

PROGRAM OVERVIEW

8:15 – 9:00	Registration and Coffee
9:00 – 12:00	Presenter: Robert Lichtenstein, Ph.D.
12:00 – 1:30	Banquet Lunch and MSPA Awards (The annual MSPA general membership meeting will be held on Friday during the luncheon.)
1:30 – 4:00	Presenter: Dawn Flanagan, Ph.D.

Learning objectives for this conference are as follows:

- Participants will understand how research advances have driven recent changes in policy and mandates.
- Participants will be able to weigh the relative value of various types of assessment data in making LD eligibility decisions.
- Participants will be able to identify the pros and cons of alternative approaches to LD identification.
- Participants will understand the LD eligibility determination options available to school districts given current federal and state LD eligibility criteria.
- Participants will consider the implications of how the role of the school psychologist is affected by changes in LD identification policies.

WORKSHOP DESCRIPTIONS

Best Practices in the Identification of Learning Disabilities

Perhaps no topic of study within the field of school psychology has undergone more significant and consequential advances over the past 20 years than learning disabilities. Research has dramatically changed our understanding of how to identify and provide remedial services for children with LD. Accordingly, this has ushered in a new era of policy and practice that has compelled school psychologists to develop expertise in CBM, progress monitoring, LD theory and research, and evidence-based instruction and intervention. As IDEA 2004 dropped the requirement to use an ability-achievement approach to making LD eligibility determinations, attention has shifted to alternative means of LD identification—in particular, RTI and assessment of cognitive processes. No single method for identifying LD has been demonstrated to be sufficient or superior. However, the use of the once-obligatory ability-achievement discrepancy approach is clearly problematic and, arguably, even unethical. Charting a new course raises many issues. New mandates are not easily deciphered. Best practice and practical issues often appear to be at odds. This presentation will blend explanation and interpretation of LD research, analysis of mandates and procedural options, and consideration of practical issues in providing guidance about best practice in identification of learning disabilities.

Theory and Research-based Approach to SLD Identification: Integrating Data from RTI and Comprehensive Assessment, Including Measures of Cognitive Abilities and Processes

RTI and Cognitive Assessment are not mutually exclusive. While the debate will rage on, neither side is strong enough to convince us to abandon the other. These approaches may be different, but can be complementary in the diagnosis of SLD. The point is that Tier II interventions work for many, but not for all, and non-responders require a comprehensive evaluation to understand why they failed to RTI. It is essential for us to evaluate processes such as working memory, processing speed, auditory processing abilities and executive functioning, if we are to determine the most appropriate program to fit the individual student's needs. RTI as a one-size-fits-all model is no better than traditional ability-achievement discrepancy for SLD identification. An operational definition of SLD will be presented that integrates data from multiple sources and methods via a tiered service delivery model and that aids in differential diagnosis (i.e., distinguishing SLD from other disabilities and conditions).

ABOUT THE SPEAKERS

Bob Lichtenstein, Ph.D., applies his “dustbowl empiricism” training from the University of Minnesota along with the diverse perspectives of his professional experiences as a practicing school psychologist, school district administrator, researcher, child neuropsychologist, state consultant for school psychology, and training program instructor, in analyzing complex research, policy, and practice issues. The paradigm shift in identification of learning disabilities has been his focal area of study since the LD Summit of 2001. He subsequently served as NASP representative (along with Mary Beth Klotz) to the LD Roundtable and the National Joint Committee on Learning Disabilities. He recently completed two terms on the Professional Advisory Board of the National Center for Learning Disabilities. He co-chaired the committee that developed the NASP Position Statement on Identification of Students with Specific Learning Disabilities, and wrote the chapter on identification of learning disabilities in Best Practices in School Psychology – V. He was the founding director of the school psychology program at the University of Delaware, and has served in the same capacity at the Massachusetts School of Professional Psychology in Boston.

Dawn Flanagan, Ph.D. is professor of Psychology and Director of the School Psychology training program at St. John's University in Queens, NY. She is also Clinical Assistant Professor at Yale Child Study Center, Yale University School of Medicine. In addition to her teaching responsibilities in the areas of intellectual assessment, psycho-educational assessment, learning disability, and professional issues in school psychology, she serves as an expert witness, learning disability consultant, and psycho-educational test/measurement consultant and trainer for organizations both nationally and internationally. Dr. Flanagan is a widely published author of books, book chapters, and articles. (continued on next page)

Dr. Dawn Flanagan's most recent books include the second editions of Essentials of WISC-IV Assessment; Contemporary Intellectual Assessment: Theories, Tests, and Issues; The Achievement Test Desk Reference: A Guide to Learning Disability Identification; and Essentials of Cross-Battery Assessment. Dr. Flanagan is perhaps best known for the development of the CHC Cross-Battery Approach and the development of an operational definition of specific learning disability. Dr. Flanagan's most recent contribution to the field is a 6-hour multi-media professional development course entitled, Agora: The Marketplace of Ideas. Best Practices: Applying Response to Intervention (RTI) and Comprehensive Assessment for the Identification of Specific Learning Disabilities.

INFORMATION

Documentation of attendance will be provided for 5 contact hours of Continuing Education for Certified School Psychologists and Licensed Psychologists. MSPA is authorized by the National Association of School Psychologists and the Maryland Board of Examiners of Psychologists as a sponsor of continuing education. MSPA maintains responsibility for the program. Meeting rooms are wheelchair accessible and any participant who requires any special services (such as an interpreter), covered under the Americans with Disabilities Act of 1990 (Public Law 101-336, Section 102), should note this requirement on your registration form. Interpreters cannot be hired after April 1, 2010. Persons with questions or special needs should contact: Laura Shriver at 410-751-3122 or leshriv@carrollk12.org or David Holdefer at dholdefer@verizon.net.

Registration must be postmarked by April 15, 2010. There is a \$25.00 additional fee for late registrants and for on-site registrations. If you want confirmation of your registration, please include a stamped, self-addressed postcard. Your attendance certificate acts as your receipt (monetary receipts are available at the conference upon request). Registration is limited and accepted on a first come, first served basis. MSPA reserves the right to make substitution of speakers when circumstances require such action. For MSPA Membership Information please contact: Mary Cashdollar at 410-751-3122.

Martin's Crosswinds is conveniently located just off the Capital Beltway at the junctions of I-495 and I-295 off the Baltimore Washington Parkway at 7400 Greenway Center Drive in Greenbelt, MD 20770. For information call (301) 474-8500 or go to their website at: <http://martinscaterers.com/facilitiesCrosswinds.asp>. Ask for the MSPA special rate at the Holiday Inn Greenbelt for Thursday night by calling 301-982-7000.

Refund and cancellation policy: Cancellations received by April 17, 2010 will receive a refund less \$25.00 administrative fee after the conference. Cancellations made after this date will not be refunded. Cancellations must be made by contacting David Holdefer.

REGISTRATION FORM

NAME: _____

ADDRESS: _____

CITY / STATE / ZIP: _____

HOME PHONE: (____) _____ WORK PHONE: (____) _____

E-MAIL ADDRESS: _____

EMPLOYER: _____ POSITION: _____

___ Check if “licensed psychologist” requesting Continuing Education Credit

___ Check if interpreter is needed for hearing impaired (request must be received before April 1st, 2010)

Registration Fees: (Checks Payable to MSPA)

(Cost for the workshop includes a banquet-style luncheon.)

___ MSPA / MPA Member in Good Standing.....\$100.00

___ Nonmember.....\$140.00

___ Full-time MSPA Student Members/Intern.....\$65.00

___ Full-time Student Nonmembers/Intern.....\$75.00

___ Vendor Requesting Table.....\$250.00

___ Late Fee if postmarked after April 15th.....\$25.00

Special Dietary Needs:

___ Diabetic

___ Vegetarian

___ Kosher

If paying by credit card, please complete the following:

Credit Card Number _____ Exp (MM/YY) _____

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Register online through Paypal by going to www.msponline.org

Mail registration form to: MSPA Spring Registration, 3 Tigerwood Court, Baltimore, Maryland 21234

PLEASE POST



Maryland School Psychologists' Association

MSPA SPRING CONFERENCE 2010

Best Practices in the Identification of Children with Learning Disabilities

TO:

ADDRESS SERVICE REQUESTED

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Robert Lichtenstein, Ph.D., NCSP

Director, School Psychology Program
Massachusetts School of Professional Psychology

and

Dawn P. Flanagan, Ph.D., NCSP

Professor and Director of Programs in School Psychology
St. Johns University

MSPA

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Friday April 30, 2010

**Martin's Crosswinds
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