

SOUTH CAROLINA ASSOCIATION OF SCHOOL PSYCHOLOGISTS

2010 FALL CONFERENCE

SCASP is approved by the National Association of School Psychologists to offer continuing education for school psychologists. SCASP maintains responsibility for the program.

October 7-8, 2010

**SC Archives and History Center
8301 Parklane Rd.
Columbia, SC 29223**

Register early and save!

Sleeping rooms available at \$89/night for conference participants at:

**Fairfield Inn and Suites
120 Blarney Dr.
Columbia, SC 29223**

Deadline for conference rate: September 6, 2010

CONFERENCE SCHEDULE

Thursday October 7, 2010

8:00 AM - 9:00 AM Breakfast Snacks/Coffee and Registration

9:00 AM - 4:30 PM Conference Workshop 1

"Reading Disabilities: Cognitive, Neurobiological and Instructional Foundations"

5:00 PM SCASP Board Meeting
Fairfield Inn and Suites

Friday, October 8, 2010

8:00 AM - 8:30 AM Breakfast Snacks/Coffee and Registration

8:30 AM - 9:00 AM Welcome and Business Meeting
Award Presentation

9:00 AM - 5:00 PM Conference Workshop 2

"Applications of Neuropsychology within Multi-tiered Models of Service Delivery"

HOTEL INFORMATION: SCASP RATE--\$89.00 per night

Fairfield Inn and Suites

120 Blarney Dr.

Columbia, SC 29223

For reservations call 803-760-1700

Deadline for SCASP rate: September 1

Workshop 1
Thursday, October 7, 2010 9:00 a.m. - 4:30 p.m.

**Reading Disabilities: Cognitive, Neurobiological and Instructional
Foundations**
By G. Reid Lyon, Ph.D.

Distinguished Professor of Education Policy and Leadership Southern Methodist University
Distinguished Scientist -School of Brain and Behavior Sciences -Center for Brain Health
University of Texas-Dallas
President-Synergistic Education Solutions-Dallas, TX

Please note that participants have the option of completing either:

1. the one day workshop for SCASP CPD credit ; OR
2. the one day workshop for 1 graduate non-degree credit hour through Winthrop (PSYC 670)

Workshop/Course Description:

This presentation will focus on addressing three primary questions: (1) How do children learn to read? Why do some children have difficulties learning to read? and, (3) How can we prevent and remediate reading failure.

An emphasis will be placed on reviewing current data from multi-disciplinary studies addressing the cognitive, linguistic, and neurobiological factors essential to proficient reading and the design of prevention and remediation strategies for reading difficulties based on the data.

Attention will be given to different early identification and early intervention programs to include preschool and kindergarten screening approaches, the Application of Response to Instruction (RTI) models for students in kindergarten through grade. The influence of teacher knowledge and preparation and school leadership factors on student reading growth will be covered. The use of technology that links assessment data directly to instruction will also be discussed.

OBJECTIVES:

- 1. Participants will be able to describe the essential cognitive, linguistic, and neurobiological factors that influence reading development.**
- 2. Participants will be able to identify the most reliable and valid assessment strategies for identifying students at risk for reading failure.**
- 3. Participants will be able to identify early reading intervention approaches and remediation programs that have established efficacy and effectiveness with students with reading disorders.**

- 4. Participants will be able to describe the limitations of IQ-Achievement discrepancy models for the diagnosis of reading disorders including dyslexia.**
- 5. Participants will be able to identify the strengths and weaknesses of Response to Intervention/Instruction (RTI) models.**
- 6. Participants will be able to discuss the merits of technology based assessment and intervention**
- 7. Participants will be able to identify the teacher and leadership factors essential to reading success.**

Dr Lyon, is a distinguished professor of education policy and leadership at Southern Methodist University in Dallas. He holds a joint appointment in the School of Brain and Behavior Sciences at the University of Texas-Dallas where he is a distinguished scientist at the Center for Brain Health. Reid has over 30 years of experience as a neuroscientist, professor, teacher, school psychologist, and as a leader in the development of evidence-based education policy at the federal and state levels. He has taught children with learning disabilities, was a third grade classroom teacher, and was a school psychologist for 12 years. From 1992 until 2005, Reid served as a research psychologist and chief of the Child Development and Behavior Branch (NICHD) at the National Institutes of Health (NIH). From 2001 until 2005, he served as an advisor to the White House and the U.S. Department of Education on child development and education research and policies, including co-authorship of the Reading First legislation in collaboration with congressional staff members. He has authored, co-authored and edited over 130 journal articles, books, and book chapters addressing developmental neuroscience, educational policy, and learning differences and disabilities in children and adolescents. In 2006, Reid was named one of the ten most influential people in American education during the last decade by the Editorial Projects in Education Research Center (Education Week) for his work in ensuring that scientific research occupies a central role in educational practices and policy. He is a member of the professional advisory board of the Center for Development and Learning. For more detailed information go to www.ReidLyon.com

Workshop 2
Friday, October 8, 2010 9:00 a.m. - 5:00 p.m.

Applications of Neuropsychology within Multi-tiered Models of Service Delivery”

By Scott Decker, Ph.D.

University of South Carolina

Please note that participants have the option of completing either:

3. the one day workshop for SCASP CPD credit ; OR
4. the one day workshop for 1 graduate non-degree credit hour through Winthrop (PSYC 670)

Workshop/Course Description:

The application of neuropsychological research to school based problems, which has evolved into a specialty area of school neuropsychology, has many applications for school psychologists working in schools. This presentation will cover a small sample of the many neuropsychological topics of relevance to school psychologists. A special focus for this presentation is to explore neuropsychological applications within the context of changing perspectives of school psychology service delivery, particularly within a multi-tiered model, and legislative changes in federal law. Multiple perspectives will be reviewed in the relevance of neuropsychology with a discussion of strengths and weaknesses from each approach. Specific applications in the use of sensory-motor and executive function testing in the identification and treatment of high frequency disorders will also be discussed.

Learning Outcomes

As a result of attending this workshop, participants are expected to

1. gain greater awareness of IDEIA 2004 changes to federal law with specific emphasis in the changing role of assessment practice and the identification of disabilities.
2. understand the role school neuropsychology may assist in facilitating multi-tiered service delivery models.
3. be familiar with neuropsychologically based assessment techniques that include basic sensory-motor processes and higher level executive functions and understand the rationale for including these measures within a standard psychoeducational assessment battery.

Dr. Decker is a graduate of Ball State University where he received training in school psychology and neuropsychology. He worked as a neuropsychological test developer and has taught neuropsychology at Roosevelt University and Georgia State University. He is currently at the University of South Carolina where he teaches cognitive neuroscience as well as academic assessment and intervention courses. Dr. Decker's research interest includes neuropsychological assessment, diagnostic decision making, academic assessment, development, and evolutionary psychology. He regularly conducts workshops involving neuropsychological assessment for school districts in various locations across the U.S. In addition to his continued interest in assessment, he has also been involved with research at the [Language Research](#)

Center investigating primate cognition and comparative methodologies in applications to child cognitive development.

South Carolina Association of School Psychologists
Fall Conference Registration Form
October 7-8, 2010

Name: _____ SCASP Member Non Member

Address: _____ Student

Daytime Telephone: _____ Email _____

Pre-registration fees must be postmarked by September 24, 2010 for early registration price.

Yes, I will attend: (please check all that apply)

Workshop 1 on October 7, 2010

1 hour Credit from Winthrop University**

1 day SCASP CPD hours***

Reading Disabilities: Cognitive, Neurobiological and Instructional Foundations
By G. Reid Lyon, Ph.D.

Workshop 2 on October 8, 2010

1 hour Credit from Winthrop University**

1 day SCASP CPD hours***

Applications of Neuropsychology within Multi-tiered Models of Service Delivery
By Scott Decker, Ph.D.

****See instructions for taking workshops for 1 hour credit from Winthrop University**

*****See fees on back of page.**

**To take a workshop(s) for Winthrop credit:

1. Complete this Registration Form AND the attached Winthrop University Application.
2. Mail the Winthrop application along with the tuition fee of \$190/\$380 to Winthrop University.
3. Mail this SCASP Workshop Registration Form to SCASP at the address listed below:

South Carolina Association of School Psychologists
Spring Conference Registration
PO Box 11711 Capitol Station
Columbia, SC 29211

See other side for non-credit conference fees

Fees for SCASP 2010 Fall Conference

Fees for SCASP CPD Hours:

Thursday, October 7	Professional \$90.00	Student \$25.00
Friday, October 8	Professional \$90.00	Student \$25.00

SCASP member discount: **Current SCASP members, non-credit**, early registration before September 24, attending both days \$20 discount. (If unsure, please verify that your dues are current before taking the discount by emailing scaschpsy@aol.com.)

Non SCASP members (does not apply to students) add \$100 to total fee.

Registration postmarked after September 24, 2010, add \$25.

Fees Enclosed

	Professional	Student
October 7, 2010 Workshop	\$ _____	\$ _____
October 8, 2010 Workshop	\$ _____	\$ _____
Subtotal	\$	_____

Additions and subtractions to fees (please circle all that are included):

Non-member Conference Fee	+ <u>100.00</u>
Late Fee (\$25) Postmarked after September 24, 2010	+ <u>25.00</u>
(SCASP Member 2-day discount)	- <u>20.00</u>
Total Enclosed	\$ _____

*Make checks payable to SCASP (NO purchase orders accepted); *Refunds must be requested in writing by the date of the Workshop and/or Conference; *SCASP reserves the right to limit seating to allow for comfort of presenters and participants; *If you require any special accommodations covered under the Americans with Disabilities Act of 1990 (Public Law 101-336, Section 102), please send your request in writing to the address below no later than September 24, 2010.

Mail to: South Carolina Association of School Psychologists
 Fall Conference Registration
 PO Box 11711 Capitol Station
 Columbia, SC 29211