

The Ohio School Psychologists Association  
**CONTINUED RESPONSE TO INTERVENTION PRACTICES**

**Spring Conference 2011**  
April 13, 14, 15, 16, 2011

Hilton Columbus/Polaris  
8700 Lyra Drive  
Columbus, Ohio 43240  
Tel: 1-614-885-1600

**TOPIC: Interventions with Evidence for Students with and At-Risk of Emotional and Behavioral Disorders. (Thursday, April 14)**

This day-long workshop will review interventions with evidence for students at-risk or with emotional/behavioral disorders. School professionals leave the session with a list of interventions that contain a strong background in the research literature.

The interventions are described in the context of a 3 tier model with screening and progress monitoring. Suggested calendars and hints for implementation of 3 tier programs are also provided and presented with experience and data about what works.

Topics such as resource planning and treatment integrity will also be covered. Interventions are both behavioral and cognitive-behavioral addressing the most common externalizing and internalizing problems and organized based on subscales for the BASC-2 and the research literature which supports their use. (Aggression, Attention, Anxiety, Adaptability, Conduct Problems, Depression, Functional Communication Skills, Hyperactivity, Somatization, Social Skills).

The workshop is interactive with case-study and audience participation encouraged in role play and discussion.

**WHO: Kimberly J. Vannest, PhD** is Associate Professor of Educational Psychology, a Regents Fellow, and Center for Teaching Excellence Teaching Scholar at Texas A&M University. Lead author on intervention products for the BASC-2, including the *BASC-2 Intervention Guide* and *BASC-2 Classroom Intervention Guide*, she has received the Montague-Center for Teaching Excellence Scholar Award and the Outstanding New Faculty Award from the College of Education and Human Development Advisory Committee.

**TOPIC: Work it! Stretch your value and benefit of AIMSweb® Data— Make it work harder for you! (Saturday, April 16)**

Whether you're merely considering AIMSweb® for your organization, or are a seasoned AIMSweb® veteran, this session will be invaluable to your experience.

Participants will learn critical information for interpreting numerous AIMSweb® reports that inform educational decision making at the core through tiered instructional levels.

Participants will:

- Learn the basics and beyond! Understand how various AIMSweb® reports become critical to informing how core instruction is working within and across classrooms, grades, schools, and your district.
- Discover and customize a workflow for AIMSweb® Reporting that involves a systematic process of questioning and report generation to identify instructional strengths and needs across tiers.
- Fine-tune ways in which students are identified as needing more than core instructional services.

- Identify and interpret reports that are integral to grade-level teams, parent teacher conferences, administrators, RTI processes, curriculum stakeholders, and more.
- Receive updates on current research and practices regarding target-setting for benchmark reports.
- Improve their abilities to properly interpret and act upon Progress Monitor data, and more.

**WHO:** Lisa A. Langell, M.A., S.Psy.S. Certified AIMSweb® Trainer (CAT) is the Manager of AIMSweb Training and Lead Certified AIMSweb Trainer for Pearson, Inc., where she manages the Certified AIMSweb® Trainer team, assists in the design of professional development content, collaborates with the entire AIMSweb® team, consults with AIMSweb® customers, and provides professional development internationally. Lisa received her Master's degree (MA) in Psychology and Specialist's degree in School Psychological Services (S.Psy.S.) at Central Michigan University.

**CEUs/ MCEs Available**

**CPD** credits for the National Association of School Psychologists (NASP) will be available for AIMSweb attendees

**Graduate Credit** available through Ashland University

### **To register please contact OSPA**

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For more information, including information on the Pearson publications, see the OSPA website: <http://www.ospaonline.org/>