

NASP
Approved Provider Of Continuing Professional Development
Initial Application (Digital Form)

Instructions: This application is intended to be completed in your word processor by tabbing from field to field and typing or pasting in text. Please see preceding instructions regarding submitting this application.

Name of Organization/Individual: Massachusetts School Psychologists Association

Address: 6 Cider Mill Road, Franklin, MA 02038

Name of Continuing Education Director: Kristin Corcoran (unless otherwise designated, this individual will serve as the NASP contact)

Director of Organization (if different from above): Susanne Toomajian, President

Daytime Telephone: (508)520-0941 E-Mail: KLCorcoran@comcast.net Fax:

Application Checklist: Please label all attachments clearly.

- Non-refundable \$400 application fee (if applicable)
- Brief vita of individual in charge of the organization's CPD program
- Brochures/announcements for three previously offered programs
- Brochure/announcement for one pending program
- Presenters' vitae (not required)
- Summaries of evaluations completed by participants of three previously offered programs
- Co-sponsorship agreement, if required

I certify that the information provided herein is accurate. I agree to abide by the NASP *Principles for Professional Ethics* in regard to the offering of activities, and to comply with the requirements set forth in this application packet.

Kristin L. Corcoran

3/19/2009

Signature (For digital application, type name to attest to accuracy)

Date

The National Association of School Psychologists (NASP) values diversity. There will be no barriers to approval on the basis of gender, race, creed, age, sexual orientation, or national origin.

NASP USE ONLY

Date Received _____

Provider Number _____

Fee Paid _____

Effective Date _____

Check Number _____

A. Goals and Objectives

1. Describe your organization's overall functions and goals. The overall goals of the Massachusetts School Psychologists Association (MSPA) are to advance the science and profession of school psychology with the ultimate goal of providing and promoting learning, human welfare, and dignity in Massachusetts schools.
2. Briefly state the specific goals of your continuing education program for school psychologists, indicating how these relate to the overall goals of your organization. Ethical standards and certification requirements for school psychologists emphasize the need for continuing educational development. MSPA's CE program assists Massachusetts school psychologists to pursue continued professional development, which includes remaining current regarding developments in research, training, and professional practice. The ultimate goal of our CE program is to help school psychologists learn new, scientifically-grounded information that will improve their practices and benefit children, families, and schools.
3. Describe the target audience (education level and profession) to which you direct your continuing education activities.

The potential participants in the activities MSPA offers for credit include psychologists, educators, school administrators, social workers, nurses, and graduate students.

4. Check any professional certification or licensure bodies by which your organization is currently approved to offer continuing education activities.

- American Psychological Association
- National Board for Certified Counselors
- American Medical Association
- State Department of Education (indicate state: MA)
- State Psychology Licensing Board (state:)
- Sample documentation provided to participants
- Others (please list)

5. When did your organization begin offering continuing education activities to school psychologists? MSPA has been offering continuing education activities to school psychologists for at least 50 years.
6. What is the average number of continuing education activities that you offer per calendar year? On average, MSPA offers two conferences per calendar year, one in the fall and one in the spring. However, our continuing education activities are not limited to these conferences alone.
7. What is the approximate number of participants at each activity? On average, there are 200 or more participants at each activity.

B. Administration

1. Provide the name and title of the individual who is responsible for the management of the continuing education program. Attach a current short vita for this individual. Kristin L. Corcoran
2. If this individual does not have a background in school psychology, who oversees the school psychology content of your continuing education programs and in what way is this person qualified to do so? (Attach a current short vita.) N/A

C. Facilities

1. Describe the facilities in which your organization conducts its continuing education activities. For the past few years, MSPA has conducted its continuing education activities at a hotel north of Boston. This facility can accommodate large groups easily, while also providing accommodations for those that have to travel. Other continuing education activities have taken place at local colleges or universities with school psychology graduate programs. MSPA is currently offering an online course as well.
2. What accommodations have been made for program participants who have physical disabilities or sensory impairments? We use only handicapped accessible facilities as approved by the town or city where the hosting facility is located. This information is included in the conference brochure. In addition, MSPA

provides supportive accommodations at no cost to participants with disabilities so they can be successful conference participants. For example, when requested, we provide preferred seating, a sign language interpreter for participants with hearing impairments, and a vision assistant, tape recorder and tapes for participants with visual impairments. We will provide other assistive devices and/or tools to participants with disabilities if requested.

D. Program Development

1. Describe your procedures for assessing the continuing education needs of the target audience. Data provided on the conference evaluation forms are shared with the board and are used to drive future programming. Attendees are asked questions regarding the adequacy and comfort of the conference site and are asked to provide suggestions for future programs.
2. How do you select instructors for your continuing education programs? Our instructors are selected from local and national authorities on the topics of interest to our members.
3. How do you verify the competence of the instructors of your continuing education programs? We request resume/vita of our presenters in advance. These are reviewed by the conference co-chairs. Additionally, most of our presenters are local and/or national authorities in their fields who are well known as successful presenters. When considering using less well known presenters, the conference co-chairs may contact references provided by the prospective presenters and/or other authorities for more information on the competence of the instructors.

E. Program Content. In this section, please describe three previously offered programs and one pending program. Attach a brochure/announcement for as many of these as possible. Although not required, you may attach short resumes for presenters if they provide the required demographic information. For conferences, you may select and describe three previous and one pending half-day or full-day workshops to illustrate your CPD activities. There is no requirement to describe every conference presentation and presenter.

Previous Program #1. Title of Activity "The Conners' Assessment System: A Comprehensive Assessment of the Behaviors and Emotions of Children and Adolescents" and "Meeting the Challenge: Promoting Safety and Civil Rights in the Schools"

Date(s): Friday, November 2, 2007 Number of Contact Hours: 6

Presenter(s): Elizabeth P. Sparrow, Ph.D. and Richard W. Cole, Esq.

Target Audience: see attached brochure

Approx. number of participants: 105

Approx. number of participants who were school psychologists: 81

Brief Outline of Content (if not provided in attached brochure): see attached brochure

Learning Objectives (if not provided in attached brochure): see attached brochure

Evaluation Summary: see attached evaluation summaries

First Presenter's Current Employment : Elizabeth P. Sparrow - neuropsychologist & clinical consultant for revising the Conners' Rating Scales

Highest Graduate Degree: see attached vita Major: Year: University:

Other Training/Experience Relevant to Topic Area(s) Presented: see attached vita & brochure

Credentials Held: see brochure/vita for E.Sparrow

Other Pertinent Information (relevant to this presenter's qualifications to provide continuing education activities). see E. Sparrow vita

Previous Program #2. Title of Activity "The Neuropsychology of Reading Disorders: Diagnosis and Intervention"

Date(s): Friday, May 16, 2008 Number of Contact Hours: 6

Presenter(s): Steven G. Feifer, D.Ed.

Target Audience: The following was advertised to our members via our listserv: "As many school districts (and to some extent the state itself) increase their focus on reading disorders and begin to move toward developing an RTI approach this type of information is crucial not only for school psychologists, but also for other school personnel, particularly reading specialists, special educators, and TEAM chairs. In recognition of that we suggest that you share the brochure with your special education or student services director and other staff members. The attached brochure can be printed out, or shared via email. MSPA is offering a discount when 4 or more registrations are covered by a single payor source."

Approx. number of participants: 260 Approx. number of participants who were school psychologists: 211

Brief Outline of Content (if not provided in attached brochure): see brochure

Learning Objectives (if not provided in attached brochure): see brochure

Evaluation Summary: see attached

First Presenter's Current Employment : see brochure ("About the Presenter")

Highest Graduate Degree: see vita Major: Year: University:

Other Training/Experience Relevant to Topic Area(s) Presented: see S. Feifer vita

Credentials Held: see vita

Other Pertinent Information (relevant to this presenter's qualifications to provide continuing education activities). see vita

Previous Program #3. Title of Activity "Supervisors Institute for the Professional Development and Supervision of School Psychologists"

Date(s): June 25, 26 & 27, 2008 Number of Contact Hours: 20

Presenter(s): Robert Lichtenstein, Virginia Harvey, Chieh Li, Arlene Silva, Caroline Wandle & Joan Stuzziero

Target Audience: current and future field supervisors of MA school psychology training programs

Approx. number of participants: 56

Approx. number of participants who were school psychologists: 55

Brief Outline of Content (if not provided in attached brochure): see attached agenda

Learning Objectives (if not provided in attached brochure): see attached objectives

Evaluation Summary: see attached evaluation summary

First Presenter's Current Employment : see Dr. Lichtenstein's vita

Highest Graduate Degree: see vita Major: Year: University:

Other Training/Experience Relevant to Topic Area(s) Presented: see vita

Credentials Held: see vita

Other Pertinent Information (relevant to this presenter's qualifications to provide continuing education activities). see vita

Pending Program #1. Title of Activity "The Ethical Practitioner" (ongoing online course)

Date(s): began September 8, 2008 Number of Contact Hours: 6-10

Presenter(s): Gayle Macklem, Joan Struzziero, Bob Trant,

Target Audience: school psychology students and practitioners

Approx. number of participants: pending

Approx. number of participants who were school psychologists: pending

Brief Outline of Content (if not provided in attached brochure):

ETHICS 101: The Ethical Practitioner (6 hours)

- An Overview and Pragmatic Guide for School Psychologists
- Ethical and Legal Issues.ppt
- Ethical Intervention
- Ethics and Counseling
- Ethical Principles in Assessment
- Ethics and Consultation
- Cultural Competence of Ethical School Psychologists

ETHICS 102: The Ethical Practitioner (10 hours)

- An Overview and Pragmatic Guide for School Psychologists
- Ethical and Legal Issues.ppt
- Ethical Intervention
- Ethics and Counseling
- Ethical Principles in Assessment
- Ethics and Consultation
- Cultural Competence of Ethical School Psychologists
- Applying Ethical and Legal Standards in Five Key Areas
- Confidentiality Issues PPT
- FERPA and Student Records PPT
- Ethics in Supervision
- Ethics and Research
- Ethics & Technology
- Ethics and SLD Determination

Learning Objectives (if not provided in attached brochure): The Goals of the online conference “The Ethical Practitioner’ are as follows:

1. Participants will develop a deeper understanding of the application of ethical principles and codes to daily practice in the many aspects of our roles as school psychologists.
2. Participants will match specific principles to specific aspects of our practice including intervention, counseling, assessment, and consultation.
3. Participants will learn ways to become more culturally competent in their practice.
4. Participants will be able to apply ethical principles and standards to the newer aspects of our jobs in light of changes in practice and changes in laws.
5. Participants will practice applying ethical decision-making steps through a wide variety of scenarios addressing specific aspects of our practice.

Evaluation Summary: pending

First Presenter’s Current Employment : see Gayle Macklem’s vita

Highest Graduate Degree: see vita Major: Year: University:

Other Training/Experience Relevant to Topic Area(s) Presented: see vita

Credentials Held: see vita

Other Pertinent Information (relevant to this presenter’s qualifications to provide continuing education activities). see vita

F. Program Evaluation

1. Describe the method by which evaluations are obtained from participants: Conference participants are required to attend the conference in its entirety to receive attendance credit. Registration monitors check in participants upon arrival at which time evaluation sheets and other conference materials are distributed. Certificates of attendance are not provided to attendees until the evaluation sheets are completed and handed in at the end of the session.
2. Explain how your organization utilizes these evaluations for future planning: The MSPA Board of Directors discusses the feedback provided by participants once the evaluations are reviewed and summarized.

Suggested topics of interest are considered to aid in planning future conferences and other continuing education offerings.

3. Submit a sample evaluation form and a brief summary of the evaluations that have been completed by participants for the three previously offered programs. Comments, if any about your evaluations: see attached MSPA conference evaluation & previously attached evaluation summaries.

G. Awarding Contact Hours

1. How do you verify an individual's participation and completion of an activity? Each participant has to have registered for the activity, completed a pre-test, attended the activity in its entirety, completed a post-test and evaluation form in order to receive credit for completion of the activity.

2. Indicate the type of documentation that you give to the participants upon completion of an activity, and the information that this documentation contains (Please enclose a sample). (see attached credit form)

3. How do you maintain rosters of participants and evidence of the evaluation for a period of four years following the date of the activity? Completed registration forms and evaluations are kept in locked files for five years following the date of the activity.

4. If you intend to offer CPD credit for general conference participation, how will you maintain accountability for attendance of participants We maintain accountability by having participants sign in upon arrival, where they receive their registration/conference materials. They are then required to stay until the end of the activity, complete an evaluation and post-test before receiving their credit forms. On the evaluation forms, participants must include their names and work or home address.

H. Responsibility and Responsiveness

1. How will you be responsible for ensuring that the continuing education activities offered by your organization for NASP approved hours adhere to the NASP *Principles for Professional Ethics*? (downloadable at www.nasponline.org) Instructors are required to sign the following statement on their "Presenter Information Form" (see attached).

I _____ agree to comply with the Ethical Principles of Psychologists as they apply to continuing education presentations. I agree to include statements in my presentation that describe the accuracy and utility of the materials I present, the basis of such statements, the limitations of the content being taught, and the severe and the most common risks.

2. Describe your cancellation/refund policy and how it is publicized to participants. Individuals are required to send written cancellations to the Program Chairperson and will receive a refund less a \$75. processing fee. This is clearly explained in the program brochure and on the MSPA website.

3. If a program participant is dissatisfied with any aspect of the program, what grievance procedures do you follow? How are these procedures publicized to participants? MSPA's grievance policy is attached. In addition we have a refund/cancellation policy that is included on conference brochures. Other complaints are handled individually by our Executive Board using the written grievance policy (attached) and the Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists (APA, 2005) manual as a guide.

4. Which of the following are included in your promotional materials sent to potential participants?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Learning objectives | <input checked="" type="checkbox"/> Target audience |
| <input checked="" type="checkbox"/> Schedule/agenda and format | <input checked="" type="checkbox"/> Fee |
| <input checked="" type="checkbox"/> Cancellation/refund policy | <input checked="" type="checkbox"/> Credentials of instructor(s) |
| <input checked="" type="checkbox"/> Number of contact hours | |

5. Describe how you ensure that presenters safeguard the privacy of any confidential material that may be presented. Materials that are photocopied as handouts for conference presentations are provided by the instructors/presenters. The conference committee works to ensure that distributed materials comply with copyright regulations.

I. Co-Sponsorship

1. Has your organization in the past, or does it presently, co-sponsor continuing education activities? Yes No
2. Provide the program title(s), dates and co-sponsoring organizations for any activities you've co-sponsored in the past year: "Supervisors Institute" (see previous program #3 under E. Program Content)
3. Did your organization participate in planning the co-sponsored activities? Yes No Please describe the planning process: All of the Massachusetts training programs co-sponsored (UMASS Boston and Amherst, Worcester State, NEU, Tufts, MSPP). MSPA's role was more oversight - we followed the procedures for speakers, etc (Vitas, goals, objectives) to be consistent with APA and NASP requirements. MSPA also handled the financial side of the institute.
4. Include a copy of a previous written co-sponsorship agreement.
5. Does your organization plan to co-sponsor continuing education activities in the future? Yes No
6. If yes, attach a copy of the written co-sponsorship agreement that you will use. Does your organization agree to abide by the provisions of co-sponsorship specified in the *NASP Approved Provider of Continuing Education Policies and Guidelines*? Yes No
7. Describe or attach the policy that your organization follows for the management of co-sponsored activities. Specify how your organization maintains responsibility for meeting NASP provider requirements. see attached policy

J. Additional Information. In this section, please provide any additional information you wish to provide to the reviewers of your CPD program:

KRISTIN L. CORCORAN

6 Cider Mill Road, Franklin, Massachusetts 02038
(508)520-0941 KLCorcoran@comcast.net

PROFESSIONAL EXPERIENCE

School Psychologist, Benjamin Franklin Classical Charter Public School, 8/08-Present

Franklin, MA

- *Hired to work part-time (.4) as the school psychologist, servicing all special education students and completing all psychological assessments.*

School Psychologist/Consultant, Sudbury Public Schools, 9/07-6/08

Sudbury, MA

- *Contracted on a per diem basis to complete psychological assessments & present results at TEAM meetings.*

School Psychologist/Consultant, Milford Public Schools, 10/06-Present

Milford, MA

- *Contracted to conduct psychological assessments system-wide and out of district.*

School Psychologist/Consultant, Abby Kelley Foster Charter 3/06-5/06

Public School,

Worcester, MA

- *Hired as a consultant on a case-by-case basis to conduct cognitive and educational assessments.*

School Psychologist, Ashland Public Schools,

Ashland, MA

9/02-6/03

- *Worked part-time (.4) to service all special needs students within Ashland Middle School, completing psychological and educational testing as well as conducting individual and group counseling sessions.*

School Psychologist, Westwood Public Schools,

Westwood, MA

9/99-6/02

- *Recruited to serve as the school psychologist of Westwood High School.*
- *Conducted all psychological evaluations and serviced both regular and special education students for counseling needs.*

School Psychologist, Marshfield Public Schools,

Marshfield, MA

9/97-6/99

- *Provided psychological services at the high school and at two elementary schools.*
- *Appointed to oversee therapeutic component of off-site alternative (502.4i) program.*

School Psychologist, Stafford Public Schools,

Stafford, CT

8/96-6/97

- *Employed as the psychologist for the Day Treatment Program within Stafford Middle School.*
- *Coordinated efforts to manage the behaviors, emotional disturbances, and learning problems of a seriously emotionally disturbed population of middle school students.*

KRISTIN L. CORCORAN

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PROFESSIONAL PROFILE

Within the previous positions, responsibilities included:

- *Completing psycho-educational evaluations, including cognitive, educational, social-emotional and behavioral testing.*
- *Providing individual counseling (both short-term / crisis and long-term / ongoing support).*
- *Creating counseling groups for particular needs.*
- *Conducting Functional Behavior Assessments and developing behavior plans and contracts.*
- *Developing Individualized Educational Plans (IEPs).*
- *Assisting in the development of curriculum, behavior modifications, and instruction within classrooms.*
- *Consulting regularly with special education and regular education staff.*
- *Utilizing techniques learned in Nonviolent Crisis Intervention / CPI Training when students exhibited unsafe behaviors.*
- *Participating weekly as a member of Teacher Support / Pre-referral Teams.*
- *Serving on Crisis Teams and assisting in the creation of a new crisis intervention plan.*
- *Advising a high school's Gay-Straight Alliance, networking with other similar high school groups, and attending workshops to address student safety and harassment.*

EDUCATION AND LICENSURE

University of Massachusetts, Boston, MA

- **M.Ed. in School Psychology, 1995**
- **CAGS (Certificate of Advanced Graduate Study) in School Psychology, 1996**

Lafayette College, Easton, PA

- **B.A. double major in Psychology and English, *Cum Laude*, 1992**

Massachusetts Certified School Psychologist (Standard / Professional Level Licensure), 1996, all levels

(Certification #330684)

Nationally Certified School Psychologist (NCSP), 2002

(Certification #32455)

Licensed Educational Psychologist, 2002

(License #MH 920-ED)

PROFESSIONAL AFFILIATIONS

Massachusetts School Psychologists Association, Inc. (MSPA) – Board Member
Massachusetts Teachers Association (MTA)

REFERENCES

Furnished upon request

Agenda for Friday, May 16, 2008

7:45 A.M. - 8:30 A.M. Registration and Continental Breakfast

8:30 A.M. - 11:30 A.M. "The Neuropsychology of Reading Disorders: Diagnosis and Intervention" presented by Steven Feifer, D.Ed.

This workshop will examine reading from a brain-behavioral perspective, and classify reading disorders into four distinct subtypes. There will be a discussion linking each reading subtype with specific evidence-based interventions. The use of neuropsychological assessment within a 4-tiered response to intervention (RTI) system will be discussed as the primary means to pinpoint specific reading disorders in children. Lastly, the 90-minute *dyslexia evaluation* will provide practitioners with a multi-method approach to assessment by integrating the tenets of norm-reference testing, cognitive neuropsychology, and curriculum-based measurement.

11:45 A.M. - 1:00 P.M. Luncheon provided/Presentation of Awards

1:00 P.M. - 4:00 P.M. Continuation of "The Neuropsychology of Reading Disorders: Diagnosis and Intervention"

Goals of the Presentation

1. Discuss the main pitfalls of relying solely upon an IQ/Achievement discrepancy model or a curriculum based measurement model in evaluating reading disorders in children.
2. Discuss the five pillars of reading success as outlined by the National Reading Panel, as well as the Panel's recommendations for best practices in teaching reading to children.
3. Discuss the four key brain concepts with respect to reading, which will serve as a foundation for the neurological underpinnings of literacy.
4. Discuss the four major subtypes of reading disabilities from a neuropsychological point of view and share 20 evidence-based instructional strategies to assist children at various stages of the reading process.
5. Introduce the 90-minute *dyslexia evaluation* to be used with students from kindergarten through high school featuring names and descriptions of more than 25 subtests to choose from.

MSPA Web site: www.mspa-online.com
Telephone: (781) 273-9400, E-mail: mspai@aol.com

The Massachusetts School Psychologists Association, Inc., is a nonprofit organization dedicated to promoting appropriate mental health and educational services to meet the many and varied needs of children, families, and their communities.

Directions to the Hilton Boston/Woburn Hotel

The Hilton Boston/Woburn Hotel is conveniently located near Routes 128 and 93 in Woburn. Detailed directions are available on the MSPA Web site: www.mspa-online.com or by calling the hotel directly at (781) 932-0999. The Hilton Boston/Woburn Hotel is a handicapped-accessible facility.

Payment Information & Refund/Cancellation Policy

Participants **MUST** attend the entire full-day conference to receive 6 contact hours.

Price
MSPA Members: 150.00; Nonmembers: 225.00; Students: \$65.00

*Students who are non MSPA members, add five dollars to above fees

Group Rate Discount: \$10.00/per person discount where four or more persons are covered by a single payment source

Registration Options

To register by mail
Send a check or purchase order along with this form to:
Barbara Ball, 2 Heritage Lane, Canton, MA 02021

Online Registration

Register online and pay by PayPal by going to the Web site: www.mspa-online.com.

Payment: MSPA will be happy to process your school district Purchase Order. The processing of your purchase order presumes the awareness and acceptance of the refund/cancellation policy and serves as an agreement for payment.

A completed registration form must accompany each payment or purchase order.

Please use one form for each participant.

Payment may also be made by check. Please make check payable to MSPA.

Credit card payment is accepted for online registration only.

Registrations cannot be faxed.

If you are using a purchase order and have not received confirmation of registration, please contact your school business office to make sure that a purchase order has been issued and registration has been mailed before contacting the conference chair.

Conference walk-ins are first-come, first-served (if conference is not sold out) but are not guaranteed a luncheon meal.

Cancellations: If you need to cancel, please let us know as soon as possible. Individuals submitting written cancellations to the Program Chairperson will receive a refund less a \$75 processing fee. Please mail your request to:
MSPA Cancellations, c/o Barbara Ball, 2 Heritage Lane, Canton, MA 02021

About the Presenter

Steven Feifer, D.Ed., NCSP is a nationally renowned speaker in the field of learning disabilities and has conducted over 150 seminars and trainings for educators and psychologists throughout the United States and Canada. He has co-authored six books on learning disorders and remediation strategies for children. His first book, *The Neuropsychology of Reading Disorders: Diagnosis and Intervention* was voted Neuropsychology Publication of the Year in 2001. *The Neuropsychology of Written Language Disorders: Diagnosis and Intervention and The Neuropsychology of Math: Diagnosis and Intervention* have also received critical acclaim. Dr. Feifer is a nationally certified school psychologist from James Madison University and is board certified by the American Board of School Neuropsychology. He is employed as a school psychologist in Frederick MD and as a neuropsychology course instructor for the American Board of School Neuropsychology.

Registration

Online Registration Using PayPal is available at www.mspa-online.com.

Please fill out this form completely. In addition, please complete the pre-test on the reverse side of this form to earn contact hours. Please print clearly or type. Detach or photocopy this panel and mail payment along with completed pre-test to this address ONLY: MSPA Spring Conference, c/o Barbara Ball, 2 Heritage Lane, Canton, MA 02021

Method of Payment: (check one)

Check enclosed, payable to MSPA

Purchase Order # _____ School System/Agency _____ P.O. MUST accompany registration form.

Conference Cost

MSPA Member: \$150.00

Nonmember: \$225.00

Student: \$65.00

*Students who are non MSPA members, add five dollars to above fees.

Group Rate Discount: \$10.00/per person discount where four or more persons are covered by a single payment source

University signature (for student registrants) _____

Name of Attendee _____

Mailing Address _____

City _____ State _____ Zip _____

Agency/School _____ Phone (h) _____ (w) _____

E-Mail (required for confirmation) _____

If you have not received confirmation, please e-mail BB@brillig.com. For those who do not have e-mail, conference confirmation will be made by phone.

Are you currently a member of MSPA? Yes No Other state association? Yes No

Would you like to receive membership information? Yes No

Continuing Education Information

The Massachusetts School Psychologists Association is approved by the Massachusetts Department of Education to offer contact hours. The DOE requires the completion of a pre-test, (see below). You must complete this and return it with your registration. A post-test is also required and will be given at the end of the presentation. Participants must attend the ENTIRE FULL DAY CONFERENCE and satisfy state regulations in order to receive 6 contact hours. This conference is connected with the MSPA Fall 2007 conference. Each participant is responsible for knowing and meeting the DOE licensure requirements.

CE HOURS: The Massachusetts School Psychologist Association is approved by the American Psychological Association to sponsor continuing education (CE) for psychologists. In keeping with APA requirements, these are awarded in contact hours only. CE hours will be awarded at the close of the day. MSPA maintains responsibility for this program and its content.

Conference Pre-test

Please note: This pre-test is required by the Department of Education in order for contact hours to be awarded. Please answer the following questions with True (T) or False (F). The pre-test should be returned to MSPA along with your registration form.

1. There is an overwhelming agreement in the literature that dyslexia stems from visual/spatial deficits characterized by frequent reversals of letters and numbers primarily due to right hemisphere types of deficits.
2. The most optimal time to introduce a phonological based reading program is age 14, since this is when the frontal lobes have become fully myelinated.
3. Most neuroimaging studies have confirmed that the frontal lobes tend to be more activated for skilled readers, although not for students with dyslexia.
4. A response to intervention paradigm requires more frequent nationally norm-referenced testing to determine whether or not a student is benefiting from instruction.
5. The type of reading disability characterized by deficits in acquiring basic sound/symbol relationships is called Phonological Dyslexia.

Did you complete your registration form? Complete the pre-test?
Include your check or purchase order? Include your pre-test?
Questions about registration? Any other questions?

Please e-mail to: BB8fall08@comcast.net



The Massachusetts School Psychologists Association

Presents a One-Day Conference

The Neuropsychology of Reading Disorders: Diagnosis and Intervention

WITH

Steven G. Feifer, D.Ed.

Friday, May 16, 2008
8:30 a.m. – 4:00 p.m.

Hilton Boston/Woburn Hotel
Woburn, Massachusetts

This conference is designed for school psychologists, educational diagnosticians, LD specialists, and other school professionals.

*School Psychologists:
Please Share this
Brochure With Others
in Your Department*

MSPA SPRING CONFERENCE

C/o Barbara Ball
2 Heritage Lane
Canton, MA 02021



Presentation title: The Neuropsychology of Reading Disorders: Diagnosis and Intervention

Instructor: Dr. Steven G. Feifer

Date: Friday, May 16, 2008

Please circle all professional designations that apply to you:

- a. school psychologist b. licensed educational psychologist c. doctoral level d. APA psychologist
- e. licensed social worker f. regular education teacher g. administrator h. special education teacher
- i. guidance counselor j. college professor k. graduate student l. other _____

Please circle all professional affiliations: MSPA WMSPA NASP APA Other _____

Directions: For each of the following questions, circle the number that best represents your evaluation of the presentation or instructor. Please use the following scale: 1 = poor, 2 = fair, 3 = satisfactory, 4 = good, 5 = superior.

Presentation, Materials, & Physical Setting: To what extent

- were presentation materials well-organized and clearly presented? 1 2 3 4 5
- were there adequate handouts to facilitate understanding? 1 2 3 4 5
- did the presentation adequately address the area? 1 2 3 4 5
- do you expect this presentation to be useful for future practice? 1 2 3 4 5
- did the presentation stimulate your interest in the area? 1 2 3 4 5
- did the physical setting and facilities meet the needs of the participants? 1 2 3 4 5
- did the presentation contribute to your capacity for critical evaluation of the area? 1 2 3 4 5

Instructor: To what extent . . .

- was the instructor knowledgeable and competent? 1 2 3 4 5
- was the instructor enthusiastic, energetic, and sincere? 1 2 3 4 5
- did the instructor present material in a clear and orderly fashion? 1 2 3 4 5
- did the instructor gear material to a level appropriate to the audience? 1 2 3 4 5
- did the instructor respond to questions of the audience? 1 2 3 4 5
- did the instructor create a group atmosphere that was conducive to learning? 1 2 3 4 5
- did the instructor encourage members to participate? 1 2 3 4 5
- did the instructor maintain your interest? 1 2 3 4 5
- did the instructor adapt instruction to the needs of the participants? 1 2 3 4 5

Presentation title: The Neuropsychology of Reading Disorders: Diagnosis and Intervention

Instructor: Dr. Steven G. Feifer

Date: Friday, May 16, 2008

Presentation's Goals: To what extent did the presentation contribute to your knowledge of . . .

the pitfalls of relying on a discrepancy or CBM model to evaluate reading disorders?	1	2	3	4	5
the five pillars of reading success and best practices in teaching reading to children?	1	2	3	4	5
the four key brain concepts which serve as a foundation for the neurological underpinnings of literacy?	1	2	3	4	5
the major subtypes of reading disabilities and evidence-based instructional reading strategies?	1	2	3	4	5
a 90-minute dyslexia evaluation to be used with students in grades K-12?	1	2	3	4	5

Overall, what was the quality of this presentation? 1 2 3 4 5
1 = poor, 2 = fair, 3 = satisfactory, 4 = good, 5 = superior.

What were the major strengths of this presentation?

What were the major weaknesses of this presentation?

Suggestions for future presentations or general comments:

Massachusetts Association of School Psychologists (MSPA)

Continuing Education Co-Sponsorship Policies & Procedures

The Massachusetts Association of School Psychologists adheres to the following policies and procedures for the management of co-sponsored continuing education activities. These policies are in compliance with the NASP Approved Provider of Continuing Education Policies and Guidelines.

Policy I: Selection and Presentation

- A. The program content of all co-sponsored continuing education activities will address one or more of the professional practice domains included in the *NASP Standards for Training and Field Placement Programs in School Psychology*. These domains include:
- Data-Based Decision Making and Accountability
 - Consultation and Collaboration
 - Effective Instruction and Development of Cognitive/Academic Skills
 - Socialization and Development of Life Skills
 - Student Diversity in Development and Learning
 - School and Systems Organization, Policy Development, and Climate
 - Prevention, Crisis Intervention, and Mental Health
 - Home/School/Community Collaboration
 - Research and Program Evaluation
 - School Psychology Practice and Development
 - Information Technology
- B. The MSPA continuing education director will work with the co-sponsoring agency to determine which domain(s) will be addressed. A thorough review of the domain descriptions will take place prior to final program approval to ensure that the proposed continuing education activity directly addresses a specific content area and enhances attendees' skill set, competencies, and knowledge.
- C. All parties will jointly plan the program, including the design and development, speaker selection, educational objectives, and criteria for evaluation review. When selecting presentation speakers, both MSPA and the co-sponsoring organization will strive to ensure that the selected individuals are experts in the subject matter being covered during the presentation.
- D. All parties will ensure speaker selection and program content is based on an analysis of needs and interests of school psychologists, educational personnel, psychologists, and other mental health professionals. MSPA and the co-sponsoring organization will also ensure that the content of the continuing education activity is appropriate for credentialed professionals in the field of education and/or mental health.
- E. MSPA and the co-sponsoring organization(s) will jointly select the presenters for the program and agree, in advance, on the appropriate instructor honoraria and travel expenses.

Policy II: Promotion of Continuing Education Activities

- A. MSPA and the co-sponsoring organization(s) will jointly prepare all brochure materials. The co-sponsoring organization(s) has permission to advertise the program via email and on their website.
- B. MSPA and the co-sponsoring organization(s) agree that the NASP Approved Provider of Continuing Education Policies and Guidelines will be met in the design, advertising, and promotion of the program. MSPA and the co-sponsoring organization(s) must approve the final draft of the official brochure and ensure it meets NASP criteria.
- C. The co-sponsoring organization(s) will forward faculty vita as appropriate and MSPA will maintain copies in their records.
- D. The promotional materials for the continuing education activity will clearly state instructional objectives in behaviorally operationalized language relevant to the practice of mental health practitioners.

Policy III: Workshop Enrollment and Logistics

- A. Continuing Education programs will be held in appropriate settings for the size and format of the training. The enrollment fee for pre-registered and on-site participants will be established prior to advertisement of the continuing education program. MSPA rates for member, non-member, and students will apply.
- B. MSPA will coordinate program operations for the conference, including registration, sign-in rosters, audio-visual equipment, and evaluations.
- C. MSPA will retain registration information, rosters, and original evaluation forms at the conclusion of the continuing education activity. All participants will receive documentation of completion, as mandated by the appropriate credentialing body, at the end of the continuing education activity.
- D. The continuing education activity will be one hour or more in duration. The number of continuing education credits offered will be decided upon prior to the advertisement of the program.

Policy IV: Financial Arrangements

- A. The financial obligations and accounting for this program will be agreed upon in advance by MSPA and _____ (insert name of co-sponsoring organization),
 _____ (insert name of co-sponsoring organization),
 _____ (insert name of co-sponsoring organization).

Policy V: Miscellaneous Provisions

- A. MSPA and the co-sponsoring organization(s) agree to ensure that the NASP Principles for Professional Ethics are upheld.

ETHICS FORM

All presenters must agree to comply with the *Ethical Principles of Psychologists* as they apply to continuing education presentations. See sections 7.01, 7.02, and 7.03 of the 2002 American Psychological Association, Inc. Ethical Principles of Psychologists and Code of Conduct as listed at the end of this form.

I, _____, agree to comply with the Ethical Principles of Psychologists as they apply to continuing education presentations. I agree to include statements in my presentation that describe the accuracy and utility of the materials I present, the basis of such statements, the limitations of the content being taught, and the severe and the most common risks.

AGREEMENT FORM

I agree to give my part of the presentation

Name: _____

Date: _____

Signature: _____

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

Massachusetts School Psychologists Association, Inc.

To whom it may concern:

This is to certify that _____ has attended the following Continuing Education activity sponsored by the Massachusetts School Psychologists Association.

Presentation Title: “ The Neuropsychology of Reading Disorders: Diagnosis and Intervention”

Instructor: Dr. Steven G. Feifer

Date: Friday, May 16, 2008 from 8:30 am to 11:30 am and 1:00 pm to 4:00 pm at the Hilton Boston/Woburn Hotel, Woburn, MA

6 PDP

or

6 CE/CPD

Sincerely,

Jessica Blom-Hoffman, PhD, NCSP

Continuing Education Co-Chair,

Massachusetts School Psychologists Association

STEVEN GARY FEIFER, D.Ed., NCSP, ABSNP

2114 Bear Creek Court

Frederick, Maryland 21702

(301) 698-9746 (h) (240) 236-1210 (w)

Email: Feifer@comcast.net

EDUCATIONAL BACKGROUND

Doctorate of Education (D.Ed)

May, 2005

Indiana University of Pennsylvania

School Psychology
Indiana, Pennsylvania

Certificate of Advanced Professional Studies

July, 1997

The Fielding Institute

Neuropsychology
Santa Barbara, California

Educational Specialist (Ed.S)

December, 1991

James Madison University

School Psychology
Harrisonburg, Virginia

Master of Arts (M.A.)

August, 1988

George Mason University

Industrial/Organizational Psychology
Fairfax, Virginia

Bachelor of Science (B.S)

May, 1986

James Madison University

Major: Psychology (Cum Laude)
Minor: Philosophy
Harrisonburg, Virginia

CURRENT PROFESSIONAL EXPERIENCES

(1) School Psychologist:

August, 1998 - Present

Frederick County Public Schools

Middletown, Maryland

Responsibilities:

- * Conduct psychological and neuropsychological evaluations on students with learning, emotional, or developmental disabilities for special education services.
- * Individual and group counseling services.
- * Professional consultation with teachers, parents, and administrators.
- * Develop functional behavior management plans for "at risk" students.
- * Served on math curriculum committee, response-to-intervention committee, ADHD committee
- * Chairperson: neuropsychological team
- * Numerous in-service presentations

(2) Faculty Instructor: American Board of School Neuropsychology

January, 2006 - Present

Baltimore, Maryland

Philadelphia, PA

Columbus, Ohio

Responsibilities:

- * Teach 9 month training program for psychologists to become certified by the American Board of School Neuropsychology in school neuropsychological assessment.

Summary of Evaluations for MSPA Spring Conference 2008

Conference Title: "The Neuropsychology of Reading Disorders: Diagnosis and Intervention"

Instructors: Dr. Steven Feifer

Date: Friday, May 16, 2008

Evaluation Results (N= 260)

School Psychologist

		Frequency	Valid Percent
Valid	Yes	211	81.2
	No	49	18.8
Total		100	100.0

Regular Education Teacher

		Frequency	Valid Percent
Valid	Yes	8	3.1
	No	252	96.9
Total		100	100.0

Licensed Educational Psychologist

		Frequency	Valid Percent
Valid	Yes	67	25.8
	No	193	74.2
Total		100	100.0

Administrator

		Frequency	Valid Percent
Valid	Yes	13	5.0
	No	247	95.0
Total		100	100.0

Doctoral Level

		Frequency	Valid Percent
Valid	Yes	53	20.4
	No	207	79.6
Total		100	100.0

Special Education Teacher

		Frequency	Valid Percent
Valid	Yes	27	10.4
	No	233	89.6
Total		100	100.0

APA psychologist

		Frequency	Valid Percent
Valid	Yes	30	11.5
	No	230	88.5
Total		100	100.0

Guidance Counselor

		Frequency	Valid Percent
Valid	Yes	16	6.2
	No	244	93.8
Total		100	100.0

Licensed Social Worker

		Frequency	Valid Percent
Valid	Yes	9	3.5
	No	251	96.5
Total		100	100.0

College Professor

		Frequency	Valid Percent
Valid	Yes	20	7.7
	No	240	92.3
Total		100	100.0

Graduate Student

	Frequency	Valid Percent
Valid Yes	18	6.9
No	242	93.1
Total	100	100.0

APA

	Frequency	Valid Percent
Valid Yes	38	14.6
No	222	85.4
Total	100	100.0

Other Professional Designation

	Frequency	Valid Percent
Valid Yes	10	3.8
No	250	96.2
Total	100	100.0

Other Affiliation

	Frequency	Valid Percent
Valid Yes	23	8.8
No	237	91.2
Total	100	100.0

Other Professional Designation	Frequency
Team Chairperson	3
Consultant	3
LMHC	2
SPED Coordinator	1
Adjustment Counselor	1
SLP	1
Reading Specialist	1

Other Professional Affiliations	Frequency
NHASP	3
NEA	2
CCSPA	2
ASHA	2
MTA	2
ABSNP	2
MNS	2
ISPA	2
NASW	1
MASP	1
CHADD	1
CDA	1
FASP	1
AANE	1
MHMA	1
ABA	1
NTA	1

MSPA

	Frequency	Valid Percent
Valid Yes	145	55.8
No	115	44.2
Total	100	100.0

WMSPA

	Frequency	Valid Percent
Valid Yes	10	3.8
No	250	96.2
Total	100	100.0

NASP

	Frequency	Valid Percent
Valid Yes	145	55.8
No	115	44.2
Total	100	100.0

Presentation, Materials, Physical Setting: To what extent...	N	Minimum	Maximum	Mean
were the presentation materials well-organized and clearly presented?	260	1	5	4.62
were there adequate handouts to facilitate understanding?	260	1	5	4.27
did the presentation address adequately the area?	260	2	5	4.70
do you expect this presentation to be useful for future practice?	260	2	5	4.77
did the presentation stimulate your interest in this area?	259	2	5	4.78
did the physical setting and facilities meet the needs of the participants?	259	2	5	4.18
did the presentation contribute to your capacity for critical evaluation of the area?	260	2	5	4.62
Instructor: To what extent...				
were the instructors knowledgeable and competent?	259	2	5	4.88
were the instructors enthusiastic, energetic, and sincere?	259	3	5	4.93
did the instructors present material in a clear and orderly fashion?	259	3	5	4.78
did the instructors gear material to a level appropriate to the audience?	258	2	5	4.77
did the instructor respond to questions of the audience?	242	1	5	4.55
did the instructors create a group atmosphere that was conducive to learning?	258	2	5	4.65
did the instructor encourage members to participate?	248	1	5	4.33
did the instructors maintain your interest?	259	2	5	4.77

did the instructor adapt instruction to the needs of participants?	245	2	5	4.59
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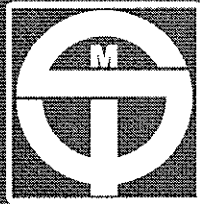
Presentation Goals: To what extent did the presentation contribute to your knowledge of...	N	Minimum	Maximum	Mean
the pitfalls of relying on a discrepancy or CBM model to evaluate reading disorders?	253	1	5	4.51
the five pillars of reading success and best practices in teaching reading to children?	252	1	5	4.64
the four key brain concepts which serve as a foundation for the neurological underpinnings of literacy?	252	2	5	4.69
the major subtypes of reading disabilities and evidence-based instructional reading strategies?	249	1	5	4.71
a 90-minute dyslexia evaluation to be used with students in k-12?	233	3	41	4.74
Overall	N	Minimum	Maximum	Mean
overall what was the quality of this presentation?	237	2	5	4.76

What were the major strengths of the presentation?	Frequency
Excellent presentation style (engaging, personable, enthusiastic, articulate)	68
Knowledgeable presenter (has real experience in the "trenches")	45
Relevant/ practical topic	34
Clear and concise information	29
Interventions (Linking assessment to intervention, linking intervention to subtype of disability)	14
Examples/ personal stories	11
Depth of information	10
Well-organized	10
Handouts (Reading programs and ages)	6
New information	4
Best MSPA conf. in a long time	4
Power Point slides	3
Set up of tables	1

What were the major weaknesses of the presentation?	Frequency
Poor time management of conference (Breaks too long and too many, lunch too long, should end at 3, wasted time)	46
Audio system/ Late start	35
Handouts (hard to follow, did not match slides, used out of date terms, no references)	30
Power point (not clear from back of room)	15
Location	10
Not enough effort to involve audience, did not repeat audience questions	10
Depth of introductory information (too basic)	10
More time on evaluation instruments	9
Room (temperature too cold, floor vibration)	6
Presenter promoting own books/ school psych program	6
Size of group (Limits discussion)	6
Oversimplification of RTI, neuropsych	6
No update on licensure/ title issues	2
Time of year	1
Recommendations not possible in many districts	1

General Comments	Frequency
Sound check before start time	38
Present MSPA "business" information at end of talk rather than during lunch	12
Improved handouts (provide blank space for note taking, exact powerpoint)	12
Consider holding conf. west of Boston, in Boston, or South of Boston	8
Hold conf. earlier (in April)	2
Offer fruit during breaks	1
Make this a 2-day workshop	1
Seats in horizontal rows	1
Provide answers to post-test	1

Suggested Topics for Future Presentations	Frequency
Follow-up to this presentation with Dr. Feifer on Math and Written Language	16
Social/Emotional disabilities	3
PDD	2
New assessments (SB-V)	2
FBA's	2
Executive Functioning	2
ABA	1
Proposed changes of NCLB	1
Legal Implications of transition requirements	1
Language based disability	1
Socio-developmental? Factors impacting school performance, role of SP	1
Consulting w/ teachers	1
Threat assessment	1
Hijacked brain (addiction and substance use w/ children and adolescents)- Ann Leonard-Zabel	1
Neuropsychology of Aggression and Violence- Ann Leonard-Zabel	1
Neuropsychology of Autism Spectrum Disorders- Mary Jo Lang	1
Russ Barkley	1
PBS	1
Behavior Management	1
Team Presentation including a School Psych, Reading Spec, OT, PT, Speech Pathologist, Parent, Special Educator, Reg. Educator, Team Chair	1
Progress Monitoring	1
School refusal	1



The Massachusetts
School Psychologists
Association

Presents a One-Day Conference

**The Conners' Assessment System:
A Comprehensive Assessment
of the Behaviors and Emotions
of Children and Adolescents**

**(Comprising the updated Conners Rating Scales and
the new Conners Comprehensive Behavior Rating Scales)**

WITH

Elizabeth P. Sparrow, Ph.D.

**Meeting the Challenge:
Promoting Safety and
Civil Rights in the Schools**

WITH

Richard W. Cole, Esquire

Friday, November 2, 2007

8:30 a.m. – 4:00 p.m.

Hilton Woburn Hotel
Woburn, Massachusetts

About the Conference

7:45 a.m.–8:30 a.m. Registration & Continental Breakfast

8:30 a.m.–11:30a.m. "Using the Conners-3 and Conners Comprehensive Behavior Rating Scales (CBRS): Identification and Intervention" Presented by Elizabeth P. Sparrow, Ph.D.

The Conners-3 and Conners CBRS provide a broad assessment of key attentional, behavioral, social and academic issues that arise in school age children. These tools will be introduced, with an in-depth discussion of interpretation. Participants will learn how to use results from the Conners-3 and Conners CBRS to address practical clinical issues that arise in the educational setting. These include screening, assessment, and identification of childhood disorders, as well as intervention planning and monitoring. Links between the new Conners scales, DSM-IV-TR, and IDEA 2004 will be examined including use of the Conners-3 and Conners CBRS in determining special education eligibility and developing IEPs. Particular attention will be given to how these scales help with RTI.

Goals of the Presentation:

1. Provide conceptual level overview of critical clinical issues that occur in school-aged youth, including behavioral, emotional, social, and academic issues.
2. Discuss relevant DSM-IV-TR diagnoses.
3. Introduce the new Conners Assessment System, which offers more comprehensive coverage of childhood disorders and concerns.
4. Describe how to use the Conners Assessment System for data-based identification and intervention planning in the school context, including discussion of IDEA 2004.
5. Explore the use of the Conners-3 and Conners CBRS for monitoring progress and RTI.

11:45 a.m. –1:00 p.m. Luncheon (provided)

1:00 p.m.–4:00p.m. "Meeting the Challenge: Promoting Safe Schools and Civil Rights" Presented by Richard W. Cole, Esq., Civil Rights and Safe Schools Consultant

This workshop will explore the increasing problems of harassment, bullying, and hate crimes in schools, including cyberspace. Common mistakes and issues will be highlighted contributing to major conflicts, incidents of violence, and racial and other forms of inter-group tensions in school. The workshop will identify warning signs and incident precursors and address the fundamentals for transforming school climate. It will provide participants with practical tools and strategies for recognizing, responding to, and preventing bullying, hate crimes, and harassment based on race, ethnicity, national origin, religion, sex, sexual orientation, and disability.

Goals of the Presentation:

1. Increase awareness of the nature and extent of bullying, harassment, and hate crimes in K-12 schools.
2. Better understand relationship between school climate, school safety, equity, positive inter-group relations, social inclusion, and learning.
3. Improve recognition of warning signs and indicators of harassment and bullying.
4. Improve response to cyber-bullying and cyber-harassment.
5. Learn strategies for recognizing, preventing, and responding to bullying and harassment.
6. Enhance the role of school psychologists in promoting safety and addressing harassment, bullying, and hate crimes in school.

About the Presenters

Elizabeth P. Sparrow, Ph.D. currently serves as the clinical consultant for revising the Conners Rating Scales and developing the New Conners Comprehensive Behavior Rating Scales (CBRS). A neuropsychologist, Dr. Sparrow specializes in the evaluation of children, adolescents, and young adults and has been actively involved with Attention-Deficit/Hyperactivity Disorder and related conditions throughout her career as well as working with schools to better meet student needs. She has published numerous articles in peer-reviewed journals, authored book chapters, and presented at local and national conferences.

Richard W. Cole, Esq. is a nationally known civil rights attorney, former Civil Rights Division Chief and Assistant Attorney General in the Massachusetts Office of Attorney General—with extensive experience in law enforcement, race relations, educational equity, and in addressing harassment, bullying and hate crimes in schools. He has co-chaired former Massachusetts Attorney General Tom Reilly's *Safe School's Initiative*, an innovative statewide collaboration to provide the training and technical assistance schools need to make them safe from harassment, hate crimes, and bullying. He also co-chaired a national initiative that culminated in the U.S. Department of Education's 1999 publication "*Protecting Students from Harassment and Hate Crime-A Guide for Schools*," which is a nationally acclaimed guide.

Payment Information

Conference Cost

☒ MSPA Members: \$145 ☒ Nonmembers: \$220 ☒ Student: \$60 (requires University signature)

Online Registration

Register online and pay by PayPal by going to the website: www.mspa-online.com

Payment

MSPA will be happy to process your school district purchase order. The processing of your purchase order presumes the awareness and acceptance of the refund/cancellation policy and serves as an agreement for payment.

- A completed registration form must accompany each payment or purchase order. Please use one form for each participant.
- Payment may also be made by check. Please make check payable to MSPA.
- Credit card payment is accepted for online registration only.
- Registrations cannot be faxed.
- If you are using a purchase order and have not received confirmation of registration, please contact your school business office to make sure that a purchase order has been issued and registration has been mailed before contacting the conference chair.

Refund/Cancellation Policies

Cancellations

If you need to cancel, please let us know as soon as possible. Individuals submitting written cancellations to the Program Chairperson will receive a refund less a \$75 processing fee. Please mail your request to: **MSPA Cancellations, c/o Barbara Ball, 2 Heritage Lane, Canton, MA 02021.**

Directions to the Hilton Woburn Hotel, Woburn, MA

The Hilton Woburn Hotel is conveniently located near Routes 128 and 93 in Woburn. Detailed directions are available on the MSPA website at www.mspa-online.com. or by calling the hotel directly at (781) 932-0999. The Hilton Woburn Hotel is a handicapped-accessible facility.

Registration

To Register by Mail

Please fill out this form completely. In addition, complete the pre-test on the reverse side of this form to earn contact hours. Please print clearly. Detach or photocopy this panel (both sides) and mail payment along with completed form: **MSPA Fall Conference, c/o Barbara Ball, 2 Heritage Lane, Canton, MA 02021.** If you do not receive confirmation, please e-mail BBBall98@comcast.net. For those who do not have e-mail, conference confirmation will be made by phone.

Conference Cost

☑ MSPA Members: \$145 ☑ Nonmembers: \$220 ☑ Student: \$60 (requires University signature)

Name of Attendee _____

Street _____

City _____ State _____ Zip _____

Agency/School _____

University signature (for student registrants) _____

Home Phone _____ Work Phone _____

E-Mail (required for confirmation) _____

Method of Payment: (check one)

Check enclosed, payable to MSPA

P.O. # _____ School/Agency Phone _____

School System/Agency _____

POs MUST accompany registration form.

Are you currently a member of MSPA? Yes No

Would you like to receive membership information? Yes No

Continuing Education Information

The Massachusetts School Psychologists Association is approved by the Massachusetts Department of Education to offer contact hours. **The DOE requires the completion of a pre-test** (see below). You must complete this and return it with your registration. A post-test is also required and will be given at the end of the presentation. Participants must attend the **ENTIRE CONFERENCE** in order to receive 6 contact hours. This conference is connected with the MSPA Spring conference where further contact hours will be offered. Each participant is responsible for knowing and meeting the DOE licensure requirements.

CE/CPD HOURS: The Massachusetts School Psychologists Association is approved by the American Psychological Association to sponsor continuing education (CE) for psychologists and by the National Association of School Psychologists to offer continuing professional development hours (CPDs) for school psychologists. In keeping with APA and NASP requirements, these are awarded in contact hours only. CE and CPD hours will be awarded at the close of the day. MSPA maintains responsibility for this program and its content.

Conference Pre-test

Please note: This pre-test is required by the Department of Education in order for contact hours to be awarded. Please answer the following questions with True (T) or False (F). The pre-test should be returned to MSPA along with your registration form.

- _____ 1. There is really no difference between bullying and harassment.
- _____ 2. A hate crime only happens when a person is attacked because of his or her race or ethnicity.
- _____ 3. Sexual harassment is a significant problem for elementary school students.
- _____ 4. When a student with a disability is the target of bullying or harassment, generally it should not be discussed in the targeted student's IEP meeting.
- _____ 5. School may be found liable for monetary damages for failing to protect a student from harassment.
- _____ 6. The two most common reasons for special education referral are social and emotional problems.
- _____ 7. The primary focus of the Conners 3 is ADHD, associated features, and the most commonly co-occurring disorders.
- _____ 8. The Conners CBRS only covers rare childhood disorders.
- _____ 9. Diagnosing a disability is the most important goal for an evaluation.
- _____ 10. The Conners 3 and Conners CBRS can be used for identification of needs and for intervention planning.

Did you complete your registration form? Complete the pre-test?

Include your check or purchase order? Include your pre-test?

Questions about registration? Any other questions?

Please e-mail to: BBBalf98@comcast.net

CONTINUING EDUCATION CO-SPONSORSHIP AGREEMENT

This document, when duly executed by both parties, constitutes an agreement between the Massachusetts School Psychology Association (MSPA) and the Massachusetts School Psychology Trainers (MA-SPT). This program will be designed for current and future field supervisors. MSPA and MA-SPT will assure compliance with the NASP Approved Provider of Continuing Education Policies and Guidelines.

MSPA and MA-SPT hereby agree as follows:

I. Selection and Presentation

The program content of all co-sponsored continuing education activities will address one or more of the professional practice domains included in the *NASP Standards for Training and Field Placement Programs in School Psychology*. These domains include:

- Data-Based Decision Making and Accountability
- Consultation and Collaboration
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills
- Student Diversity in Development and Learning
- School and Systems Organization, Policy Development, and Climate
- Prevention, Crisis Intervention, and Mental Health
- Home/School/Community Collaboration
- Research and Program Evaluation
- School Psychology Practice and Development
- Information Technology

The MSPA continuing education director will work with the co-sponsoring agencies to determine which domain(s) will be addressed. A thorough review of the domain descriptions will take place prior to final program approval to ensure that the proposed continuing education activity directly addresses a specific content area and enhances attendees' skill set, competencies, and knowledge.

All parties will jointly plan the program, including the design and development, speaker selection, educational objectives, and criteria for evaluation review. When selecting presentation speakers, both MSPA and the co-sponsoring organization(s) will strive to ensure that the selected individuals are experts in the subject matter being covered during the presentation.

MSPA and MA-SPT will ensure program content is based on an analysis of needs and interests of school psychologists, educational personnel, psychologists, and other mental health professionals. MSPA and the co-sponsoring organization(s) will also ensure that the content of the continuing education activity is appropriate for credentialed professionals in the field of education and/or mental health.

MSPA and MA-SPT will jointly select the presenters for the program and agree, in advance, on the appropriate instructor honoraria and travel expenses.

II. Promotion

MSPA and MA-SPT will jointly prepare all brochure materials. Each organization has permission to advertise the program via email and on their website.

MSPA and the co-sponsoring organization(s) agree that the NASP Approved Provider of Continuing Education Policies and Guidelines will be met in the design, advertising, and promotion of the program. MSPA and the co-sponsoring organization(s) must approve the final draft of the official brochure and ensure it meets NASP criteria.

MSPSP and MA-SPT will forward faculty vita as appropriate and MSPA will maintain copies in their records.

The promotional materials for the continuing education activity will clearly state instructional objectives in behaviorally operationalized language relevant to the practice of mental health practitioners.

iii. Workshop Enrollment and Logistics

Continuing Education programs will be held in appropriate settings for the size and format of the training. The enrollment fee for pre-registered and on-site participants will be established prior to advertisement of the continuing education program. MSPA rates for member, non-member, and students will apply.

MSPA will coordinate program operations for the conference, including registration, sign-in rosters, audio-visual equipment, and evaluations.

MSPA will retain registration information, rosters, and original evaluation forms at the conclusion of the continuing education activity. All participants will receive documentation of completion, as mandated by the appropriate credentialing body, at the end of the continuing education activity.

The continuing education activity will be offered from 9am to 4pm for three days resulting in 20 continuing education credits for school psychologists, psychologists, clinical social workers, mental health counselors, and marriage and family therapists.

IV. Financial Arrangements

The financial obligations and accounting for this program will be agreed upon in advance by MSPA and MA-SPT.

V. Miscellaneous Provisions

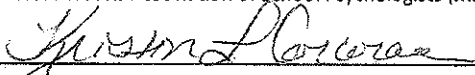
MSPA and MA-SPT agree to ensure that the NASP Principles for Professional Ethics are upheld.

Responsibility for the coordination between the co-sponsors will be shared by the following people:

VI. Law Governing Jurisdiction and Venue

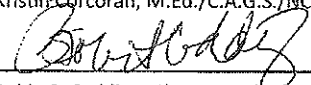
This agreement shall be governed by and construed in accordance with the laws of the State of Massachusetts and New England. With respect to any action arising out of the agreement, each party accepts the exclusive jurisdiction of the courts of the Commonwealth of Massachusetts, and agrees that venue shall lie exclusively in Massachusetts and New England.

Massachusetts Association of School Psychologists (MSPA)



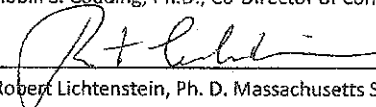
Kristin Corcoran, M.Ed./C.A.G.S./NCSP, Co-Director of Continuing Education

2-19-09
Date



Robin S. Coddling, Ph.D., Co-Director of Continuing Education

2-19-09
Date



Robert Lichtenstein, Ph. D. Massachusetts School Psychology Trainers

2-19-09
Date

Summary of Evaluations for MSPA Fall Conference 2007

Conference Title: "The Conners Assessment System: A Comprehensive Assessment of the Behaviors and Emotions of Children and Adolescents"

Instructors: Dr. Elizabeth Sparrow

Date: Friday, November 2, 2007

Evaluation Results (N=105)

School Psychologist

		Frequency	Valid Percent
Valid	Yes	81	77.1
	No	24	22.9
Total		105	100.0

Regular Education Teacher

		Frequency	Valid Percent
Valid	Yes	1	1.0
	No	104	99.0
Total		105	100.0

Licensed Educational Psychologist

		Frequency	Valid Percent
Valid	Yes	24	22.9
	No	81	77.1
Total		105	100.0

Administrator

		Frequency	Valid Percent
Valid	Yes	5	3.8
	No	100	96.2
Total		105	100.0

Doctoral Level

		Frequency	Valid Percent
Valid	Yes	17	16.2
	No	88	83.8
Total		105	100.0

Special Education Teacher

		Frequency	Valid Percent
Valid	Yes	3	2.9
	No	102	97.1
Total		105	100.0

APA psychologist

		Frequency	Valid Percent
Valid	Yes	10	9.5
	No	95	90.5
Total		105	100.0

Guidance Counselor

		Frequency	Valid Percent
Valid	Yes	9	8.6
	No	96	91.4
Total		105	100.0

Licensed Social Worker

		Frequency	Valid Percent
Valid	Yes	5	4.8
	No	100	95.2
Total		105	100.0

College Professor

		Frequency	Valid Percent
Valid	Yes	11	10.5
	No	94	89.5
Total		105	100.0

Graduate Student

		Frequency	Valid Percent
Valid	Yes	24	22.9
	No	81	77.1
Total		105	100.0

Other Professional Designation

		Frequency	Valid Percent
Valid	Yes	10	9.5
	No	95	90.5
Total		105	100.0

Other Professional Designation	Frequency
LMHC	5
Team Chairperson	2
SPED Aide	1
SPED Coordinator	1
Neuropsychologist	1

MSPA

		Frequency	Valid Percent
Valid	Yes	84	80.0
	No	21	20.0
Total		105	100.0

NASP

		Frequency	Valid Percent
Valid	Yes	77	73.3
	No	28	26.7
Total		105	100.0

APA

		Frequency	Valid Percent
Valid	Yes	15	14.3
	No	90	85.7
Total		105	100.0

Other Affiliation

		Frequency	Valid Percent
Valid	Yes	14	13.3
	No	91	86.7
Total		105	100.0

Other Professional Affiliations	Frequency
NEA	2
AMHCA	2
MTA	2
NEA	1
NASW	1
MASAC	1
WMSPA	1
MNS	1
ASCD	1
CASE	1
CEC	1

Presentation, Materials, Physical Setting: To what extent...	N	Minimum	Maximum	Mean
were the presentation materials well-organized and clearly presented?	104	3	5	4.54
did the presentation address adequately the area?	103	2	5	4.33
do you expect this presentation to be useful for future practice?	103	1	5	4.34
did the presentation stimulate your interest in this area?	104	1	5	4.32
did the physical setting and facilities meet the needs of the participants?	102	1	5	4.40
did the presentation contribute to your capacity for critical evaluation of the area?	104	2	5	4.35
Instructor: To what extent...	N	Minimum	Maximum	Mean
were the instructors knowledgeable and competent?	104	2	5	4.74
were the instructors enthusiastic, energetic, and sincere?	104	2	5	4.72
did the instructors present material in a clear and orderly fashion?	105	1	5	4.45
did the instructors gear material to a level appropriate to the audience?	103	1	5	4.21
did the instructors create a group atmosphere that was conducive to learning?	104	2	5	4.38
did the instructors maintain your interest?	105	2	5	4.28

Presentation Goals: To what extent did the presentation contribute to your knowledge of...	N	Minimum	Maximum	Mean
Critical clinical issues that occur in school-aged youth, including behavioral, emotional, social, and academic issues?	102	1	5	3.93
Relevant DSM-IV-TR diagnoses?	103	2	5	4.08
The new Conners Assessment System, which includes two components that can be administered to parents, teachers, and youth?	103	1	5	4.55
How to use the Conners Assessment System for data-based identification and intervention planning in the school context, including discussion of IDEA 2004?	103	1	5	3.99
The key features of the Conners 3 and Conners CRBS for monitoring progress and RTI?	101	1	5	3.73
Overall	N	Minimum	Maximum	Mean
overall what was the quality of this presentation?	95	2	5	4.22

What were the major strengths of the presentation?	Frequency
Presentation style (enthusiastic, pleasant, articulate)	27
Knowledgeable presenter	17
Well-organized	17
Clear and concise information	13
Encouraged group participation/ responsive to questions	8
Handouts	8
Comprehensive review	6
Good use of visuals	4
Relevant information	2
Difference between DSM-IV-TR diagnoses	1
Research-based	1

What were the major weaknesses of the presentation?	Frequency
Not enough time for material	36
Lacked the link from assessment to intervention	33
Presentation level overly basic (focus on administration, scoring, DSM-IV-TR diagnoses)	24
Include case studies/ examples	5
Power Point slides difficult to follow (too much info on each, did not always match presentation)	5
Aspects of instrument not addressed (limitations, psychometric properties, sample items)	3
Unrelated anecdotes (presenter's qualifications)	2
Change language from IDEA to IDEIA	2
Over reliance on statistics	2
Felt like a sales pitch	2
Conners 3 and CBRS could each be presented on their own	2
Difficulty engaging audience	1

Summary of Evaluations for MSPA Fall Conference 2007

Conference Title: "Meeting the Challenge: Promoting Safety and Civil Rights in the Schools"

Instructors: Richard W. Cole, Esq.

Date: Friday, November 2, 2007

Evaluation Results (N=100)

School Psychologist

		Frequency	Valid Percent
Valid	Yes	77	77.0
	No	23	23.0
Total		100	100.0

Regular Education Teacher

		Frequency	Valid Percent
Valid	Yes	1	1.0
	No	99	99.0
Total		100	100.0

Licensed Educational Psychologist

		Frequency	Valid Percent
Valid	Yes	20	20.0
	No	80	80.0
Total		100	100.0

Administrator

		Frequency	Valid Percent
Valid	Yes	5	5.0
	No	95	95.0
Total		100	100.0

Doctoral Level

		Frequency	Valid Percent
Valid	Yes	15	15.0
	No	85	85.0
Total		100	100.0

Special Education Teacher

		Frequency	Valid Percent
Valid	Yes	3	3.0
	No	97	97.0
Total		100	100.0

APA psychologist

		Frequency	Valid Percent
Valid	Yes	9	9.0
	No	91	91.0
Total		100	100.0

Guidance Counselor

		Frequency	Valid Percent
Valid	Yes	7	7.0
	No	93	93.0
Total		100	100.0

Licensed Social Worker

		Frequency	Valid Percent
Valid	Yes	5	5.0
	No	95	95.0
Total		100	100.0

College Professor

		Frequency	Valid Percent
Valid	Yes	11	11.0
	No	89	89.0
Total		100	100.0

Graduate Student

		Frequency	Valid Percent
Valid	Yes	24	24.0
	No	76	76.0
Total		100	100.0

Other Professional Designation

		Frequency	Valid Percent
Valid	Yes	10	10.0
	No	90	90.0
Total		100	100.0

Other Professional Affiliations	Frequency
NEA	2
AMHCA	2
MTA	1
NEA	1
NASW	1
MASAC	1
WMSPA	1

Other Professional Designation	Frequency
LMHC	5
Team Chairperson	2
SPED Aide	1
SPED Coordinator	1
Neuropsychologist	1

MSPA

		Frequency	Valid Percent
Valid	Yes	79	79.0
	No	21	21.0
Total		100	100.0

NASP

		Frequency	Valid Percent
Valid	Yes	72	72.0
	No	28	29.0
Total		100	100.0

APA

		Frequency	Valid Percent
Valid	Yes	12	12.0
	No	88	88.0
Total		100	100.0

Other Affiliation

		Frequency	Valid Percent
Valid	Yes	9	13.3
	No	90	86.7
Total		100	100.0

Presentation, Materials, Physical Setting: To what extent...	N	Minimum	Maximum	Mean
were the presentation materials well-organized and clearly presented?	98	1	5	4.54
did the presentation address adequately the area?	98	4	5	4.66
do you expect this presentation to be useful for future practice?	98	3	5	4.64
did the presentation stimulate your interest in this area?	99	3	5	4.64
did the physical setting and facilities meet the needs of the participants?	94	1	5	4.47
did the presentation contribute to your capacity for critical evaluation of the area?	99	3	5	4.55
Instructor: To what extent...	N	Minimum	Maximum	Mean
were the instructors knowledgeable and competent?	98	4	5	4.84
were the instructors enthusiastic, energetic, and sincere?	99	3	5	4.84
did the instructors present material in a clear and orderly fashion?	96	3	5	4.76
did the instructors gear material to a level appropriate to the audience?	97	3	5	4.76
did the instructors create a group atmosphere that was conducive to learning?	98	4	5	4.79
did the instructors maintain your interest?	99	3	5	4.69

Presentation Goals: To what extent did the presentation contribute to your knowledge of...	N	Minimum	Maximum	Mean
An increased awareness of the nature and extent of bullying, harassment, and hate crimes in K-12 schools?	97	3	5	4.57
The relationships among school climate, school safety, equity, positive intergroup relations, social inclusion, and learning?	97	3	5	4.44
Warning signs and indicators of harassment and bullying?	97	3	5	4.59
Additional strategies for recognizing, preventing, and responding to bullying and harassment?	93	3	5	4.35
Responding to cyber-bullying and cyber-harassment?	88	1	5	3.78
The enhanced role of school psychologists in promoting safety and addressing harassment, bullying, and hate crimes in schools?	93	2	5	4.15
Overall	N	Minimum	Maximum	Mean
overall what was the quality of this presentation?	91	3	5	4.55

What were the major strengths of the presentation?	Frequency
Excellent presenter (engaging, personable)	27
Provided excellent anecdotes/ examples	22
Knowledgeable presenter	11
Video	11
Relevant/ practical topic	10
Clear and concise information	5
Practical suggestions for implementation	1
Handouts	1
Well-organized	1

What were the major weaknesses of the presentation?	
Not enough time to completely address topic (full-day would have been ideal)	13
Lacked specific information for prevention/ intervention	8
Fire Alarm	3
Lack of discrimination between age-related differences (high school, middle school, elem school)	2
Power point (monotonous, color difficult to read)	2
Over reliance on statistics	1
Overly anecdotal (not enough data/statistics)	1
Too many videos	1
Too much effort to involve audience	1
Lacked examples of data tracking tools	1
Over reliance on reading from power point	1
Disjointed organization of presentation	1

Suggested Topics for Future Presentations/ General Comments	Frequency
Follow-up presentation	6
Creating a positive school climate	2
Executive functioning	2
Brain function & learning	2
Specific question period	2
504	1
ADA	1
What is a "comprehensive psych evaluation?"	1
Autism	1
Presenters who are NOT from testing Co.	1
NEPSY-2	1
Improved handouts (provide blank space for note taking)	1

Robin Coddling

To: Robin Coddling
Subject: RE: Save the date for a school psychology supervision institute!

From: Virginia Smith Harvey
Sent: Monday, March 03, 2008 6:16 PM
To: Terry Bontrager; Melissa Pearrow; Robin Coddling
Subject: Save the date for a school psychology supervision institute!

June 25, 26, and 27, 2008
9 AM to 4 PM
to attend

Professional Development and Supervision of School Psychologists
a three day institute for current and future field supervisors
of school psychology graduate students and interns
Cost: \$75

for
20 Professional Development Hours/Continuing Education Credits
morning coffees, lunches, and a copy of the newly released book
Professional Development and Supervision of School Psychologists:
From Intern to Expert (2008, Harvey & Struzziero)

Speakers and topics:

Planning and Providing Supervision: Virginia Harvey, UMass Boston
Addressing Ethical Issues in Supervision: Joan Struzziero, Northeastern University and UMass Boston
Multicultural Issues in Supervision: Chie Li, Northeastern University
Supervising Evidence-Base Practice: Bob Lichenstein, Mass. School of Professional Psychology
Supervising Consultation: Joan Struzziero, Northeastern University and UMass Boston
Supervising Social/Emotional/Behavioral Assessment and Interventions: Caroline Wandle Tufts University
Perspectives from School Administrators: Andria Amador, Boston Public School

Sponsored by: the *Massachusetts School Psychology Association* and *Massachusetts School Psychology Trainers* from Massachusetts School of Professional Psychology, Northeastern University, Tufts University, UMass Amherst, UMass Boston, and Worcester State College

Limited to 50 participants!! To reserve a space please email counschoolpsych@umb.edu

**MASSACHUSETTS SCHOOL PSYCHOLOGY TRAINERS
SUPERVISION INSTITUTE**

Agenda

Wednesday 6/25/08

- 8:30 Coffee/registration
9:00 Welcome and Pretest: Bob Lichtenstein
9:15 Supervision, an overview: Virginia Harvey
10:30 Break
10:45 Systems Perspectives from School Supervisors and Administrators:
Andria Amador, David Gotthelf, David Learner, Diana Finer
11:45 Group discussion: Issues and solutions
12:15 – 1 Lunch
1:00 – 2:00 Interpersonal relationships in supervision: Virginia Harvey
2:00 – 3:15 Multicultural Issues in Supervision: Chieh Li
3:15 – 3:45 Break with group discussion: Issues and solutions
Evaluation of day's sessions and suggestion for the next day

Thursday 6/26/08

- 8:30 Coffee/registration
9:00 – 11:45 Supervising Evidence-Based Practice and Psychoeducational Assessments:
Bob Lichtenstein
10:30 Break
11:45 Group discussion: Issues and solutions
12:15 – 1 Lunch
1 – 3:15 Supervising Consultation with Teachers, Parents, Administrators:
Joan Struzziero and Arlene Silva
3:15 – 3:45 Break with Group discussion: Issues and solutions
Evaluation of day's sessions and suggestion for the next day

Friday 6/27/08

- 8:30 Coffee/registration
9:00 – 11:45 Supervising Social/Emotional/Behavioral Assessment and Interventions:
Caroline Wandle
10:30 Break
11:45 Group discussion: Issues and solutions
12:15 – 1 Lunch
1 – 2:45 Ethical Issues and Evaluation of Supervisees: Joan Struzziero
2:45-3:45 Future Directions: Virginia Harvey
3:45 Posttest (10 questions)
Distribution of certificates of attendance

Presenter Affiliations:

- Andria Amador, Boston Public Schools
Arlene Silva, Tufts University
Bob Lichtenstein, Massachusetts School of Professional Psychology
Caroline Wandle, Tufts University
Chieh Li, Northeastern University
David Gotthelf, Newton Public Schools
David Learner, Belmont Public Schools
Diana Finer, Lawrence/Lowell/Methuen (Tufts University grant)
Joan Struzziero, Northeastern University, University of Massachusetts Boston, Scituate Public Schools
Virginia Smith Harvey, University of Massachusetts Boston

Presentation title: Supervisors Institute for the Professional Development and Supervision of School Psychologists

Instructors: Bob Lichtenstein, Virginia Harvey, Chieh Li, Arlene Silva, Caroline Wandle and Joan Struzziero

Dates: June 25-27, 2008

Please circle all professional designations that apply to you:

- a. school psychologist
- b. licensed educational psychologist
- c. doctoral level
- d. APA psychologist
- e. licensed social worker
- f. regular education teacher
- g. administrator
- h. special education teacher
- i. guidance counselor
- j. college professor
- k. graduate student
- l. other _____

Please circle all professional affiliations: MSPA WMSPA NASP APA Other _____

Directions: For each of the following questions, circle the number that best represents your evaluation of the presentation or instructor. Please use the following scale: 1 = poor, 2 = fair, 3 = satisfactory, 4 = good, 5 = superior.

Presentation, Materials, & Physical Setting: To what extent

- were presentation materials well-organized and clearly presented? 1 2 3 4 5
- were there adequate handouts to facilitate understanding? 1 2 3 4 5
- did the presentation adequately address the area? 1 2 3 4 5
- do you expect this presentation to be useful for future practice? 1 2 3 4 5
- did the presentation stimulate your interest in the area? 1 2 3 4 5
- did the physical setting and facilities meet the needs of the participants? 1 2 3 4 5
- did the presentation contribute to your capacity for critical evaluation of the area? 1 2 3 4 5

Instructors: To what extent . . .

- were the instructors knowledgeable and competent? 1 2 3 4 5
- were the instructors enthusiastic, energetic, and sincere? 1 2 3 4 5
- did the instructors present material in a clear and orderly fashion? 1 2 3 4 5
- did the instructors gear material to a level appropriate to the audience? 1 2 3 4 5
- did the instructors respond to questions of the audience? 1 2 3 4 5
- did the instructors create a group atmosphere that was conducive to learning? 1 2 3 4 5
- did the instructors encourage members to participate? 1 2 3 4 5
- did the instructors maintain your interest? 1 2 3 4 5
- did the instructor adapt instruction to the needs of the participants? 1 2 3 4 5

Presentation title: Supervisors Institute for the Professional Development and Supervision of School Psychologists

Instructors: Bob Lichtenstein, Virginia Harvey, Chieh Li, Arlene Silva, Caroline Wandle and Joan Struzziero

Dates: June 25-27, 2008

Presentation's Goals: To what extent did the presentation contribute to your knowledge of . . .

the practical strategies for providing supervision of school psychologists?	1	2	3	4	5
the appropriate supervision techniques based on the developmental stage of the supervisee?	1	2	3	4	5
the five key types of informed consent needed in supervision of practicum and intern students?	1	2	3	4	5
appropriate feedback techniques for supervision of social/emotional/behavioral assessment and intervention?	1	2	3	4	5
how to apply the NASP <i>Principles for Professional Ethics</i> to supervision practice?	1	2	3	4	5
the principles for ethical decision making that guide the ethical practice of supervision?	1	2	3	4	5
the challenges associated with supervision of school psychologists?	1	2	3	4	5
some multicultural issues in supervision?	1	2	3	4	5
best practice in school psychology serving multicultural children?	1	2	3	4	5
the principles involved in supervising evidence-based practices?	1	2	3	4	5
the techniques for supervising consultation?	1	2	3	4	5
supervision techniques to be used in practice?	1	2	3	4	5

Overall, what was the quality of this presentation? 1 2 3 4 5

1 = poor, 2 = fair, 3 = satisfactory, 4 = good, 5 = superior.

What were the major strengths of this presentation?

What were the major weaknesses of this presentation?

Presentation title: Supervisors Institute for the Professional Development and Supervision of School Psychologists

Instructors: Bob Lichtenstein, Virginia Harvey, Chieh Li, Arlene Silva, Caroline Wandle and Joan Struzziero

Dates: June 25-27, 2008

Suggestions for future presentations or general comments:

Massachusetts School Psychologists Association, Inc.

To whom it may concern:

This is to certify that _____ has attended the following Continuing Education Activity sponsored by The Massachusetts School Psychologists Association.

Presentation Title: "Supervisors Institute for the Professional Development and Supervision of School Psychologists"

Instructors: Bob Lichtenstein, Virginia Harvey, Chieh Li, Arlene Silva, Caroline Wandle, Joan Struzziero

Dates: June 25, 26 & 27, 2008 from 8:30 AM to 11:30 AM and 1:00 PM to 4:00 PM at the Hilton Boston/Woburn Hotel, Woburn, MA

20 PDP

or

20 CE or CPD

Sincerely,

Robin Coddington, Ph.D., NCSP
Continuing Education Co-Chair
Massachusetts School Psychologists Association

Continuing Education Information

Professional Development Points: The Massachusetts School Psychologists Association is approved by the Massachusetts Department of Education to provide Professional Development Points. The DOE requires the completion of a pretest, which was found on the back of the registration and is on file. A post - test was given at the end of the day.

CE Hours: The Massachusetts School Psychologists Association is approved by the American Psychological Association to sponsor continuing education for psychologists and by NASP to sponsor continuing professional development for school psychologists. The Massachusetts School Psychologists Association maintains responsibility for this program and its content.

Sponsoring organization

This program is sponsored by the Massachusetts School Psychologists Association. The Massachusetts School Psychologists Association is approved by the American Psychological Association to sponsor continuing education for psychologists, by the National Association of School Psychologists to sponsor continuing education for school psychologists, and by the Massachusetts Department of Education to offer Professional Development Points.

If you have any questions or concerns regarding this workshop, please contact Dr. Jessica Blom-Hoffman at (617) 373-5257 or j.blom-hoffman@neu.edu.

Summary of Evaluations for MSPA Supervision Institute 2008

Conference Title: "Supervisors Institute for the Professional Development and Supervision of School Psychologists"

Instructors: Virginia Harvey, Chieh Li, Arlene Silva, Caroline Wandle, Robert Lichtenstein & Joan Struzziero

Date: June 25-27, 2008

Evaluation Results (N= 56)

School Psychologist

		Frequency	Valid Percent
Valid	Yes	55	98.2
	No	1	1.8
Total		56	100.0

Regular Education Teacher

		Frequency	Valid Percent
Valid	Yes	2	3.6
	No	54	96.4
Total		56	100.0

Licensed Educational Psychologist

		Frequency	Valid Percent
Valid	Yes	18	32.1
	No	38	67.9
Total		56	100.0

Administrator

		Frequency	Valid Percent
Valid	Yes	3	5.4
	No	53	94.6
Total		56	100.0

Doctoral Level

		Frequency	Valid Percent
Valid	Yes	10	17.9
	No	46	82.1
Total		56	100.0

Special Education Teacher

		Frequency	Valid Percent
Valid	Yes	5	8.9
	No	51	91.1
Total		56	100.0

APA psychologist

		Frequency	Valid Percent
Valid	Yes	8	14.3
	No	48	85.7
Total		56	100.0

Guidance Counselor

		Frequency	Valid Percent
Valid	Yes	6	10.7
	No	50	89.3
Total		56	100.0

Licensed Social Worker

		Frequency	Valid Percent
Valid	Yes	3	3.6
	No	53	94.6
Total		56	100.0

College Professor

		Frequency	Valid Percent
Valid	Yes	11	19.6
	No	45	80.4
Total		56	100.0

Graduate Student

		Frequency	Valid Percent
Valid	Yes	1	1.8
	No	55	98.2
Total		56	100.0

APA

		Frequency	Valid Percent
Valid	Yes	10	17.9
	No	46	82.1
Total		56	100.0

Other Professional Designation

		Frequency	Valid Percent
Valid	Yes	7	12.5
	No	49	87.5
Total		56	100.0

Other Affiliation

		Frequency	Valid Percent
Valid	Yes	7	12.5
	No	49	87.5
Total		56	100.0

Other Professional Designation	Frequency
Team Chairperson	5
Clinician	1
LMHC	1

Other Professional Affiliations	Frequency
ISPA	1
MNS	1
MPA	1
CDSPP	1
ASCD	1
MTA	1
NEA	1

MSPA

		Frequency	Valid Percent
Valid	Yes	40	71.4
	No	16	28.6
Total		56	100.0

WMSPA

		Frequency	Valid Percent
Valid	Yes	0	0
	No	56	100
Total		56	100.0

NASP

		Frequency	Valid Percent
Valid	Yes	44	78.6
	No	12	21.4
Total		56	100.0

Presentation, Materials, Physical Setting: To what extent...	N	Minimum	Maximum	Mean
were the presentation materials well-organized and clearly presented?	56	4	5	4.64
were there adequate handouts to facilitate understanding?	56	3	5	4.71
did the presentation address adequately the area?	56	3	5	4.61
do you expect this presentation to be useful for future practice?	56	3	5	4.73
did the presentation stimulate your interest in this area?	56	3	5	4.68
did the physical setting and facilities meet the needs of the participants?	56	2	5	4.71
did the presentation contribute to your capacity for critical evaluation of the area?	56	4	5	4.70
Instructor: To what extent...				
were the instructors knowledgeable and competent?	56	4	5	4.91
were the instructors enthusiastic, energetic, and sincere?	56	4	5	4.84
did the instructors present material in a clear and orderly fashion?	56	4	5	4.68
did the instructors gear material to a level appropriate to the audience?	56	4	5	4.77
did the instructor respond to questions of the audience?	56	4	5	4.80
did the instructors create a group atmosphere that was conducive to learning?	56	4	5	4.87
did the instructor encourage members to participate?	56	3	5	4.77
did the instructors maintain your interest?	56	3	5	4.55

did the instructor adapt instruction to the needs of participants?	56	3	5	4.71
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Presentation Goals: To what extent did the presentation contribute to your knowledge of...	N	Minimum	Maximum	Mean
The practical strategies for providing supervision of school psychologists?	56	3	5	4.62
The appropriate supervision techniques based on the developmental stage of the supervisee?	56	3	5	4.59
The five key types of informed consent needed in supervision of practicum and intern students?	56	3	5	4.62
Appropriate feedback techniques for supervision of social/emotional/behavioral assessment and intervention?	56	3	5	4.52
How to apply the NASP Principles for Professional Ethics to supervision?	55	3	5	4.53
The principles for ethical decision making that guide ethical practice of supervision?	54	3	5	4.59
The challenges associated with supervision of school psychologists?	55	3	5	4.76
Some multicultural issues in supervision?	55	2	5	4.22
Best practice in school psychology serving multicultural children?	55	2	5	4.15
The principles involved in supervising evidence-based practices?	55	3	5	4.56
The techniques for supervising consultation?	55	3	5	4.47
Supervision techniques to be used in practice?	55	3	5	4.6

Overall	N	Minimum	Maximum	Mean
overall what was the quality of this presentation?	56	4	5	4.71

What were the major strengths of the presentation?	Frequency
Excellent presentation style (engaging, personable, enthusiastic, articulate, sensitive)	16
Knowledgeable presenters	16
Relevant/ practical topic	10
Depth/range of information	10
Well-organized	9
Collegiality	6
The text book	5
Refreshments	5
Responding to questions/ feedback	4
Location/ setting	3
Handouts	3
Group discussion	3
Multiple presenters	3
New information	2
Linking theory to practice	1
What were the major weaknesses of the presentation?	Frequency
Not enough time to cover material (consider 1 week)	8
Not enough effort to involve audience and respond to specific issues	7
End day at 3pm (avoid traffic, long day)	5
Too few case studies and contextualized info	3
Room (small, lights too bright, tables too close, temp.)	3
Overly focused on content of area rather than on supervision	3
Self-deprecation	2
Time spent on discussing norm-referenced standardized test scores	1
Templates (consent, evaluations, letters)	1
Group work	1
Little acknowledgement for multiple roles of school psychologists	1
Multi-cultural presentation (not enough material)	1

Provide more breaks	1
Reliance on ppt	1
Depth of introductory information (too basic)	1
Technology info (fear)	1
Would like recommendations for additional reading/ resources	1

General Comments	Frequency
Quarterly meetings for regional teams on supervision (formalized supervision process)	19
Online discussion group	2
Needs-based survey	1
Checklist of items that NEED to be covered during internship	1
Formalized networking opportunity at MSPA before conf. or during lunch	1
Support groups w/ colleagues	1
Supervisor meeting in Fall	1

Suggested Topics for Future Presentations	Frequency
Annual supervision institute	15
1-day seminar w/ both supervisors and supervisees (panel of practicum/interns to discuss positive and negative experiences in supervision)	4
RTI	3
Consultation	3
Modeling of most current interventions/counseling	2
Handling outside evaluations, advocates, and mediations	2
Ethical issues (how to handle before brought to nat'l NASP, ACA, APA board)	2
Technology for school psychologists: A friendly approach	1
Credentialing supervisors of interns and incentives	1
Social skills	1
New laws	1
New assessment instruments	1
Projectives	1
Multicultural issues	1
Identification of social/emotional/behavioral disabilities	1
Conflict resolution	1