

# 30<sup>th</sup> Annual LSPA Conference



Louisiana School Psychological Association  
*LSPA - Fostering the Dreams of Children Through Better Education*

November 2<sup>nd</sup> – 5<sup>th</sup>, 2010

Hilton Lafayette

Lafayette, Louisiana

Dear Educators, Colleagues and Friends,



Welcome to the 30th Anniversary of the Louisiana School Psychological Association! It's hard to imagine what this world was like when the organization was founded in 1980: The US was in a terrible recession, trouble was brewing in the Middle East, and the Saints struggled to stay above .500. I am so glad it's 2010! Actually, the world has not changed much, but we have. Mental health and accountability have emerged as the central themes in American education, and school psychologists are a vital element of prevention, intervention-based practices, and system change. This year's conference offers many important speakers, guests, and topics, and my hope is that the conference will catapult us into the next 30 years of best practices.

**I'd like to recognize all members of LSPA's Executive Council for making this year, and the past 30 years, a source of pride for our profession.** LSPA has accomplished much this year and it has only been through their tireless energy that our efforts have met with success. Our website provides a fully functional webmail system, the conference now provides NASP-approved Continuing Professional Development (CPD) credits, we have a quarterly newsletter and, importantly, a plan to address national certification stipends.

I would like to thank all of our speakers, invited guests, friends, and supporters for contributing to this 30th anniversary conference program. As you peruse these pages, you'll see that we have featured presenters from around the country. We are proud to be hosting speakers who are leaders in the state and national arenas, all of whom will share cutting-edge research as well as front-line implementation efforts. I am very excited to join all of you in this year's celebration! Thanks again to all—and enjoy the conference!

Professionally,

Kevin M. Jones, Ph.D.  
President-Elect, Louisiana School Psychological Association



ANNOUNCEMENTS:

- As a courtesy to Conference attendees, doors will be closed after the first 15 minutes of each session. Please plan accordingly.
- In order to receive Continuing Professional Development credit(s), each session must be attended in full. Attendance certificates will be awarded at the end of each Conference session.
- We request that evaluations be completed at the end of any session attended and at the end of the Conference.
- Remember that Door Prizes will be given away throughout the Conference!
- LSPA needs your nominations for regional representatives!
- Our Historian, Sam Tingle, is collecting artifacts, photos, memorabilia, etc., to add to LSPA archives. If you have anything you'd like to add to the LSPA collection, you are welcome to leave it in the good hands of the folks at the Registration table or any member of the Executive Council.

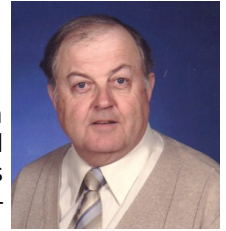
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NASP Provider #: 1059

**Thomas K. Fagan, Ph.D.***AWARDS LUNCHEON*

UNIVERSITY OF MEMPHIS, TENNESSEE

Tom Fagan received his B.S.Ed.(1965) in secondary education in comprehensive social studies with a major in history and a minor in psychology; M.A. (1966) in school psychology, and Ph.D. (1969) in school psychology from Kent State University. As Kent State's first Ph.D. recipient in school psychology, he has been employed as Director of the School Psychology Program at Western Illinois University (1969-1976), and Coordinator of School Psychology Programs at The University of Memphis (1976-present).

Tom has been active in the National Association of School Psychologists since 1970 holding several elected and appointed positions including its Presidency in 1980-1981 and again in 1987-1988. He has also presided over the state association in Illinois and twice in Tennessee (1983-1984 and 1991-1992). He served as an editorial board member to the *School Psychology Review* from its founding in 1972 to 2005, and was editor of the *NASP Communiqué* from 1981 to 1987. Tom serves as historian to the NASP, the TASP and to the APA Division of School Psychology. He also serves as co-chair of the Historical Preservation Committee of the International School Psychologists Association. Tom's interest in the history of school psychological services led to the creation of a personal archival collection. He created formal archives for NASP, TASP, and the International School Psychology Assn. in the Special Collections Department of The University of Memphis Libraries. Tom has spoken to state and regional school psychology groups in more than forty states, Canada, and Switzerland. *This will be Dr. Fagan's 21st year at LSPA! Thank You for the Memories!*

**Patti L. Harrison, PhD, NCSP***KEYNOTE SPEAKER*

Patti Harrison is a professor and coordinator in the School Psychology Program at the University of Alabama. Her research and scholarship relate to professional issues in school psychology and assessment methods for children with development, learning, and behavior problems. Patti served as the 2009-2010 President of the National Association of School Psychologists (NASP). She was a committee member for the 2000 and 2010 revisions of NASP's graduate preparation, credentialing, ethics, and practice standards. She is a fellow of the American Psychological Association (APA) and American Educational Research Association and received the Jack Bardon Distinguished Service Award from APA's Division of School Psychology.

Patti was a member of the planning committee for the 2002 Conference on the Future of School Psychology and has been invited to contribute journal articles and national presentations regarding the conference outcomes.

**Melissa A. Reeves, PhD., NCSP**

WINTHROP UNIVERSITY

Melissa was raised in Cedar Rapids, Iowa and completed her graduate work the University of Denver in Colorado. Her initial training as a special education teacher led her to complete a master's in counseling psychology and a Ph.D. in school psychology. Dr. Reeves specialty areas include school crisis prevention and intervention, identification and treatment of post-traumatic stress disorder in the schools, systems level implementation of a Response to Intervention (RTI) model, and assessment and treatment of emotionally disturbed students. She teaches behavioral analysis and behavior change and supervises school psychology students in their field-based work.

**Richard Manning**

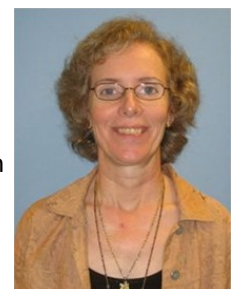
UNIVERSITY OF MONTANA

Richard Manning is a researcher at the University of Montana's Institute of Educational Research and Services. He is the author of eight books and a lifelong journalist. His work has appeared in Harper's, the New York Times, the Los Angeles Times, Wired Magazine, Men's Journal and many others.

**Cynthia Dickinson**

FAIRFAX COUNTY PUBLIC SCHOOLS

Cindy Dickinson is program manager of the Crisis Intervention and Dropout Prevention in Fairfax County Public Schools. She is also a member of the National Emergency Assistance Team (NEAT), which is part of the National Association of School Psychologists' (NASP)'s strategic commitment to help schools, families and communities cope with crisis situations.



**Conference At-A-Glance**  
**WEDNESDAY, NOVEMBER 3, 2010**

<b>8:00 - 9:00</b>	<b>REGISTRATION</b>
<b>9:00-10:15</b>	<b>PRESENTATIONS</b>
<i>SALON D</i> <i>(9:00-11:30)</i>	<b><i>International School Psychology</i></b> Bonnie K. Nastasi, PhD. Tulane University
<i>SALON E</i>	<b><i>Defusing Anger: Taking the Wind Out of Their Sails</i></b> Yael Banai, Ascension Parish School Board Pupil Appraisal
<i>SALON F</i>	<b><i>Early Temperament Indicators of Autism in Males with Fragile X Syndrome: A Longitudinal Evaluation</i></b> Lindsay M. McDonald, Louisiana School Psychology Internship Consortium
<i>ASHLAND</i>	<b><i>Alternative Educational Settings: Are They Really That Alternative?</i></b> Michael Vance and Sarah Birch, Louisiana State University Health Sciences Center
<b>10:15-10:30</b>	<b>BREAK</b>
<b>10:30-11:30</b>	<b>PRESENTATIONS</b>
<i>SALON E</i>	<b><i>Lessons from History: Effects of Manmade Disasters on Communities and Schools</i></b> Michael L. Sulkowski, M.Ed., University of Florida
<i>SALON F</i>	<b><i>Grade Retention and Dropout Rates in Louisiana Schools: What are The Implications and Alternatives for our Children?</i></b> Rachelle Beard, M.A. and Nicole A. Begg, Ed.S., NCSP, The University of Memphis & LAS*PIC
<i>ASHLAND</i>	<b><i>Reading Skill Achievement of Spanish-Speaking Students in English Immersion Programs</i></b> Sarah Peller, M.Ed., University of Massachusetts Amherst
<b>11:30-12:30</b>	<b>LUNCH (on your own)</b>
<b>12:30-1:30</b>	<b>PRESENTATIONS</b>
<i>SALON D&amp;E</i>	<b><i>RTI in Louisiana - Focus on Students</i></b> Diana Jones, Ph.D, NCSP, Louisiana Department of Education
<i>SALON F</i>	<b><i>School Psychology Practice in Texas</i></b> Dr. Eric Robinson, Baylor University,
<i>ASHLAND</i>	<b><i>Changing Outcomes: Rtl at the School Level</i></b> Stephen D. Arnold, Iberia Parish School Board
<b>1:30-1:45</b>	<b>BREAK</b>
<b>1:45-2:45</b>	<b>PRESENTATIONS</b>
<i>SALON D</i> <i>(1:45-4:00)</i>	<b><i>Finding Hope on the Cutting Edge of Traumatic Stress</i></b> Richard Manning, University of Montana
<i>SALON E</i>	<b><i>Cultural Responsiveness</i></b> Candice Dozier and Erin Powell, NCSP, St. Tammany Parish Public Appraisal
<i>SALON F</i>	<b><i>Ending Early Grade Retentions - The REAL No Child Left Behind</i></b> Dr. Gary L. Jones, Superintendent of Schools, Rapides Parish, Alexandria, Louisiana
<i>ASHLAND</i>	<b><i>On the Ground and Running: Rtl at the School level (Roundtable Discussion)</i></b> Stephen D. Arnold, Iberia Parish School Board, Gannon Dooley (Principal), Brandi Landry (Kindergarten Teacher), Brandy Rogers (4th Grade Teacher), Phyllis Breaux (Interventionist) and Shantel Neuville (Kindergarten Teacher/PBIS Team Leader), Loreauville Elementary School
<b>2:45-3:00</b>	<b>BREAK</b>

**Conference At-A-Glance**  
**WEDNESDAY, NOVEMBER 3, 2010**

<b>3:00-4:00</b>	<b>PRESENTATIONS</b>
SALON E	<b><i>Rtl Behavior Interventions &amp; Universal Screening</i></b> Karen Mahe', Keever Hoffmann, Plaquemines Parish School Board and Meagan Medley, Plaquemines Parish school Board and Mississippi State University
SALON F	<b><i>Value Added Portfolio (VAP): Task Force Recommendations for Accountability of School Psychologists in School Settings</i></b> Debra Duhe, State Department of Education, Michael Welch, and Kevin Jones, Louisiana State University – Shreveport
ASHLAND	<b><i>Simplified Schema-Based Instruction for Mathematics Word Problem Solving for Students with Emotional Disturbance</i></b> Qi Zhou, LAS*PIC and Houbin Fang, The University of Southern Mississippi
<b>4:00-4:15</b>	<b>BREAK</b>
<b>4:15-5:15</b>	<b>PRESENTATIONS</b>
SALON D	<b><i>NASP Updates (Roundtable Discussion)</i></b> Erin Gross, NCSP, NASP Delegate
SALON E	<b><i>Behavioral Vital Signs: Evidence-Based Mental Health Screening in Schools</i></b> Laurie Heiden and Lindsay Trent, University of Mississippi
SALON F	<b><i>Using Curriculum-Based Measures to Predict Math Performance on the Louisiana Statewide Assessments</i></b> Keri Menesses, Louisiana State University, Baton Rouge
ASHLAND	<b><i>LSPA Website Update</i></b> Jim Cowie, Coordinator of Pupil Appraisal Services in the Jefferson Parish Public School System
<b>5:30-6:30</b> SALON D	<b><i>LSPA Executive Council Meeting</i></b>
<b>5:30-6:30</b> MAPLE	<b><i>Student Reception</i></b>
<b>6:30 -</b> MAPLE	<b><i>Hospitality Suite</i></b>

**Conference At-A-Glance**  
**THURSDAY, NOVEMBER 4, 2010**

<b>8:00 - 9:00</b>	<b>REGISTRATION</b>
<b>9:00-11:00</b>	<b>PRESENTATIONS</b>
SALON D	<b><i>An Evaluation of the Social Shape Up Program: A Universal Behavior Program that Promotes Rule Following Behavior in Students</i></b> Lynn H. Singletary, Ph.D, Louisiana State University, Baton Rouge, Carmen Broussard and Meghan Lopez, Nicholls State University
SALON E&F	<b><i>Helping our Communities Cope with Disasters: Essential Interventions to Recover with Resilience and Inspire Hope</i></b> Cynthia Dickinson, Fairfax County Public Schools (VA) Manager, Crisis Intervention and Dropout Prevention
<b>11:00-11:30</b> River Foyer	<b>NETWORKING!</b> As an important source of professional development and growth, this year we are giving you a few minutes to do just that—Network! Enjoy!
<b>11:30-1:00</b> SALONS A,B,C	<b>AWARDS LUNCHEON</b> Tom Fagan, Ph.D., University of Memphis
<b>1:00-1:15</b>	<b>BREAK</b>
<b>1:15-2:45</b> SALONS D,E,F	<b>KEYNOTE ADDRESS</b> <b><i>The Future of School Psychology</i></b> Patti L. Harrison, PhD, NCSP, The University of Alabama

**Conference At-A-Glance  
THURSDAY, NOVEMBER 4, 2010**

<b>2:45-3:00</b>	<b>BREAK</b>
<b>3:00-4:00</b>	<b>PRESENTATIONS</b>
<i>SALON D</i>	<b><i>Advocacy and Legislating for School Psychologists</i></b> Brenda Nolan, Noble Allies & Associates
<i>SALON E (3:00-5:15)</i>	<b><i>Multilevel and Practical Approaches to Student Safety, Behavior Intervention, and Crisis Prevention/Response</i></b> Robert Hinton, Ray Owens, Michelle Reeves, and Sam Tingle, Morehouse & Ouachita Parishes
<i>SALON F (3:00-5:15)</i>	<b><i>Special Education Law Update: Federal Cases Affecting Interventions, Evaluations &amp; IEPs</i></b> Wayne T. Stewart, Hammonds & Sills
<b>4:00-4:15</b>	<b>BREAK</b>
<b>4:15-5:15</b>	<b>PRESENTATIONS</b>
<i>SALON D</i>	<b><i>Common Medications Prescribed for School –Age Youngsters</i></b> Rebecca F. Nolan, Ph.D, MP, ABMP, Louisiana State University in Shreveport
<i>PORTICO FOYER</i>	<b>POSTERS</b>
<b>5:15-5:30</b>	<b>BREAK</b>
<b>5:30-6:30</b> <i>SALON D</i>	<b><i>LSPA Business Meeting</i></b>
<b>6:30-7:30</b> <i>MAPLE</i>	<b><i>Wine Social</i></b>
<b>7:30 -</b> <i>MAPLE</i>	<b><i>Mexican Fiesta</i></b>

**Conference At-A-Glance  
FRIDAY, NOVEMBER 5, 2010**

<b>8:00 - 9:00</b>	<b>REGISTRATION</b>
<b>9:00-10:15</b>	<b>PRESENTATIONS</b>
<i>SALON D (9:00-12:00)</i>	<b><i>Threat/Danger Assessment: Process and Procedures for Developing a Team-Based Approach to Evaluate Risk</i></b> Melissa A. Reeves, Ph.D., NCSP, Winthrop University
<i>SALON E</i>	<b><i>Universal, Selected, and Intensive Social Skills Intervention Programs: A RTI Approach to Implementation</i></b> Frank M. Gresham, Louisiana State University
<i>SALON F</i>	<b><i>School Psychologist Expert Testimony</i></b> Steven Welsh, Nicholls State University
<b>10:15-10:30</b>	<b>BREAK</b>
<b>10:30-12:00</b>	<b>PRESENTATIONS</b>
<i>SALON E</i>	<b><i>What is Your Integrity? A Workshop on the School Psychologist's Challenge</i></b> Alan Coulter, Louisiana State University Health Sciences Center, New Orleans
<i>SALON F</i>	<b><i>Ethical Practices with Children and Adolescents: NASP Narrows the Gray Areas in Principles for Professional Ethics (2010)</i></b> Dorothy Gammel, Ph.D, NCSP, Livingston Parish School Board

## WEDNESDAY, NOVEMBER 3, 2010

8:00 - 9:00	<b>REGISTRATION</b>
9:00–10:15	<b>PRESENTATIONS</b>
<p>SALON D</p> <p><b>THIS IS A 2-HOUR PRESENTATION (9:00 – 11:30)</b></p>	<p><b><i>International School Psychology</i></b> Bonnie K. Nastasi, PhD. Tulane University, New Orleans</p> <p>This presentation addresses the role of school psychology within the global community, drawing on information about the social, cultural, political, and professional context that influences availability and quality of psychological services in schools worldwide. Informed by initiatives of the World Health Organization and United Nations, the presentation focuses on the mental health needs and resources worldwide and current initiatives related to child rights and promotion of children’s well-being. The presentation concludes with implications of global issues for professional school psychology at international, national, and local levels.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...gain information about the social, cultural, political, and professional context relevant to specialty of School Psychology at an international level.</li> <li>1) ...gain an understanding of the potential role of professional school psychology in promoting psychological well-being and social justice for children worldwide.</li> <li>1) ...gain information about current initiatives within school psychology related to development of the profession and the promotion of child rights and social justice worldwide.</li> </ol>
SALON E	<p><b><i>Defusing Anger: Taking the Wind Out of Their Sails</i></b> Yael Banai, Ascension Parish School Board Pupil Appraisal</p> <p>Research indicates that the most persistent discipline problem in the schools is “disrespect for authority” and “verbal abuse of teachers”. Using a paradigm suggested by Geoff Colvin and adapted from mental health settings, the participant will learn how to effectively manage instances of student agitation, verbal aggression and provocative behavior, using a step-by-step verbal approach. By effectively identifying the behavioral signs of the Aggression Cycle and learning interventions appropriate to each stage, teachers can learn to prevent crisis escalation, and when crises occur, minimize their effects.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...learn to identify the Aggression Cycle and the stages therein.</li> <li>2) ...learn verbal approaches to de-escalating and defusing aggressive behaviors by bringing down their emotional content.</li> <li>1) ...learn how to effectively endure crises when they occur and cope with the aftermath of such events including further dealings with the person/s involved.</li> </ol>
SALON F	<p><b><i>Early Temperament Indicators of Autism in Males with Fragile X Syndrome: A Longitudinal Evaluation</i></b> Lindsay M. McDonald, Louisiana School Psychology Internship Consortium</p> <p>Given the high association and debilitating effect of autism in boys with fragile X syndrome (FXS), we examined temperament as an early indicator of autism. Data reflect multiple assessments (68 total: average 5 per participant) for 11 boys with FXS from 9 to 106 months of age. Multiple dimensions and measures of temperament were administered including parental ratings and an experimental measure. Parental ratings indicated that higher initial levels of anger and activity, decreased attention, as well as increased anger and decreased soothability over time predicted more severe autistic behavior. Experimental results suggested that increased severity of autistic behavior was related to decreased facial anger over time. The current study extends the literature by identifying temperament dimensions that predict the severity of autistic behavior young males with FXS as has been reported in idiopathic (non-FXS) autism.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...increase their understanding of fragile X syndrome and the relationship with autism.</li> <li>2) ...learn early indicators that may be useful for screening of individuals at risk for autism and/or fragile X syndrome.</li> <li>3) ...understand the implications for school psychologists.</li> </ol>

## WEDNESDAY, NOVEMBER 3, 2010

<b>9:00-10:15 (continued)</b>	<b>PRESENTATIONS</b>
ASHLAND	<p><b><i>Alternative educational settings: Are they really that alternative?</i></b> Michael Vance and Sarah Birch, Louisiana State University Health Sciences Center</p> <p>This presentation is designed to provide an overview of alternative school programs and how they are used to increase student engagement both in and out of school. We will present a definition of alternative education as well as discuss several different alternative education models. Data related to the effectiveness of these programs, will be presented. Specific emphasis will be placed on how outcome data from tiered model of instruction can be used as a gating procedure for return to a less restrictive setting. A discussion of existing state-wide initiatives, as well the role of school psychology in transitions in and out of the alternative setting will be conducted.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...be able to define and describe characteristics of several different alternative education models.</li> <li>2) ...be able to identify the utility of several types of outcome data related to alternative school placements.</li> <li>3) ...be able to think critically about existing alternative placement settings as well as provide some suggestions to district and state wide representatives in charge of alternative educational placements.</li> </ol>
<b>10:15-10:30</b>	<b>BREAK</b>
<b>10:30-11:30</b>	<b>PRESENTATIONS</b>
SALON E	<p><b><i>Lessons from history: Effects of manmade disasters on communities and schools</i></b> Michael L. Sulkowski, M.Ed., University of Florida</p> <p>This paper presentation reviews the effects of manmade disasters (e.g., technological and ecological disasters) on communities and schools. These disasters include oil spills, technological malfunctions, chemical leaks, accidental releases of nuclear radiation, and other disasters that negatively impact people yet are not directly related to a natural phenomenon or violent attack. Generally, manmade disasters create long-term devastation in affected communities and various factors preclude recovery. This presentation will cover psychological, economic, social, and legal effects of manmade disasters. Additionally, the effects of these disasters will be compared to the effects of natural disasters and acts of mass violence.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...increase their knowledge of specific manmade disasters (e.g., Love Canal, the gulf oil spill).</li> <li>2) ...learn to differentiate between manmade disasters and other forms of disaster.</li> <li>3) ...broaden their knowledge of how a manmade disaster may effect (or is effecting) his or her community.</li> </ol>
SALON F	<p><b><i>Grade retention and dropout rates in Louisiana schools: What are the implications and alternatives for our children?</i></b> Rachelle Beard, M.A. and Nicole A. Begg, Ed.S., NCSP, The University of Memphis &amp; LAS*PIC</p> <p>According to the Louisiana Department of Education, many children who are performing below grade-level expectations are retained. However, research fails to support grade retention as an effective intervention for academic problems. In fact, grade retention has been associated with a multitude of negative outcomes, including high school dropout. The proposed presentation will provide an overview of the broad literature base on grade retention and its associated deleterious effects. Current retention and dropout rates compiled by the state department of education will be presented followed by a discussion of the implications for the state of Louisiana..</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...have an understanding of the broad literature base demonstrating that grade retention is ineffective and may, in fact, be harmful.</li> <li>2) ...gain knowledge of grade retention and dropout rates in the state of Louisiana.</li> <li>3) ...be able to think critically about grade retention and to generate alternative interventions for Louisiana students.</li> </ol>

## WEDNESDAY, NOVEMBER 3, 2010

<b>10:30-11:30 (continued)</b>	<b>PRESENTATIONS</b>
ASHLAND	<p><b><i>Reading Skill achievement of Spanish-speaking students in English immersion programs</i></b> Sarah Peller, M.Ed., University of Massachusetts Amherst</p> <p>This study examines six years of reading and language assessment data from an urban school district in Massachusetts where most students speak Spanish at home and learn English as a second language upon entering school. The researcher asks how well early DIBELS measures correlate with reading comprehension outcomes for this population compared with for native English speakers. Additionally, growth trajectories are presented illustrating how these second-language learners progressed over the course of elementary school on measures of English language proficiency, reading fluency, and reading comprehension. The relationships between first and second language development will be discussed with a focus on assessing bilingual students. The researcher will also review literature from many relevant disciplines addressing the unique issues faced by Spanish-speaking children educated in English immersion programs.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...identify different types of bilingualism and different educational strategies for students learning English as a second language.</li> <li>2) ...be able to discuss the relationship between native language development and second language learning.</li> <li>3) ...will acquire a nuanced understanding of the many issues involved with assessing bilingual students</li> <li>4) ...view learning trajectories in reading skill achievement and English language development for students who are second language learners.</li> </ol>
<b>11:30-12:30</b>	<b>LUNCH (on your own)</b>
<b>12:30–1:30</b>	<b>PRESENTATIONS</b>
SALON D&E	<p><b><i>RTI in Louisiana—Focus on Students</i></b> Diana Jones, Ph.D, NCSP, Louisiana Department of Education</p> <p>The presentation will give an overview of the focus on Response to Intervention by the Louisiana Department of Education and how RTI is incorporated into the reorganization of the Department. Resources that are available through the LDOE website, including the Adolescent Literacy Plan, the RTI Implementation Plan, District Data, and the RTI webpage, will be reviewed. Collaborative work with the National Center on Response to Intervention (NCRTI), as well as results of a survey on the status of RTI throughout the state, will be discussed. Further discussion will include current work by the Louisiana RTI Task Force, including the RTI Process Guide, and expectations for 2011.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...improve their skill in local RTI implementation through knowledge of resources that are focused on Louisiana outcomes.</li> <li>2) ...have the opportunity to compare their knowledge of RTI implementation progress in their districts to State expectations, and to other LEA's as indicated by the RTI Survey. (Note: districts will not be named in the survey report—only summarized general results will be provided).</li> </ol>
SALON F	<p><b><i>School Psychology Practice in Texas</i></b> Dr. Eric Robinson, Baylor University</p> <p>This presentation will compare Louisiana and Texas models of school psychological practice. Topics of interest will be the status of service elements, including the number of school districts, school psychologists, diagnosticians, and NASP approved school psychology programs. Changes in service delivery systems influenced by Senate Bill #1 will be reviewed, as well as the uniqueness of Texas regarding the role of school psychologists.</p> <p><b>Participants will....</b></p> <ol style="list-style-type: none"> <li>1) ... acquire knowledge of the service delivery systems in Texas.</li> <li>2) ...understand critical differences in Texas models that may impact communication across state borders.</li> <li>3) ...gain awareness of how Texas is addressing state and national issues in the field.</li> </ol>

## WEDNESDAY, NOVEMBER 3, 2010

ASHLAND	<p><b><i>Changing Outcomes: Rtl at the School Level</i></b></p> <p>Stephen D. Arnold, Iberia Parish School Board, Gannon Dooley (Principal), Brandi Landry (Kindergartner Teacher), Brandy Rogers (4th Grade Teacher), Phyllis Breaux (Interventionist) and Shantel Neuville (Kindergartner Teacher/PBIS Team Leader), Loreauville Elementary School</p> <p>There has been much discussion about Rtl and why it is important. How can it be implemented at the local school level? What adjustments must be made administratively? How does Rtl affect classroom instruction? What is the impact on students? Loreauville Elementary school began actively addressing reading and behavior through the Rtl process in the 2008-09 school year. School and district level data will be used to address these questions.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...be able to compare student performance data before and after implementation of Rtl.</li> <li>2) ...better understand the impact upon the local school when beginning an Rtl process.</li> <li>3) ...be able to encourage and facilitate Rtl implementation at the local school level.</li> </ol>
1:30-1:45	<b>BREAK</b>
1:45-2:45	<b>PRESENTATIONS</b>
SALON D	<p><b><i>Finding Hope on the Cutting Edge of Traumatic Stress</i></b></p> <p>Richard Manning, University of Montana</p> <p>Groundbreaking research has made it clear that child abuse is our nation's leading public health problem. Abuse leads to traumatic stress that arrests normal development, prevents education and creates troubled adults. Yet a suit of emerging interventions give us the tools we need to reverse these problems through school-based mental health services.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...gain awareness of childhood traumatic stress.</li> <li>2) ...understand the underlying neuroscience of issues related to traumatic stress.</li> <li>3) ...understand the importance of the mind-body connection as it is related to traumatic stress.</li> </ol>
SALON E	<p><b><i>Cultural Responsiveness</i></b></p> <p>Candice Dozier and Erin Powell, NCSP, St. Tammany Parish Public Appraisal</p> <p>The legal and ethical implications of cultural responsiveness will be discussed. An understanding and sensitivity to socio-economic status, ethnicity, culture and race will be fostered through activities and the development of a personal cultural responsiveness plan. Effectively understanding and intervening with families from differing socioeconomic groups, cultures, and ethnicities will be highlighted. The role of the school psychologist as it relates to consultation with SBLC's to enhance the group's level of cultural responsiveness will also be highlighted. With diversity as a domain of training in school psychology programs, the School Psychologist brings that knowledge to the SBLC meeting and consultation with school staff to ensure an accurate assessment of student needs and the development of sensitive interventions.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...understand the impact of socio-economics, culture, and ethnicity when working with students and families.</li> <li>2) ...understand cultural responsiveness.</li> <li>3) ...relate cultural responsiveness with ethics and legal mandates.</li> <li>4) ...develop a cultural responsiveness plan.</li> </ol>
SALON F	<p><b><i>Ending Early Grade Retentions - The REAL No Child Left Behind</i></b></p> <p>Dr. Gary L. Jones, Superintendent of Schools, Rapides Parish, Alexandria, Louisiana</p> <p>Extensive and extended research demonstrates that retention as a strategy to increase student achievement does not work. The results are social and emotional problems, increased drop-outs and no measurable effect on long term achievement. On the other hand, social promotion is demonstrably equally ineffective, leading to students who do not have the necessary learning skills to become productive adults. This presentation will explore the efforts of a school district to transform itself into a standards-based district where children are not retained below 4<sup>th</sup> grade and where, ultimately, all students cannot fail because they must do the work to standard before they can receive a grade. Retentions will be replaced by early, effective and intensive interventions. Students will proceed at their own pace towards the standards which must be met.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...review the current research concerning the effects of student retention and/or social promotion on the academic achievement of students.</li> <li>2) ...review the position paper of the National Association of School Psychologists on the issues of grade retention and social promotion.</li> <li>3) ...explore the efforts of a Louisiana School district to move away from either student retention or social promotion to a policy of early and effective interventions in grades K-3.</li> </ol>

## WEDNESDAY, NOVEMBER 3, 2010

ASHLAND	<p><b><i>On the Ground and Running: Rtl at the School level (Roundtable Discussion)</i></b>  Stephen D. Arnold, Iberia Parish School Board</p> <p>This is a follow-up session to “Changing Outcomes: Rtl at the School Level.” What are the specific obstacles to initiating and managing an Rtl process in a local school? How do you measure success? From master schedules to direct intervention, the school administrator, classroom teacher, PBIS Team Leader, Interventionist, and District Rtl team member will respond to your specific questions regarding Rtl implementation at their school.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...understand specific obstacles to Rtl implementation.</li> <li>2) ...understand how to overcome Rtl obstacles.</li> <li>3) ...learn to encourage and facilitate Rtl implementation at the local school level.</li> </ol>
2:45-3:00	<b>BREAK</b>
3:00-4:00	<b>PRESENTATIONS</b>
SALON E	<p><b><i>Rtl Behavior Interventions &amp; Universal Screening</i></b>  Karen Mahe’, Keever Hoffmann, Plaquemines Parish School Board and Meagan Medley, Plaquemines Parish school Board and Mississippi State University</p> <p>This presentation will include examples of behavioral interventions with sample graphs and data of how teams are implementing the Rtl behavioral process. Universal screening of behaviors using the Systematic Screening of Behavior Disorders (SSBD) will be discussed along with follow-up observation procedures. Additionally, the complete Rtl process for behavior will be discussed through the use of the Plaquemines Parish Rtl Behavior Flow Chart which includes decision making points.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...become familiar with a universal screening process for behavior being implemented in Plaquemines Parish Schools.</li> <li>2) ...become familiar with behavioral interventions being implemented in Plaquemines Parish Schools.</li> <li>3) ...become familiar with the Plaquemines Parish Schools Rtl Behavior Flow Chart.</li> </ol>
SALON F	<p><b><i>Value Added Portfolio (VAP): Task Force Recommendations for Accountability of School Psychologists in School Settings</i></b>  Debra Duhe, State Department of Education, Michael Welch and Kevin Jones, Louisiana State University – Shreveport</p> <p>Three agencies (LSPA, LAS*PIC, Department of Education) have teamed to develop a formal plan for evaluating “value added” by certified school psychologists currently employed by public schools. The central element of this plan is for school psychologists to submit portfolios documenting intervention outcomes to the state department for evaluation and credit toward certification renewal. The purpose of this presentation is to review the task force’s recommendations for a value-added portfolio (VAP) system that accommodates the varied roles and settings in which school psychologists work.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...increase their awareness of accountability methods currently in place in other states</li> <li>2) ...be introduced to methods for establishing the “value added” by school psychological services</li> <li>3) ...gain knowledge of the specific components included in the task force’s recommendations</li> </ol>
ASHLAND	<p><b><i>Simplified Schema-Based Instruction for Mathematics Word Problem Solving for Students with Emotional Disturbance</i></b>  Qi Zhou, LAS*PIC and Houbin Fang, The University of Southern Mississippi</p> <p>Mathematics word problem solving is a difficult subject area for students with Emotional Disturbance (ED). Schema-based instruction (SBI) is one of the empirically supported interventions to improve mathematics word problem solving skills in students with ED. In the current literature, there are four steps in SBI: identifying problem type, applying corresponding problem solving method, determining an operation, and solving the problem. The problem with the current SBI is that there are no agreed-upon definitions for word problem types. As a result, some researchers categorize word problems into four different types (change problems, group/combination problems, compare problems, and equal problems), whereas others three types (change problems, group/combination problems, and compare problem situations). Furthermore, it is a complicated cognitive process for students to learn and identify problem types. Therefore, the current project introduces a simplified SBI and methods to investigate the effects of the simplified SBI.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...gain knowledge of the simplified SBI for mathematics word problem solving.</li> <li>2) ...increase knowledge in the area of single subject design.</li> <li>3) ...increase knowledge of students with ED.</li> </ol>

## WEDNESDAY, NOVEMBER 3, 2010

4:00-4:15	<b>BREAK</b>
4:15-5:15	<b>PRESENTATIONS</b>
4:15-5:15 SALON D	<b>Roundtable Discussion</b> Erin Gross, NCSP, NASP Delegate
4:15-5:15 (continued)	<b>PRESENTATIONS</b>
SALON E	<p><b>Behavioral Vital Signs: Evidence-Based Mental Health Screening in Schools</b> Laurie Heiden &amp; Lindsay Trent , University of Mississippi</p> <p>The Behavioral Vital Signs (BVS) project is an ongoing effort to screen Mississippi schools for behavioral health concerns, including anxiety, depression, loneliness, and externalizing behaviors. Instruments used in this survey are strongly supported by scientific research. This presentation will discuss the need for such efforts, specific procedures for screening, and the results for all children screened to date (approximately 13,000 youth). Additionally, efforts to integrate the results into school-specific training and state-level administrative policy will be highlighted.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...be provided with information on the BVS project, including the outcomes of this assessment.</li> <li>2) ...become knowledgeable of school-based mental health implications of the BVS, particularly at the clinical and broader administrative levels.</li> <li>3) ...learn the relationships between project personnel and other interested parties such that future collaborations may be possible.</li> </ol>
SALON F	<p><b>Using Curriculum-Based Measures to Predict Math Performance on the Louisiana Statewide Assessments</b> Keri Menesses, Louisiana State University, Baton Rouge</p> <p>One hundred forty-six students in third, fourth and fifth grades completed two types of curriculum-based measurement (CBM) math probes, math computation and math concepts/applications, in the winter and spring. The relationship between scores on the math probes and scores on the math portion of the Louisiana statewide assessments were analyzed by computing correlation coefficients and conducting multiple regression analyses. Both types of probes were significantly correlated with test outcomes, yet the concepts/applications probes were stronger predictors of test performance. The diagnostic accuracy of the probes was determined using receiver operating characteristic (ROC) curve analyses, which established cut scores on each of the probes that are associated with passing the statewide test. Having the ability to predict performance on high-stakes tests enhances the utility of CBM and provides the opportunity for educators to intensify instruction for students identified as at-risk for failing the statewide assessment.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...learn how to administer math CBM probes as a school-wide screening device used to inform intensified instruction for students identified at risk for receiving a failing score in math class and/or on the LEAP/iLEAP.</li> <li>2) ...learn the correlational and predictive relationships between two types of math curriculum-based measures and the statewide assessments in Louisiana .</li> <li>3) ...learn the correlational and predictive relationships between two types of math curriculum-based measures and final math grades.</li> </ol>
ASHLAND	<p><b>LSPA Website Update</b> Jim Cowie, Coordinator of Pupil Appraisal Services in the Jefferson Parish Public School System</p> <p>The focus of this presentation is to review the changes and improvements to the LSPA website . Specifically, the use of the LSPA Webmail, Listserve, and the development of region generated pages as communication tools will be discussed. Secondly, a tutorial that identifies various technology issues/devices including HTML editing tools will also be demonstrated. Overall, participants will have a clear understanding of what technology integration is currently available for professional use for LSPA membership.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...become informed about the new web capabilities and demonstrate the use of the LSPA website.</li> <li>2) ...be introduced to the methodology used to create and develop a useful and informative professional website.</li> </ol>
5:30-6:30 SALON D	<b>LSPA Executive Council Meeting</b>
5:30-6:30 MAPLE	<b>Student Reception</b>
6:30 - MAPLE	<b>Hospitality Suite</b>

## THURSDAY, NOVEMBER 4, 2010

8:00 - 9:00	<b>REGISTRATION</b>
9:00–11:00	<b>PRESENTATIONS</b>
SALON D	<p><b><i>An Evaluation of the Social Shape Up Program: A Universal Behavior Program that Promotes Rule Following Behavior in Students</i></b></p> <p>Lynn H. Singletary, Ph.D, Louisiana State University, Baton Rouge, Carmen Broussard and Meghan Lopez Nicholls State University</p> <p>Teacher’s use of effective classroom management strategies is directly related to levels of on and off task behavior and consequently, student achievement. Although there is a research base on effective classroom management strategies, the degree to which teachers systematically implement effective plans that include explicit and objectively defined classroom expectations and consequences is not clear. This presentation will describe a single subject research project that investigated the effects of the Social Shape Up (SSU) program on teacher and student behavior. The SSU employs the use of behavior classes, behavioral rules, systematically applied reinforcing and punishing consequences, a behavior tracking system, and progress monitoring of social behaviors across time. Data collection includes direct observation of teachers use of the SSU, and student on and off task behaviors, analysis of teacher tracker records and student conduct cards, observations of program implementation and data obtained from a progress monitoring tool.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...learn the difference between the Social Shape Up program and traditional classroom management plans.</li> <li>2) ...learn about the components of the Shape Up program and its impact on student on task behavior in the class Room.</li> <li>3) ...learn about progress monitoring social behavior.</li> </ol>
SALON E & F	<p><b><i>Helping our Communities Cope with Disasters: Essential Interventions to Recover with Resilience and Inspire Hope</i></b></p> <p>Cynthia Dickinson, Fairfax County Public Schools (VA) Manager, Crisis Intervention and Dropout Prevention</p> <p>Since 2005, the Gulf Coast states have been impacted by natural disasters (Hurricanes Katrina and Rita); economic challenges (recession); and the 2010 Gulf oil spill. Given the multiple impacts, finding a “new normal” is, at best, a challenge, and at worst, a source of significant, continuing stress for affected communities. School psychologists, as school mental health professionals and effective crisis team members, can help their school communities address critical recovery-related mental health needs. This presentation will focus on identifying typical reactions in disaster cycles; the mental health impact of multiple traumas; and effective ways to improve and enhance school community resilience and hopefulness. It will also address the very real issue of “compassion fatigue,” offering strategies for caregiver coping.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...receive a review of literature regarding typical reactions to disasters, both natural and technological, and participants will be made aware of typical and atypical reactions for individuals and communities.</li> <li>2) ...review the predictable long-term mental health needs present as communities recover. They will identify strategies that school crisis teams can use with individuals and communities most affected by disaster(s).</li> <li>3) ...further learn how to identify, develop, and implement intervention strategies, while maintaining professional effectiveness.</li> </ol>
11:00-11:30 River Foyer	<p><b>NETWORKING</b></p> <p>As we know, at conferences we often make verbal commitments to “catch up” with friends, colleagues and associates and then never have the time to follow through. As an important source of professional development and growth, this year we are giving you a few minutes to do just that—Network! Enjoy!</p>
11:30-1:00 SALONS A,B,C	<p><b>AWARDS LUNCHEON</b></p> <p>Tom Fagan, Ph.D., University of Memphis</p>
1:00-1:15	<b>BREAK</b>

## THURSDAY, NOVEMBER 4, 2010

<p><b>1:15-2:45</b></p> <p><b>SALONS</b> <i>D,E,F</i></p>	<p><b>KEYNOTE ADDRESS</b> <b><i>The Future of School Psychology</i></b> Patti L. Harrison, PhD, NCSP, The University of Alabama</p> <p>School psychology is at a critical juncture. Numerous impacts on children, families, and schools have resulted in an increasing need for services by school psychologists. At the same time, potential threats related to the economic environment, job security, funding for school programs, school accountability standards, credentialing and practices of school psychologists, and other issues require school psychologists to ensure our competence and advance our contributions to children’s learning and mental health. It is important that school psychologists engage in organized and strategic efforts to preserve and enhance our roles as essential and valued school professionals. The presentation will focus on the many strengths of school psychology---and school psychologists---to respond effectively and promote our successful future.</p>
<p><b>2:45-3:00</b></p>	<p><b>BREAK</b></p>
<p><b>3:00–4:00</b></p>	<p><b>PRESENTATIONS</b></p>
<p><b>SALON D</b></p>	<p><b><i>Advocacy and Legislating for School Psychologists</i></b> Brenda Noland, LSPA Lobbyist</p> <p>This update will include helpful information about how school psychologists can become involved in the legislative process. As a professional lobbyist and an invaluable source of knowledge and guidance to LSPA, Brenda has navigated the toughest legislative waters. In this presentation, she will discuss: The Legislative Process; LSPA Advocacy-State &amp; Local Partnership; LSPA 2009-2010 Legislative Update; Break-Out Session: LSPA Future ; and Discussion &amp; Conclusion. Join her for an informative and motivational session!</p>
<p><b>SALON E</b></p> <p><b>THIS IS A 2-HOUR PRESENTATION (3:00 – 5:15)</b></p>	<p><b><i>Multilevel and Practical Approaches to Student Safety, Behavior Intervention, and Crisis Prevention/Response</i></b> Robert Hinton, Ray Owens, Michelle Reeves, and Sam Tingle, Morehouse &amp; Ouachita Parishes</p> <p>Proactive, practical interventions for use with high risk students in settings from regular and special education classrooms to specialized alternative schools. These will include proven techniques for use by a multi-level range of personnel from pupil appraisal to district administrative staff. Specific topics will include: threat assessment, school system behavior/discipline policies and practices, counseling, behavior intervention, social skills groups, efforts to provide intra/interschool consistency, as well as, collaboration on high risk psychiatric rehab, OYD/OCS custody, and transfer students. The session will include an overview and lessons learned from recent high profiled school wide crisis situations and will conclude with a time of questions and dialog.</p>
<p><b>SALON F</b></p> <p><b>THIS IS A 2-HOUR PRESENTATION (3:00 – 5:15)</b></p>	<p><b><i>Special Education Law Update: Federal Cases Affecting Interventions, Evaluations &amp; IEPs</i></b> Wayne T. Stewart, Hammonds &amp; Sills</p> <p>This presentation will highlight keys issues and possible affects of legislation, regulations, and decisions at the federal and state level which are controlling or persuasive authority in Louisiana concerning students with disabilities.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...gain familiarity with recent controlling jurisprudence affecting special education. special education.</li> <li>2) ...<b>obtain information which can positively affect their ability to consult effectively with schools and their LEA regarding legal responsibilities.</b></li> <li>3) ...<b>gain an appreciation of the pitfalls of failure to appropriately address students’ educational needs.</b></li> </ol>
<p><b>4:00-4:15</b></p>	<p><b>BREAK</b></p>
<p><b>4:15-5:15</b></p>	<p><b>PRESENTATIONS</b></p>

**THURSDAY, NOVEMBER 4, 2010**

<p><i>SALON D</i></p>	<p><b><i>Medications Prescribed for Youngsters with Bipolar Disorder, Autism and Asperger’s Disorder</i></b>                  Rebecca F. Nolan, Ph.D, MP, ABMP, Louisiana State University - Shreveport</p> <p>The presentation will present a review of medications prescribed to young people in the school system with psychological disorders. School psychologists often work directly or indirectly with students with these diagnoses who have been prescribed medications. The effect of these medications often results in behavior(s) of concern in the schools. The purpose of the presentation will be to review medications prescribed for depressed and anxious children. Also included are those medications for children diagnosed with bipolar disorder, autism, and Asperger’s Disorder. Effects of medication on behaviors will be discussed. Other disorders and medications of interest to session attendees will also be discussed if time allows. Included is information on medications which may be approved soon for use with youngsters. Knowledge of the medications and their effects is increasingly becoming part of the expected information base of school psychologists.</p> <p><b>Participants will...</b>                  ...identify common medications used with youngsters for the disorders of: Depression, Anxiety, Bipolar disorder, Autism Asperger’s disorder</p>
<p><i>PORTICO FOYER</i></p>	<p><b>POSTER SESSION</b></p> <p><b><i>Repeated Readings: Effects on Generalization and Maintenance</i></b>                  Kevin Krug, Crystal Fifer, Amber Easley, M. Alden Murphy, Christine Fitzgerald, Jessica Aguirre, &amp; Briana Bass                  Louisiana State University—Shreveport</p> <p><b><i>A Comparison of Methods for Identifying Reinforcers</i></b>                  Kevin Krug, Jessica Aguirre, Amber Easley, M. Alden Murphy, Briana Bass &amp; Christine Fitzgerald                  Louisiana State University - Shreveport</p> <p><b><i>Social and Academic RTI Resources for School Psychologists</i></b>                  Amanda Chisley, Annie Folse, Cyndil Smith, &amp; Megan Dentre                  Louisiana State University - Shreveport</p>
<p><b>5:15-5:30</b></p>	<p><b>BREAK</b></p>
<p><b>5:30-6:30</b> <i>SALON D</i></p>	<p><b><i>LSPA Business Meeting</i></b></p>
<p><b>6:30-7:30</b> <i>MAPLE</i></p>	<p><b><i>Wine Social</i></b></p>
<p><b>7:30—</b> <i>MAPLE</i></p>	<p><b><i>Mexican Fiesta</i></b></p>

**THURSDAY, NOVEMBER 4, 2010**

<p><b>8:00 - 9:00</b></p>	<p><b>REGISTRATION</b></p>
<p><b>9:00–10:15</b></p>	<p><b>PRESENTATIONS</b></p>
<p><i>SALON D</i></p> <p><b><i>THIS IS A 3-HOUR PRESENTA- TION (9:00 – 12:00)</i></b></p>	<p><b><i>Threat/Danger Assessment: Process and Procedures for Developing a Team-Based Approach to Evaluate Risk</i></b>                  Melissa A. Reeves, Ph.D.,NCSP, Winthrop University</p> <p>This workshop will focus on the process and procedures needed to establish a consistent school/district-wide approach to risk assessment. Critical factors discussed will include: current statistics and legal cases, early identification of warning signs, primary prevention strategies to "break the code of silence"; an overview of risk assessment models; assessment procedures; and strategies for interventions, postventions, and working with difficult parents. Case study examples and forms will be shared to illustrate the process with the school psychologist taking a leadership role.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...Identify important outcomes from court cases that have legal implications for school districts.</li> <li>2) ...identify school professionals to serve on the risk assessment team at a school and/or district level.</li> <li>3) ...identify the early warning signs to risky/dangerous behaviors.</li> <li>4) ...understand the differences between various threat assessment models.</li> <li>5) ...identify various levels of supports and interventions to ensure student and staff safety.</li> <li>6) ...be able to utilize specific strategies when working with difficult parents.</li> </ol>

## THURSDAY, NOVEMBER 4, 2010

SALON E	<p><b><i>Universal, Selected, and Intensive Social Skills Intervention Programs: A RTI Approach to Implementation</i></b>  Frank M. Gresham, Louisiana State University</p> <p>Social skills are important academic enablers for children and youth in schools and have been shown to enhance academic performance, foster peer relationships, and facilitate positive interactions with teachers and other school staff. The purpose of this presentation is to present a multi-tiered approach to social skills interventions in schools. Specifically, universal (SSIS Classwide Intervention Program or CIP), selected (SSIS- Intervention Guide), and intensive (Functional Behavioral Assessment/ Replacement Behavior Training or FBA/RBT) programs are described. Outcomes to each of these programs are presented and recommendations for subsequent social skills interventions are described.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...be able to describe and discuss a multi-tier RTI approach to social skills interventions.</li> <li>2) ...be able to describe and discuss the outcomes associated with each tier of social skills intervention programs (universal , selected, and intensive).</li> <li>3) ...be able to formulate and modify multi-tier social skills intervention programs specific to their local school districts.</li> </ol>
SALON F	<p><b><i>School Psychologist Expert Testimony</i></b>  Steven Welsh, Nicholls State University</p> <p>Attendees of this presentation will become familiar with the litigation process. Specific strategies presented include: (a) minimizing you and your district's exposure to litigation, (b) selecting and establishing an effective working relationship with your attorney, (c) preparing materials and responding to subpoenas, (d) responding to the credentials test, and (e) pretrial rehearsals. Specific strategies for responding to examination by an attorney, either during a deposition or in open court, will be highlighted.</p> <p>Participants will...</p> <ol style="list-style-type: none"> <li>1) ...become familiar with brief history of the evolution of expert testimony standards as applied the field of psychology as described by Youngstrom &amp; Bush (2000) and Faigman &amp; Monahan (2005)</li> <li>2) ...learn specific examples of how the application of the scientist practitioner model of school psychology meet the four Daubert criteria outlined by Croft (2005) (e.g. hypothesis testing, peer review, known error rates, and acceptance within relevant scientific community) for acceptability and admissibility of testimony.</li> </ol>
10:15-10:30	<b>BREAK</b>
10:30-12:00	<b>PRESENTATIONS</b>
SALONS E	<p><b><i>What is Your Integrity? A Workshop on the School Psychologist's Challenge</i></b>  Alan Coulter, Louisiana State University Health Sciences Center, New Orleans</p> <p>This presentation will focus on recent developments in the evolution of systems of early intervening services and how school psychologists can support the best ideas. Given the widespread adoption of regulations and programs throughout the U.S., Louisiana can take advantage of its late start in developing its own version of systems of early intervening services by carefully studying other states and adopting the most advantageous components. Three key professional behaviors of school psychologists and other related services personnel will be highlighted to emphasize how to best support the development of early intervening services.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...be familiar with the contrasting terms and approaches to systems of early intervening services being used throughout the United States.</li> <li>2) ...be familiar with promising evidence of the critical professional behaviors that school psychologists should exhibit.</li> <li>3) ...be familiar with the array of emerging resources and the potential pitfalls that lie ahead in implementing SEIS/ Rtl..</li> </ol>
SALON F	<p><b><i>Ethical Practices with Children and Adolescents: NASP Narrows the Gray Areas in Principles for Professional Ethics (2010)</i></b>  Dorothy Gammel, Ph.D., NCSP, Livingston Parish School Board</p> <p>School psychologists are often faced with difficult ethical dilemmas when working with children and adolescents as the client. The presentation will focus on some of these unique issues such as limits of confidentiality, consent and assent for treatment with minors, and conflicts of interest in light of the new standards effective January 1, 2011.</p> <p><b>Participants will...</b></p> <ol style="list-style-type: none"> <li>1) ...Recognize the differences between <i>NASP Professional Conduct Manual (2000)</i> and <i>NASP Principles for Professional Ethics (2010)</i> in areas such as confidentiality and consent/assessment for services.</li> <li>2) ...Increase skills in ability to manage conflicting therapeutic goals between children and parents and make decisions about disclosure of confidential information to parents, particular with adolescent risk-taking behavior.</li> </ol>

**Onsite registration:** Onsite registration is allowed.

All attendees and presenters are expected to adhere to the guidelines outlined in the *Professional Conduct Manual* of the **National Association of School Psychologists** regarding the confidentiality of all data and/or information presented during the LSPA Conference.

**Conference Sessions:** All sessions will be monitored by members of the LSPA Executive Council.

**Conference Complaints:** If you have a concern about conference content, materials, activities and/or a presenter, please know that it is the policy of LSPA for the Executive Council to review and respond to all written complaints.

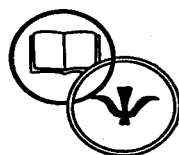
**Refund Policy:** Should participants be unable to attend the conference, LSPA will refund prepaid attendance fees upon written request to the LSPA Executive Council.

**Accessibility:** If you are a person with a disability or require special assistance, please contact any member of the LSPA Executive Council to indicate any accommodations you may need to allow full access to all conference activities.

*Thanks—LSPA Executive Council*

**The purpose of the Louisiana School Psychological Association is to:**

1. Promote the practice of school psychology and to advocate for the members of the Association,
2. Ensure quality educational services for all children, regardless of their ethnic origin, socioeconomic status, or skill level, and to assist in the development and implementation of sound educational practices in all school programs,
3. Promote and maintain adherence to the ethical, legal and technical standards of professional school psychology as outlined in the National Association of School Psychologists' Standards of Professional Conduct Manual,
4. Provide a systematic and consistent mechanism for the sharing of research, ideas, and information to school psychologists, affiliate members and the general public, and to
5. Encourage practical research in the field of school psychology in order to provide a dynamic and relevant system of psychological services in schools.



**Elected Officers**

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