

**VERMONT ASSOCIATION OF SCHOOL PSYCHOLOGISTS
SPRING CONFERENCE 2015**

**School Psychology Practice in Vermont-A Changing Landscape
Beyond Individual Assessment: A Systems Level Role for School Psychologists**

Presented by Louise Vojtisek, M.A., NCSP
&

Presented by Jennifer Patenaude, .M.A.

May 1, 2015 at Castleton State College

Presenters:

Louise Vojtisek, M.A., NCSP is a semi-retired school psychologist who lives in Middlebury, Vermont. She is a past president of the Vermont Association of School Psychologist and currently serves as the Vermont delegate to the National Association of School Psychologists. Louise is an experienced practitioner with expertise in curriculum based measurement (CBM), universal screening, and development of early reading skills. Following many years of traditional school psychology practice, she made a dramatic career shift in the direction of prevention and systems level change, and has worked actively with administrators and teachers to develop universal screening protocols, multi-tiered support systems, and adoption of core curricula that are effective with the majority of a school's population. As a trainer for Dibels, Aimsweb, and now Formative Assessment System for Teachers (FAST), she has consulted with many schools, and enjoys working with teachers and administrators to develop skills in utilizing data to inform and monitor instructional programs at the building and district level. The National Association of School Psychologists has adopted the motto: *Helping children achieve their best. In school. At home. In life.* Louise believes her current focus on prevention of behavioral and learning problems for all children, rather than intervening, often too late, at the individual child level, has been the most gratifying work of her career. When not involved in CBM work, Louise takes frequent walks with her Jack Russell terrier, perseveres in keeping up to date with technology, and enjoys reading, knitting, and travel.

Jennifer Patenaude, M.A has worked for North Country Supervisory Union for the past 19 years as a special education teacher, evaluation specialist, and instructional specialist. She is very closely involved with the planning and delivery of professional development opportunities on various general and special education topics within North Country Supervisory Union (NCSU), and other supervisory unions around Vermont. Jen also serves as a course instructor, workshop presenter, internship supervisor, and Special Education Advisory Council member for the Vermont Higher Education Collaborative (VT-HEC).

Description:

Morning Session: Data Based Decision Making (DDDM) and formative assessment are well researched, evidence-based practices that produce the most robust effects when delivered with technology, training and support. Findings from the literature suggest that formative assessment is a systematic, continuous process used during instruction. This type of assessment provides a feedback loop to check for progress and detect learning gains, identify strengths and weaknesses, and narrow gaps in learning. Effective implementation has been shown to improve learning outcomes for students who are struggling with learning, students with disabilities, and English learners, and may increase coherence when aligned with or linked to a state's comprehensive assessment system. This session will illustrate a shift in typical school psychology practice, from a "within child" deficit paradigm to an eco-behavioral perspective, with an emphasis on universal screening, intervention, and progress monitoring prior to special education referral. The impact of a school psychologist can be magnified when efforts originate at the school or systems level, as opposed to working only with individual students. To embed these issues in context, participants will be introduced to Formative Assessment System for Teachers (FAST), an evidence based screening, progress monitoring, and data management system that originates from the work of Dr. Ted Christ at the University of Minnesota. The various components of FAST will be reviewed briskly, but the focus will be on the reports and case examples obtained from these assessments and specifically how these relate to the work of school psychologists at the classroom, school, and district level. School psychologists' training in consultation, academic and behavioral interventions, counseling, research, and evaluation results in a skill set that will be needed as districts implement MTSS procedures. This creates new opportunities and potentially a greater need for school psychologists, while also requiring some role expansion.

Afternoon Session: As Vermont moves forward towards the use of a Multi-Tiered System of Supports for the purposes of identification of Specific Learning Disabilities, many questions have been raised regarding what this process might look like from the standpoint of a comprehensive evaluation. What tools might be used? What information will be essential for teams to make key decisions regarding student program planning regardless of eligibility status? How might cross-battery factor analysis be utilized within this model? The answers to these questions and related topics will be addressed as part of the day.

Topics Covered Over the Course of The Day:

1. Multi-tiered systems of support (MTSS)
2. Universal screening and progress monitoring
3. Data based decision making and the critical role that can be played by School Psychologists
4. Assessment of cognitive factors that impact learning
5. Changes in SLD identification in the era of MTSS
6. The SLD Identification toolkit available from (National Center for Learning Disabilities (NCLD))
7. Examples of what these changes look like in practice.

Schedule:

8:30 - 9:00 Registration
9:00 - 12:00 Morning Session – Break at 10:30 – Refreshments included
12:00 - 1:00 Lunch – Included - Annual Meeting Immediately following Lunch
1:00 - 3:00 Afternoon Session
3:00 Professional Development Certificates Distributed

Registration: Pre-registration is encouraged by **April 20, 2015** so lunch can be guaranteed. Registration at the door is accepted.

VASP Members*	\$60	VASP Student Members*	\$30
Non-Members	\$85	Student Non-members	\$40

* Cynthia LaRiviere (802-847-9801) if you are unsure of your **2015** membership status or check on: <http://vasponline.wildapricot.org> . The **2015** (Jan. – Dec. 2015) membership dues of \$40 (students \$15) were due by 01/31/15 but can be included with this conference registration for your convenience.

Register online at: <http://vasponline.wildapricot.org> . Click on spring conference under “Events”. Membership dues can also be paid for online. Click on the “Join Us” tab and choose appropriate membership or update your membership.

Questions re: registration or payment contact Katey Wisse kwisse@cssu.org

For those who want to register by mail, please use the following form and send to **VASP, P.O. Box, 9375, South Burlington, VT 05407** or to **Katey Wisse, VASP, 5420 Shelburne Road, Shelburne , VT 05482**

VERMONT ASSOCIATION OF SCHOOL PSYCHOLOGISTS
SPRING CONFERENCE, MAY 2, 2015

Name: _____

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Phone: _____ Conference Fee: _____ Dues (For those renewing for 2015) _____

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Questions: Call Katey Wisse @ 383-1246 or kwisse@ccsu.org or Cynthia LaRiviere at 847-9801 or Cynthia.lariviere@uvmhealth.org

Vermont Association of School Psychologists

The Vermont Association of School Psychologists (VASP) was organized to address the needs of school psychologists in Vermont. The Association has four purposes: to serve the mental health and educational needs of all children and youth; to encourage and provide opportunities for the professional growth of members; to inform the public about the services and the practice of psychology in schools; and, to advance the standards of the profession of school psychology.

VASP is affiliated with the National Association of School Psychologists (NASP) and the Vermont Psychological Association (VPA). Those who practice in schools are encouraged to join VASP, NASP, and VPA.

VASP, through its members, has a goal of providing leadership and direction in addressing the needs of children and schools and in the provision of school psychological services. VASP also provides continuing education workshops on school-related issues; disseminates information to members on local, state, and national issues related to the profession; and fosters communication among Vermont psychologists and school psychologists who are engaged in school-based practice, in whole or in part.

For more information and a VASP membership application, contact Cynthia LaRiviere, Ph.D., Center for Children, Youth, and Families, One South Prospect Street, Burlington, Vermont 05401 or, VASP, P.O. Box 9375, South Burlington, Vermont 05407.

Spring Conference-
May 1, 2015

Sponsored by the Vermont
Association of School
Psychologists & Hosted by
Castleton State College

Directions: Castleton State
College, Student Center, Room
1787, Castleton, Vermont 05735.
1-800-639-8521

From Newport area: Take
Interstate 91 S to I-89 N (toward
Barre/Montpelier). Take **exit 1 for
US-4/Woodstock Road** toward
Rutland/Quechee (South). Turn
left onto US-4 W and continue on
US-4 W until exit 5. Take **exit 5
off Route 4** into Castleton and
follow signs to campus. Turn right
into campus on **South Street**. The
conference will be held in the
Student Center- The first bldg. on
the right- **Room 1787**.

From Burlington area: Take
Route 7 South to Middlebury.
Turn **right onto VT -30 S**. Turn
left onto VT -4A/Main Street.
Turn right into campus on **South
Street**. The conference will be held
in the **Student Center**- The first
bldg. on the right- **Room 1787**.

Parking is available in the Lynch
Lot (right hand turn just before
student center) OR in the
Jeffords Lot (on the left shortly
after the student center.)

**Continuing Professional
Development Credits for VT
Licensed Psychologists & VT
School Psychologists:** 6 CPDs for
Category I for VT Practicing
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