**SOUTH CAROLINA ASSOCIATION OF SCHOOL PSYCHOLOGISTS**

**2019 Spring Conference**

**March 21-22, 2019**

**Myrtle Beach Hilton**

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

**Rooms available at the**

**Hilton Myrtle Beach Resort**

<https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.hilton.com%2Fen%2Fhi%2Fgroups%2Fpersonalized%2FM%2FMYRBHHH-PSY-20190320%2Findex.jhtml&amp;data=02%7C01%7CKelly.Cauble%40hilton.com%7Cf584c482662e4fa0cc1e08d640e9075d%7C660292d2cfd54a3db7a7e8f7ee458a0a%7C0%7C0%7C636767766917053612&amp;sdata=PI3uDFB%2Bcwa9kP2PsgdXX20QIC0hGoC7gWzH1pFqpX4%3D&amp;reserved=0>

**CONFERENCE SCHEDULE**

**Full-day Workshop**

**Thursday, March 21, 2019**

**7:30 AM – 8:30 AM Snacks/Coffee and Registration**

**8:30 AM – 4:30 PM  Full-day Workshop (1 1/2 hour break for lunch)**

**Friday, March 22, 2019**

**7:30 AM – 8:30 AM Snacks/Coffee and Registration**

**8:00 AM – 8:30 AM**

**General Business Meeting**

**8:30 AM – 4:30 PM  Full-day Workshop (1 1/2 hour break for lunch)**

**Full-Day Workshop  Thursday, March 21, 2019**

**The Neuropsychology of Reading Disorders: An Introduction to the FAR**

**Steven G. Feifer, D.Ed., ABSNP**

**This workshop will examine reading from a brain-based educational perspective, and discuss current literacy trends in the United States. The primary focus of the presentation will be to differentiate “dyslexia” from other reading disorders, as well as to classify developmental reading disorders into four distinct subtypes. There will be a discussion matching each reading disorders’ subtype with scores of evidence-based interventions. The use of a neuropsychological paradigm to discuss multiple facets of the reading process including phonological processing, working memory, executive functioning, and orthographical processing will be featured. Lastly, the Feifer Assessment of Reading (FAR) battery, a diagnostic educational assessment designed to examine the underlying cognitive and linguistic processes that supports proficient reading skills, will be introduced. Specific learning objectives include:**

**1) Examine current literacy rates in the United States and the prevalence rate of dyslexia.**

**2) Discuss the four universal truths of reading and explain why relying solely upon IQ scores, RTI, or CHC theory can be misleading when identifying reading disorders in children.**

**3) Introduce a brain-behavior model of reading by examining specific neural circuits that underscore phonological development, orthographic development, and comprehension skills.**

**4) Discuss four subtypes of reading disabilities from a brain-behavioral perspective, and link scores of evidenced based interventions and relevant classroom strategies to address each subtype.**

**5) Introduce the Feifer Assessment of Reading (FAR) as a more viable means to both diagnose and remediate subtypes of reading disorders using a process oriented approach to assessment.**

**Full Day Workshop   Friday, March 22, 2019**

**Integrating Academics, Behavior (engagement) and Social-emotional Learning within a Multi-tiered System of Supports (MTSS)**

**Dr. George Batsche**

**Virtually every expectation (task demand) that we have for students in school settings has academic, student engagement and social-emotional learning components.  The perspective that academic instruction, student behavior and student social-emotional needs are three separate entities is not supported either by logic nor the research.  This session will focus on both understanding of and developing skills in the integration of these three aspects of human performance into common school experiences.  This will require a few things.  First, educators (teachers, student support services staff, behavior specialists) must collaborate and align the work that they do in these areas.  Second, classroom instruction, particularly in Tier 1 (Universal Instruction) must incorporate these three components during the delivery of instruction.  Third, all of the tiers in a MTSS must align with the scope, sequence, pacing and context of instruction in Tier 1.**

**Objectives:**

* **1.       Develop a common language/common understanding of the differentiation between academics, behavior (engagement) and social-emotional learning skills.**
* **2.       Identify research that supports the relationship between integration and accelerated outcomes for students.**
* **3.      Develop skills in the integration of these components in the planning and delivery of instruction in Tier 1 and the alignment of instruction  (Academic, Behavior, Social-Emotional) in Tiers 2, 3 and Specially Designed Instruction.**
* **4.      Develop skills in the use of structured behavior supports to increase student engagement during the delivery of instruction across the tiers.**
* **5.      Develop a resource map demonstrating the integration of academics, behavior (engagement) and social emotional learning within a MTSS.**

Registration rates: (circle one and indicate days attending: Thursday Friday both)

One-day member early 110.0 through 10 Mar

One-day member late 140.00 from 11 Mar 2019 through 21 Mar 2019

One-day nonmember early 160.00 through 10 Mar 2019

One-day nonmember late 190.00 from 11 Mar 2019 through 21 Mar 2019

One-day student early 35.00 through 10 Mar 2019

One-day student late 65.00 from 11 Mar 2019 through 21 Mar 2019

Two-day member early 200.00 through 10 Mar 2019

Two-day member late 230.00 from 11 Mar 2019 through 21 Mar 2019

Two-day nonmember early 300.00 through 10 Mar 2019

Two-day nonmember late 350.00 from 11 Mar 2019 through 21 Mar 2019

Two-day student early 45.00 through 10 Mar 2019

Two-day student late 65.00 from 11 Mar 2019 through 21 Mar 2019

Winthrop Credit – Complete this form in addition to the Winthrop online application

Total to be paid to SCASP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_