hilton Plainfield Indianapolis Airport, offers lodging at a rate of $159/night plus tax for conference attendees. To reserve your room, click here and use code ISP. Please reserve your room by Saturday, August 25, 2019. All overnight rooms include a hot cooked to order breakfast and a 2-hour evening reception.

CONFERENCE LOCATION
Please note there is a separate address for the conference location and the hotel. Both facilities are connected but have different entrances. If you plan to attend only the conference use the event center address (located on the front of the brochure) for GPS purposes. If you need to check into the hotel use the hotel address and then walk to the conference facility.

DINING
Your conference registration includes a continental breakfast and lunch every day. If you have dietary restrictions or allergies, please let us know upon your registration. Coffee service will be available throughout the morning. The Embassy Suites is a short drive from several different restaurants. Please check with the registration desk for ideas.

CONFERENCE MATERIALS
Conference presentations and materials will be available via a link that will be sent to registrants in advance of the conference. Paper copies will not be provided at the conference. Please plan to bring a laptop/tablet to access materials or print in advance.
**CONFEERENCE AGENDA**

**WEDNESDAY, SEPTEMBER 25**

7:30 am  **Registration Opens**

8:30 am  **Keynote: 2020 Vision: Leadership in Focus**  
*Presenter: Leslie Z. Paige, Ed.S., NASP President*

Most school psychologists enter the profession with a desire to help people, yet there can be many obstacles to providing needed services. This keynote will provide a brief overview of critical leadership skills for school psychologists, and how they may be used at the local, state and national level to make a difference in the lives of the children and schools we serve. The keynote will also provide participants with current information regarding NASP initiatives and resources.  
*ROOM: HENDRIKCS C*

9:30 am  **Break with Vendors**

9:45 am  **Concurrent Sessions**

**School Psychology: A Time for Leadership**  
*Presenter: Leslie Z. Paige, Ed.S., NASP President*

The purpose of this workshop is to provide information regarding effective leadership and advocacy. Following a brief overview of major leadership models, the presentation will focus on how school psychologists can use many of their existing skills and knowledge to become effective leaders in schools, districts and at state or national levels.  
*ROOM: HENDRIKCS E*

**Ethics in an Unethical World: Staying True to Our Principles**  
*Presenter: Angela C. McKinney, PhD*

This session will provide a refresher of the NASP and APA ethical principles, along with an overview of recent court cases. Participants will engage in collaborative discussion about potential ethical dilemmas.  
*ROOM: HENDRIKCS D*

12:45 pm  **Lunch**  
*ROOM: HENDRIKCS C*
2:15 pm  
**Concurrent Sessions**

**School Psychology: A Time for Leadership**  
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**ROOM: HENDRIKCS E**

**Utilizing the SSIS SEL to Create a Multi-Tiered Support System that is Responsive to All Students**  
*Presenter: Ellen Murphy MA, MS, School Psychologist*

Multi-tiered systems to support students’ development of core social emotional learning (SEL) skills are most effective when assessment and intervention components are integrated to produce frequent data-based feedback to users and system-wide accountability. The SSIS Social Emotional Learning Edition assessments and highly flexible Class Wide Intervention Program (CIP) authored by Frank M. Gresham, PhD and Stephen N. Elliott, PhD offer users a powerful set of tools that fit within multi-tiered support systems in both elementary and secondary schools. The SSIS SEL is culturally responsive, consistent with the CASEL SEL competency framework, and is a highly effective and S.A.F.E.R. intervention program. An overview of the CASEL framework will be presented and participants will learn how to conduct a large-scale screening of students’ social emotional functioning and observe examples of how to teach social emotional learning competencies using the SSIS SEL CIP units and resources.

**ROOM: HENDRIKCS D**

5:15 pm  
**Region Meetings**

5:45 pm  
**End of Day**

ROOMS: HENDRIKCS D (REGIONS I, IV), HENDRICKS C (REGIONS II, III, VI, VII), HENDRICKS E (REGION V)

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**THURSDAY, SEPTEMBER 26**

8:00 am  
**Registration/Board Meeting**

9:00 am  
*Cecil R. Reynolds, PhD, Texas A&M University*

The importance of performance validity and effort assessment in child and adolescent evaluations is increasingly recognized, and this is reflected in the rapidly developing literature on this topic. Contemporary research has provided information regarding the prevalence of invalid test performance among children and youth, the frequency that performance validity tests are used during pediatric evaluations, potential factors underlying children and youth’s failure to provide their best effort on testing, and the development of objective methods of assessing the performance validity in pediatric populations.

This training provides an overview of the current literature on pediatric performance validity assessment, with an emphasis on the need for evaluating effort in clinical and school settings when making diagnostic decisions about children and youth based on scores from maximum performance tests such as measures of IQ, academic achievement, and a variety of neuropsychological tests. The training will also provide a detailed introduction to the Pediatric Performance Validity Test SuiteTM (PdPVTPSTM), a new digital performance validity measure developed specifically for use with children and adolescents.

**ROOM: HENDRIKCS C**
Understanding Executive Function: What it is, What it is not—and What to do about it.  
*Cecil R. Reynolds, PhD, Texas A&M University*

Executive Functioning (EF) is a very broad act, and is thus defined broadly, which has contributed to much abuse of the term. This has led to faddish adoption and widespread use of EF to describe almost any faulty actions of children in the schools—everything is an EF problem! EF is endangered as a scientific term by inexact usage which leads to sloppy explanations and faulty remedial programs that purport to train EF.

This 90 minute training will describe the executive system of the brain at conceptual and neurobiological levels. Common myths about executive functioning will be explored and the need for executive function coaches and similar approaches critiqued and general methods that are effective in improving the academic performance of students with oft presumed executive function deficits presented.

**ROOM: HENDRIKCS C**

**12:00 pm**

**Lunch/Awards/Business Meeting**

**ROOM: HENDRIKCS C**

**2:00 pm**

**Indiana Department of Education Introduction**  
*Sara Larison, Indiana Department of Education*

**Professional Awareness of Dyslexia and Information on Implementation IC 20-35.5**  
*Joseph Risch, M.A. BCBA, Indiana Department of Education*

This interactive presentation will familiarize attendees with the definition of and common characteristics of dyslexia. This presentation will then review areas of literacy affected by dyslexia and provide an overview of instructional approaches and strategies that are effective when working with students with dyslexia. This presentation will then review the information needed for schools to successfully implement IC 20-35.5, et seq., as created by SEA 217 (2018). This will include guidance on how schools’ shall administer screeners, recommended instructional approaches, and reporting and parental notification requirements. The presentation will include information on the law’s impact on special education.

**ROOM: HENDRIKCS C**

**5:00 pm**

**End of Day**

**5:15 pm**

**President’s Social**

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**SAVE THE DATE**

**IASP ADVOCACY DAY AT THE STATE HOUSE**

**FEBRUARY 4, 2020**
## FRIDAY, SEPTEMBER 27

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 am</td>
<td>Registration</td>
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</tbody>
</table>
| 8:30 am  | **Indiana Social-Emotional Learning Competencies: Serving the whole child**  
Christy Berger, *Indiana Department of Education*  
Lisa Truitt, M.A.Ed., *Indiana Department of Education*  
Indiana’s newly developed social-emotional learning (SEL) competencies for students in grades Pre-K through 12 are designed to address social and emotional well-being through a neurodevelopmental culturally responsive framework. The foundation for these competencies has been developed from the most current brain research, social-emotional research, and trauma and culturally responsive best practices. The new SEL competencies build upon CASEL’s five core Social-Emotional Learning Competencies by adding competencies that address mindset and sensory-motor integration addressing the brain stem, limbic system and cortical functions of a child and adolescent’s brain development. By meeting our students through this holistic lens, we believe an increase in academic performance, success in post-secondary life and emotional well-being will be the outcome. Our session will provide practical examples of ways to implement social-emotional learning competencies in the classroom that will help educators create a culture of regulation, collaboration, critical-thinking, and more. When social-emotional learning is integrated with fidelity in the classroom students are more likely to not only graduate from high school but graduate from college and have full-time stable employment. These same students are also less likely to break laws, abuse substances, and struggle with mental health issues.  
ROOM: HENDRIKCS C |
| 11:30 am | Lunch                                           |
| 12:30 pm | **Social Justice**  
Chavez Phelps, PhD, HSPP, *Indiana State University*  
David Shriberg, PhD, *Indiana University*  
ROOM: HENDRIKCS C |
| 3:30 pm  | **End of Day**                                  |

**THANK YOU FOR YOUR SPONSORSHIP!**
Christy Berger is the Assistant Director of Social, Emotional, and Behavioral Wellness at the Indiana Department of Education. Christy has been with the Department of Education since September 2018. Christy graduated from Anderson University (2006) with her Bachelor degree in Social Work and worked for a year as a case manager before returning to school to obtain her Masters degree. Christy received her Masters in Social Work from Indiana University Purdue University Indianapolis (2008). After graduation she worked in Center Grove Schools for six years at the elementary level. In 2015 Christy went back to obtain her Post Master certificate in School Counseling from Indiana Wesley and worked at the middle school level for four years until starting her career at the Department of Education. Christy is passionate about creating positive whole-child focused school environments for Hoosier students.

Lisa Truitt, M.A.Ed Lisa Truitt currently serves as Social, Emotional, and Behavioral Wellness Specialist and as State Attendance Officer for the Indiana Department of Education. Lisa attended Indiana University – Bloomington obtaining her degree in Secondary Education, Language Arts. She later attended Ball State University obtaining her Master’s Degree in Educational Administration and Supervision. Lisa taught English at the high school level for 12 years before serving as an assistant principal in a middle & high school for 8 year.

Angela McKinney, PhD, is a school psychologist and a project consultant for the Indiana IEP Resource Center (IEPRC). She is a graduate of Indiana University and Indiana State University. Training interests include evaluation and eligibility, case conference processes, and multi-tiered system of support. Dr. McKinney previously worked as a school psychologist in Nebraska, North Carolina, and Indiana and as an assistant director of special education, and teaches graduate courses in school psychologist for Indiana State University.

Ellen Murphy M.A, is a Licensed School Psychologist and Solutions Analyst for Pearson Clinical Assessment for the last 16 years. In this multifaced role, Ellen provides ongoing consultation and training across California and newly Indiana regarding Pearson’s cognitive assessments, achievement assessments, behavioral and speech/language assessments.

Leslie Z. Paige, Ed.S., is the 2019-20 President of the National Association of School Psychologists. She has worked as a practitioner, graduate educator, project director and university administrator. Leslie has held many positions in the National Association of School Psychologists leadership, including treasurer and secretary. She has chaired and co-chaired numerous committees, including awards, leadership development, ethics, professional development, and publications and has been a member of two strategic planning committees. Leslie is also a past president of the Kansas Association of School Psychologists. She was the NASP School Psychologist of the Year in 1996 and the Kansas School Psychologist of the Year in 1994. She has received three NASP Presidential Awards and was also recognized with the Fort Hays State University Alumni Achievement Award in 1996. Her current focus is on developing leadership and advocacy skills for school psychologists and addressing workforce shortages.
David Shriberg, PhD, is a Professor and Chair of the school psychology graduate programs at Indiana University. The co-editor of the first book on school psychology and social justice, his research, teaching, and advocacy efforts center on the application of social justice principles to school psychology practice. Dr. Shriberg is a member of NASP’s Social Justice Committee and is a co-author of “School Psychology in a Global Society: Roles and Functions”, which was published earlier this year by NASP.

Chavez Phelps, PhD, HSPP, is an assistant professor of school psychology at Indiana State University. Dr. Phelps teaches courses in socioemotional assessment and intervention, ethics and law in school psychology, and child trauma. His research interests include child trauma as a form of social justice. Dr. Phelps offers professional development in trauma-informed care for school districts across the state of Indiana. He is a member of the National Association of School Psychologists (NASP) Government and Professional Advocacy Committee, where he represents the central region of the United States. From 2009 to 2017, he functioned as a school-based practitioner in New Orleans, Louisiana working in nontraditional schools such as juvenile correctional facilities, adolescent mental health hospitals, and alternative high schools.

Cecil R. Reynolds, PhD, ABN, ABPdN, earned his Doctoral Degree from the University of Georgia in 1978 under the tutelage of Dr. Alan S. Kaufman, with a major in School Psychology and minors in Statistics and in Clinical Neuropsychology. He served an internship divided between the Medical College of Georgia (Pediatric Neurology section and Neurological Surgery section) and the Rutland Center for Severely Emotionally Disturbed Children. Prior to entering Texas A & M University in 1981, Dr. Reynolds was on faculty at the University of Nebraska Lincoln, where he served as Associate Director and Acting Director of the Buros Institute of Mental Measurement, after writing the grants and proposals to move the Institute to Nebraska following the death of its founder, Oscar Buros. His primary research interests are in all aspects of psychological assessment with particular emphasis on assessment of memory, emotional and affective states and traits, and issues of cultural bias in testing. He is the author of more than 300 scholarly publications and author or editor of over 50 books including The Energetic Brain, The Clinician’s Guide to the BASC, Clinical Applications of Continuous Performance Tests, Handbook of School Psychology, the Encyclopedia of Special Education, and the Handbook of Clinical Child Neuropsychology. He is the author of several widely used tests of personality and behavior including the Behavior Assessment System for Children (the most widely used measure of its kind in the English-speaking world) and the Revised Children’s Manifest Anxiety Scale. He is senior author of the Test of Memory and Learning, the Clinical Assessment Scales for the Elderly, and co author of several computerized test interpretation systems. He is senior author of the Reynolds Intellectual Assessment Scales (RIAS). He maintained a clinical practice treating trauma victims and individuals with Traumatic Brain Injury for 25 years before retiring from clinical work at the end of 2003 to extend his forensic practice and writing efforts.

Joseph Risch, M.A. BCBA, is the reading specialist trained in dyslexia for the Indiana Department of Education. Prior to his role at the Department, he was a special education teacher for nine year and instructional coach for two. He has a passion for working with students with dyslexia and training educators on the science of teaching systematic multisensory reading instruction.