




Thursday October 29, 2009 Session Schedule

<p>Thursday Lecture 8:30- 10:30 am</p>	<p><b><i>Attention, Memory, and Retrieval: Assessment and Intervention of Critical Executive Functioning</i></b>          Many students with disabilities have executive functioning deficits. It is increasingly important to assess and remediate/intervene at the processing level as well as the academic area. This presentation teaches professionals how to use assessment to identify areas of deficit in key areas of executive functions including attention, memory, and retrieval.          Heather Stephens, Ed, D.</p>
<p>Thursday Lecture 8:30- 10:30 am</p>	<p><b><i>An Update on IDEA Court Decisions, OSEP Policy Letters, and Federal Legislation: Impact on Educational Diagnostician Practice</i></b>          This session will update participants about federal legislation, OSEP policy letters, and court decisions pertaining to the Individuals with Disabilities Education Improvement Act (IDEIA) that have occurred since September of 2008, and their impact on practice.          David W. Walker, Ed. D.</p>
<p>Thursday Lecture 8:30-10:30 am</p>	<p><b><i>From Prescription Pad to the Classroom: Comparing DSM-IV-TR Diagnoses and IDEA</i></b>          The terms ‘autism,’ ‘learning disability,’ and ‘emotional disturbance’ are found in both the Diagnostic and Statistical Manual-4<sup>th</sup> Edition Text Revision (DSM-IV-TR) and the Individuals with Disabilities Education Improvement Act (IDEA). DSM-IV-TR diagnoses and IDEA eligibilities were designed for different purposes and diagnostic personnel. This session clarifies the purposes of classification, how the two systems use similar phrases, and how educational diagnosticians can use DSM-IV-TR diagnoses in educational settings.          Norman Geller, Ph.D. and Ellen M. Frye, Ed.D.</p>
<p>Thursday Workshop 10:45-11:45 am</p>	<p><b><i>Creating Graduates Instead of Dropouts!</i></b>          High school and junior high students who are reading at a second or third grade level are becoming successful achievers when presented with age-appropriate, standards-aligned curriculum at their reading level! Response to Intervention includes reading materials that are appropriate to the student's level.          Dr. Nancy Nichols</p>
<p>Thursday Lecture 10:45-11:45 am</p>	<p><b><i>Transition Assessment: Planning for Independence</i></b>          Assessment is vital in preparing students with disabilities for transition from school to postsecondary education, employment, and independent living. This presentation will discuss assessment methods for effective transition planning, differences in laws and services between school and postsecondary options, and cultural diversity issues to consider during transition assessment and planning.          Leann DiAndreth-Elkins, Ed.D.</p>
<p>Thursday Lecture 10:45-11:45 am</p>	<p><b><i>Evaluating English Language Learners with Suspected Learning Disabilities: Investigating Cultural and Linguistic Factors</i></b>          Using case-study methodology, the presenter demonstrates the importance of</p>

	<p>evaluating cultural and linguistic factors that influence the academic achievement of English language learners. Participants will gain familiarity with current research findings regarding the effects of cultural and linguistic diversity on academic achievement and these factors affect the learning disability identification process. John Doak, Ph.D.</p>
<p>Thursday Poster 10:45-11:45 am</p>	<p><b><i>Keys to Predicting High Stakes Tests Performance</i></b> Who should get interventions and when? Results of a continuing study informing system-level allocation of resources and targeting interventions to improve performance on the high-stakes assessments required to earn a diploma in Massachusetts will be reviewed. Strategies to apply gathered data from collaborative research and promote RTI will be reviewed. Denise R. Foley, D.Ed.</p>
<p>Thursday Poster 10:45-11:45 am</p>	<p><b><i>Primary Consideration Sheet for School Building Level Committees</i></b> This is a tool to be used by SBLC or Student Assistance Team when discussing the areas or conditions that might be the primary cause of difficulty being experienced by a student in the general education classroom. This process helps in discussing referral for a individual evaluation. Patricia McElroy, Ed. S, NCED</p>
<p>Thursday Poster 10:45-11:45 am</p>	<p><b><i>Is it Time to Declassify?</i></b> Making the decision to declassify is often met with resistance by parents and students. What will be the impact of maintaining a classification of SLD if the aptitude achievement discrepancy is no longer present? This presentation will discuss one students' plight and what colleges can do to assist. Nora L. Pollard Ed.D and Marie Segal, Ph.D.</p>
<p>Thursday Poster 10:45-11:45 am</p>	<p><b><i>Making a Difference: Political Action and Child Advocacy</i></b> This session will provide participants with an opportunity to learn more about the work of the CEC Children's Action Network and the CEDS Governmental Relations Committee. Updates on current and pending legislation and litigation as well as a mini-lesson on using the CEC Policy and Advocacy website and the Legislative Action Center will be provided. Stephen Walker Ed. D.</p>
<p>Thursday Poster 10:45-11:45 am</p>	<p><b><i>Assessing Theory of Mind Progress for Students with Autism Spectrum Disorders</i></b> This session focuses on "Theory of Mind" and the problems associated in social settings for students with autism spectrum disorders (ASD). The presenter demonstrates many activities as well as a corresponding assessment checklist that can be used by assessment personnel to measure the development of Theory of Mind (TOM). Carol A. Layton, Ed.D.</p>
<p>Lunch 11:45 – 1:00</p>	
<p>Thurs Lecture 1:00-2:45 pm</p>	<p><b><i>From Tears to Tiers : Building RtI Cultures that Transform Schools</i></b> <u><i>From Tears to Tiers</i></u> offers procedural guidelines designed to assist secondary schools with implementing effective Response to Intervention programs. This presentation highlights a step by step plan following the Mississippi Department of Education's mandate and RtI manual. The presenter will demonstrate how these methods could easily be utilized nationwide. Julie L. Lowery</p>

<p>Thursday Lecture 1:00-2:45 pm</p>	<p><b><i>Functional Assessment of Critical Academic Skills</i></b> Functional or authentic assessment is a key component of the overall evaluation process. Many educational diagnosticians are proficient at administering and interpreting standardized tests. However, informal assessment measures such as functional or authentic assessments are equally important and need to be given priority in the assessment process and in particular in educational evaluation reports. Dr. Teresa Oettinger Montani and Dr. Patricia Frawley</p>
<p>Thursday Lecture 1:00-2:45 pm</p>	<p><b><i>Does a Classification of Developmental Delay Lead to Special Education in Subsequent Evaluations? Predictors of Special Education Outcomes at Age 9</i></b> This presentation discusses the importance of generic labels in the early developmental years. Negative/positive connotations of labeling children in this period will be discussed as well as predictor variables that may contribute to special education classifications following a generic label. Tammy Cormier-Lavergne, M.Ed., NCED</p>
<p>Thursday Lecture 3:00-4:00 pm</p>	<p><b><i>Utilizing Professional Judgment: The Key to Determining SLD Eligibility</i></b> The most recent legislative changes within IDEA now require a greater emphasis on the use of professional judgment when making SLD eligibility. This session will provide a review of the revisions with regards to SLD eligibility, define professional judgment, and provide guidelines for educational personnel to follow when using professional judgment. Tammy L. Stephens, Ph.D. and Edward K. Schultz, Ph.D., Layne Pethick, Ph.D. Brenda K. Gilliam, Ph.D.</p>
<p>Thursday Lecture 3:00-4:00 pm</p>	<p><b><i>The Use of the Early Warning System Tool within a Response to Intervention Framework in High School</i></b> This session presents the results of research that examined how to develop a comprehensive screening program within an RTI framework at the high school level. Evelyn Johnson, Carrie Semmelroth and Rebecca Mclenna</p>
<p>Thursday Lecture 3:00-4:00 pm</p>	<p><b><i>Progress Monitoring Assessment Strategies</i></b> Progress monitoring is a scientifically based practice that is used to evaluate students' academic performance and determine the effectiveness of instruction. It allows the teacher to intervene early to meet the needs of struggling learners. This presentation will provide an overview of assessment models including curriculum-based and other authentic evaluation techniques used to monitor student progress. Cathleen G. Spinelli</p>
	<p>Join us for the Annual Social from 4:30 to 6:00 pm Co-sponsor this year is the NJ Association of Learning Consultants Door Prizes, hor'duerves and a cash bar</p>

Friday October 30, 2009 Session Schedule	
8:30 – 10:30 Keynote	<p><b><i>"There is NO Master Key! Unlocking Answers to a National Crisis – The Overrepresentation of Students of Minority Students in Special Education"</i></b></p> <p>The presentation will focus on a multi-faceted approach undertaken by the Madison School District (MMSD) over an eleven year period spanning 1997-2008 to address the growing prevalence of students of color and English language learners who were a) suspected of having a disability and referred for an IEP evaluation, b) labeled as having a disability, and c) placed in special education. A variety of tools and processes will be shared that were developed during this time period including written guidelines for conducting non-bias multi-cultural assessment, a checklist to address the exclusionary factors that are part of IDEA '04 eligibility determination, and the creation of an electronic student intervention monitoring system to promote and track early intervening services and response to interventions.</p> <p>Jack Jorgensen, PhD, Assistant Dean, School of Education at the University of Wisconsin – Madison</p>
Friday lecture 10:45 – 11:45 am	<p><b><i>Examining the Structure of the Adaptation to Disability Scale: Its Use with Autism Spectrum Disorders</i></b></p> <p>This presentation will inform participants on the revised Adaptation to Disability Scale and its proposed use with autism spectrum disorders. The presenter will discuss the empirical approach taken to reconstruct this popular assessment and its use in context with evaluating educational needs and practices. Implications will also be presented.</p> <p>Darlene A.G. Groomes, PhD, LPC, CRC</p>
Friday lecture 10:45 – 11:45 am	<p><b><i>Nationally Certified Educational Diagnostician(NCED) the professional credential for assessment specialists: Yesterday, Today and Tomorrow.</i></b></p> <p>The NCED credential has seen remarkable growth over the past three years. In addition to presenting the chronology of events leading to establishment of the NCED program in 2006, this session focuses on the viability and distinctiveness of the educational diagnostician profession, requirements for obtaining and maintaining the credential and future directions.</p> <p>Dr. Joseph Sutton and Dr. Patricia Frawley</p>
Friday Lecture 10:45 to 12:30 pm	<p><b><i>Linking Assessment to Intervention: Woodcock Interpretation and Instructional Intervention Program (WIIP)</i></b></p> <p>The benefits of utilizing the relative proficiency index (RPI) on the Woodcock Johnson III NU to identify individual instructional needs will be presented. The importance of identifying needs and monitoring progress based on proficiency on tasks rather than standard scores will be reviewed. The Woodcock Interpretation and Instructional Interventions Program, a program that identifies areas of need based on proficiency and directly links these to research-based interventions, will be demonstrated.</p> <p>Dr. Tracy L. Boney</p>
Friday Poster 10:45-11:45 am	<p><b><i>Classroom Observations: Why, What &amp; How</i></b></p> <p>This session will provide options and examples of different types of classroom observations depending on the reason you are observing, methods for collecting data, and how to write or report the results using several formats. Handout samples</p>

	will be given. Connie Nielson
Friday Poster 10:45-11:45 am	<b><i>Evidence-Based Goals and Objectives: Perceptions of Special Education Teachers</i></b> The purpose this research study was to explore special education teachers' perceptions of the knowledge and skills that they deemed necessary in order to write evidence-based goals and objectives. Participants identified critical information which will aide in instructional programming for their students. Jessica A. Rueter, Ph.D.
Friday Poster 10:45-11:45 am	<b><i>University, Lab School, Urban District Partnership: An Effective Collaboration Model</i></b> This presentation will describe an innovative partnership between a university special education teacher education program, a special education lab school based on the local private special education lab school, and a large urban public school district. The focus of this collaboration is to provide pre-service and practicing teachers with research-based professional development utilizing RTI. Cathleen G. Spinelli
Friday Poster 10:45-11:45 am	<b><i>Assessment: Keying in on Early Childhood Screening</i></b> The purpose of this presentation is to provide an overview of the importance of early intervention with young children with disabilities, and the resultant need for development of valid, reliable, screening systems. The author will review the steps necessary to design such systems, and share both his experience and examples. Gene Schwarting, Ph.D.
Friday Poster 10:45-11:45 am	<b><i>TRAIN THE TRAINERS: Staying Out of Trouble . . . IT'S CONFIDENTIAL!</i></b> This session will detail a "train the trainers" workshop which covers the Individuals with Disabilities Education Act 2004, the Family Educational Rights and Privacy Act, and the Protection of Pupil's Rights Amendment. Dr. Nancy Nichols
Lunch 11:45 – 1:00 pm	
Friday Lecture 1:00-2:45 pm	<b><i>Strategies and Tools to Reduce the Over-Representation of Minority Students Referred for an IEP Evaluation and Initially Placed in Special Education</i></b> Learn about a multi-faceted approach to address the disproportionate representation of minority students in special education. Topics include implementing a central evaluation team, developing tools that examine the impact of race and culture on students' success in school, and incorporating the tools into a software program designed to implement RtI. Sara Halberg, Kathleen Lyngaas and Dr. Jack Jorgensen
Friday workshop 1:00 – 4:00 pm	<b><i>1+1 does not equal 3: Assessing math difficulties</i></b> This session provides participants with strategies to make the most of a variety of math measures to support student achievement. Maintaining best practices of multiple methods and samples of behavior, examples of specific batteries and samples of tasks will be shared to help practitioners guide intervention in mathematics. Amy Dilworth Gabel, Ph.D.
Friday Lecture	<b><i>Functional/Authentic Assessment of Disorders of Written Expression</i></b> This presentation will focus on functional assessment of writing disabilities

1:00-2:45 pm	including sentence structure, paragraph structure, narrative forms, handwriting and spelling. Participants will be provided model assessment techniques to use in future assessments as well as normative levels to use when assessing written products informally. Dr. Kathleen Rotter, Assistant Professor, The College of New Jersey
Friday lecture 2:45 – 3:45 pm	<b><i>Using Technology to Teach Social Skills to Students Diagnosed with Autism</i></b> Technological advances in the form of specially designed software and virtual worlds provide a promising medium for teaching social skills to students with Autism Spectrum Disorders. The presentation will provide an overview of the technology and a demonstration on how these strategies can successfully be integrated into the classroom. Shannon Haley-Mize, M.S. and David Walker, Ph.D.
Fri Lecture 2:45 – 3:45 pm	<b><i>Session Title Making Assessment Meaningful for Parents of Students with Disabilities</i></b> This presentation considers parent participation in data analysis. Participants will learn guidelines for : (1) communicating with parents about data gathered from RTI and standardized assessment procedures; (2) improving parent participation in assessment and IEP development; and (3) utilizing assessment data to form effective home and school partnerships. Rebecca Davis, Ed.D. and Kathie Good, Ed.D.

### **Saturday October 31, 2009 Session Schedule**

Saturday workshop 8:30-11:30	<b><i>Best Practices in Using the New WIAT-III for SLD Identification</i></b> This session will focus on features of the new WIAT-III that support best practices in the identification and treatment of SLD. Case samples will be provided to illustrate scientifically-based approaches to SLD identification and the translation of test results into learning objectives. Amy Dilworth Gabel, Ph.D.
Saturday Lecture 8:30-9:30	<b><i>Top Ten Reasons Why I Love the KABC-II</i></b> Cognitive assessments are used to determine mental deficiencies, rule out mental retardation for specific learning disabilities, and to provide strengths and weaknesses information for any students suspected of or having a disability under IDEA. Discussion with subtest relationships for students with emotional disturbance, attention deficits, and motivational issues will be included. Connie Nielson
Saturday Lecture 9:45-10:45	<b><i>Educational Diagnosticians as Researchers: Data Analysis and Interpretation Methods</i></b> This presentation is intended to increase the level of skill and confidence of both novice and experienced educational diagnosticians when identifying students suspected of having SLD using the 2006 federal regulations. The participants of the session will be able to analyze and interpret case study data using a procedure based on a mixed methods research design. Dr. Edward Karl Schultz and Dr. Tammy Stephens

