



## SAVE THE DATE!

The first ever joint institute between the Arkansas School Psychology Association and the Texas Association of School Psychologists!!!

### ASPA / TASP Summer Institute 2018

Presenters for Day 1: John Murphy, Ph.D.  
Andrea Ogonosky, Ph.D.

Presenters for Day 2: Julia Englund Strait, Ph.D.  
Jaime Goldstein, LSSP, RYT 200  
Amy Patenaude, Ed.S., NCSP

Dates: June 21-22, 2018

Location: Holiday Inn  
Convention Center  
5200 Convention Plaza Dr.  
Texarkana, AR 71854

Prices: **\$135 Early Bird**  
(If registered and paid by April 16)

**\$175 Regular Registration**  
(If paid after April 16)

**\$75 Student Registration**

Lodging: Holiday Inn  
**\$84/night**  
(Ask for the ASPA/TASP Conference discount)

Start  
your summer  
vacation with  
ASPA and TASP!

The whole family  
can have fun in  
Texarkana!

Online registration will be available March 12 at [www.aspaonline.net](http://www.aspaonline.net) and [www.txasp.org](http://www.txasp.org)!

Payment MUST be received by the first day of the conference in order to attend!

# Presenter Biographies/Session Descriptions - Day 1



John Murphy, Ph.D., is a Professor of Psychology & Counseling at the University of Central Arkansas, former finalist for NASP School Psychologist of the Year, and internationally recognized practitioner, author, and trainer of collaborative, strengths-based approaches with young people, families, and school problems. Dr. Murphy continues to provide therapeutic services to young people, adults, families, and agencies. He serves as a Project Director with the Heart & Soul of Change Project, an international research/advocacy group that promotes respectful, client-directed services for marginalized persons of all ages and circumstances.

Dr. Murphy's morning presentation will cover how the quality of a helping relationship strongly influences service outcomes in counseling and consultation. This workshop provides a toolbox of practical, research-supported strategies for building relationships that help young people and their caregivers address concerns and goals at school and elsewhere. Dr. Murphy's afternoon workshop provides practical strategies for partnering with parents in respectful ways that engage their support in resolving school problems. Based on family therapy techniques and research on helping people change, workshop strategies include using solution talk, reframing, instilling hope, interviewing the internalized other, working with so-called "resistant" parents, and integrating solution-focused practice into parent-teacher meetings, parent counseling and consultation, and parent education programs.



Andrea Ogonosky, Ph.D., LSSP, NCSP, is a National Speaker on the topics of RtI, Assessment, Differentiated Instruction, and Behavior. She received her Ph.D. in school psychology from Penn State University. Dr. Ogonosky is the author of five books detailing the implementation of RtI. Most recently she is a contributing author to The Woodcock Johnson IV Reports, Recommendations and Strategies book. She has authored several articles on assessment and measurement, RtI, and working with struggling learners in the general education classroom. Dr. Ogonosky has practiced as a school psychologist in Pennsylvania and Texas and has served as a Central Office Administrator over Diagnostic and Psychological services for a school district serving 40,000 students. Currently she is an Educational Consultant providing a variety of assessment and consultative services to school districts across the nation. Dr. Ogonosky is a Past President of the Texas Association of School Psychologists.

Dr. Ogonosky's morning session will provide a framework for gathering multiple sources of RtI behavioral data using a gate system that incorporates RIOT/ICEL problem solving. Topics of discussion include collecting, analyzing, and providing consultation to RtI teams regarding all 3 tiers of behavior strategies and interventions. The focus of data interpretation will also center on integrating informal and formal data sources to form a foundation of problem solving that leads the team discussions to include positive behavioral supports, classroom management and individual strategies necessary for student success. Case studies and activities will be provided to promote practice and group discussion. Dr. Ogonosky's afternoon session will focus on providing information regarding strategies, supports and resources aligned to evidenced based tiered SEL supports that are essential for promoting and sustaining emotional and behavioral success for all students. Included in the discussions will be examples of navigating the challenges of working with staff who may lack skills necessary for implementing strong classroom management techniques when working with a difficult behavioral issue. Activities and case studies will also be provided to generate additional tools for the school psychologist to use when working with RtI teams.

## Presenter Biographies/Session Descriptions - Day 2



Julia Englund Strait, Ph.D., is an Assistant Professor of School Psychology and Health Services Psychology at the University of Houston-Clear Lake. She earned her bachelor's degree from the University of Texas and her doctorate from the University of South Carolina. She is a licensed psychologist (LP), a licensed specialist in school psychology (LSSP), a nationally certified school psychologist (NCSP), and a certified English language arts teacher. Dr. Strait completed her pre-doctoral internship at Crowley's Ridge Educational Service Cooperative in Arkansas and the postdoctoral fellowship in Child Welfare and Trauma-informed Care at the University of Tennessee Center of Excellence for Children in State Custody, where she also served as a staff psychologist and clinical supervisor for interns conducting comprehensive evaluations of and interventions for children and adolescents who were involved in the Department of Children's Service (DCS) system. She specializes in child assessment, scale development, stress and self-regulation, and child trauma and is currently the Research Chair for the NASP Child Maltreatment and Trauma Interest Group and a Selected Trainee with the NICHD R25 Training Institute for Research in Child Abuse and Neglect.

In a recent pilot survey, 83% of school psychologists reported having none or minimal confidence in working with students affected by trauma ( $n = 107$ ). This is concerning, because 82% reported having worked with students who had experienced potentially traumatic event(s) in the past year. Although interest and need are increasing, current models of acute crisis management and prevention do not adequately address the needs of students with complex interpersonal trauma histories. Luckily, even without formal training in diagnosing PTSD or manualized therapy protocols, individual school psychologists can play a vital role in addressing students' traumatic stress and in helping other educators understand how stress impacts academic and behavioral functioning. In this workshop, you will learn how traumatic stress manifests in children's brains, test scores, and behaviors. In addition, you will have the opportunity to practice skills from a research-based framework for working with children affected by traumatic stress. The workshop will focus on child maltreatment due to the high prevalence and complex cascade of developmental effects associated with abuse and neglect. This session is most relevant to NASP practice domains 2 and 4.



Jaime Goldstein, North Texas Center for Mindfulness founder, teaches the eight week Mindfulness-Based Stress Reduction course developed at the University of Massachusetts Medical School, yoga and meditation classes, and children's mindfulness classes. Helping children feel more empowered by connecting them to their natural inner mindfulness resources is her passion. She practiced as a Licensed Specialist in School Psychology for four years before founding North Texas Center for Mindfulness. When working in the schools, she implemented mindfulness-based interventions across many systems of her school district. She held mindfulness-based counseling groups, taught a before school mindfulness program to Special Education and RtI students that was funded by a grant she received, held after school mindfulness groups for teachers, taught the Mindfulness-Based Stress Reduction course to district educators and staff, and trained educators and mental health professionals in the district on implementing mindfulness-based interventions.

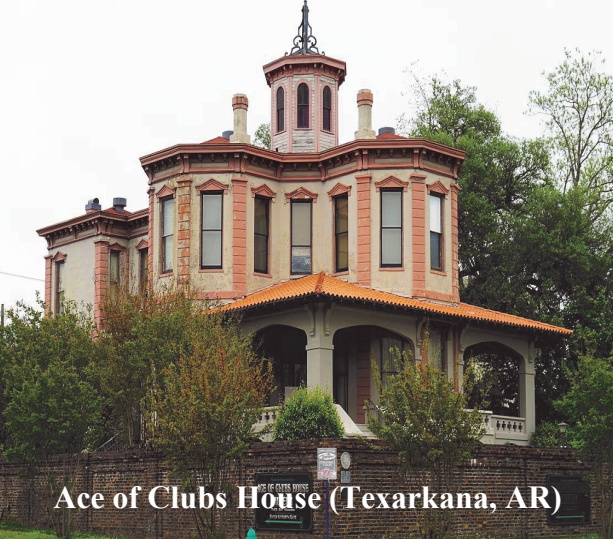
Mrs. Goldstein's morning presentation will include an overview of the mindfulness framework as well as ethical and multicultural considerations for the school and counseling settings. The afternoon session will cover implementing mindfulness-based interventions in the school setting, and evidence-based mindfulness practices for the counseling and classroom setting. In addition, experiential mindfulness practices will be interwoven throughout the presentation to provide attendees with concrete mindfulness strategies to integrate into professional practice.



Amy Patenaude, Ed.S., NCSP is a licensed school psychologist and nationally certified school psychologist. She earned her Masters and Education Specialist degrees from the University of South Florida. Currently, Amy is the MHS Assessment Consultant for the Southeast Education region. MHS is an internationally known publishing company. Some of the published assessments include the Conners 3, ASRS, CEFI, and Ortiz PVAT. As an Assessment Consultant, Amy has presented at the district, regional, state, and national levels on best practices in assessment of youth. Amy's areas of expertise include assessment, positive behavior supports, behavioral parent training, multi-tiered systems of support, and crisis intervention. Amy believes assessment professionals play a crucial role in advocating for youth in the schools.

This workshop will provide an overview of historical and current definitions of executive function (EF). The workshop will include a review of current measures and details about the Comprehensive Executive Function Inventory (CEFI; Naglieri & Goldstein, 2014). Review will be made of content, administration, scoring options, interpretation, and psychometric properties of the CEFI. Participants will be introduced to the MHS Online Assessment Center and its utility as an assessment resource for evaluating students. Attendees will be confident in their use of the assessment tools and the MHS Online Assessment Center through multiple case study examples.





Ace of Clubs House (Texarkana, AR)



Legrand Rose Garden (Tyler, TX)



iJump (Texarkana, TX)



Fun Country Park (Texarkana, TX)



Fun Country Park (Texarkana, TX)

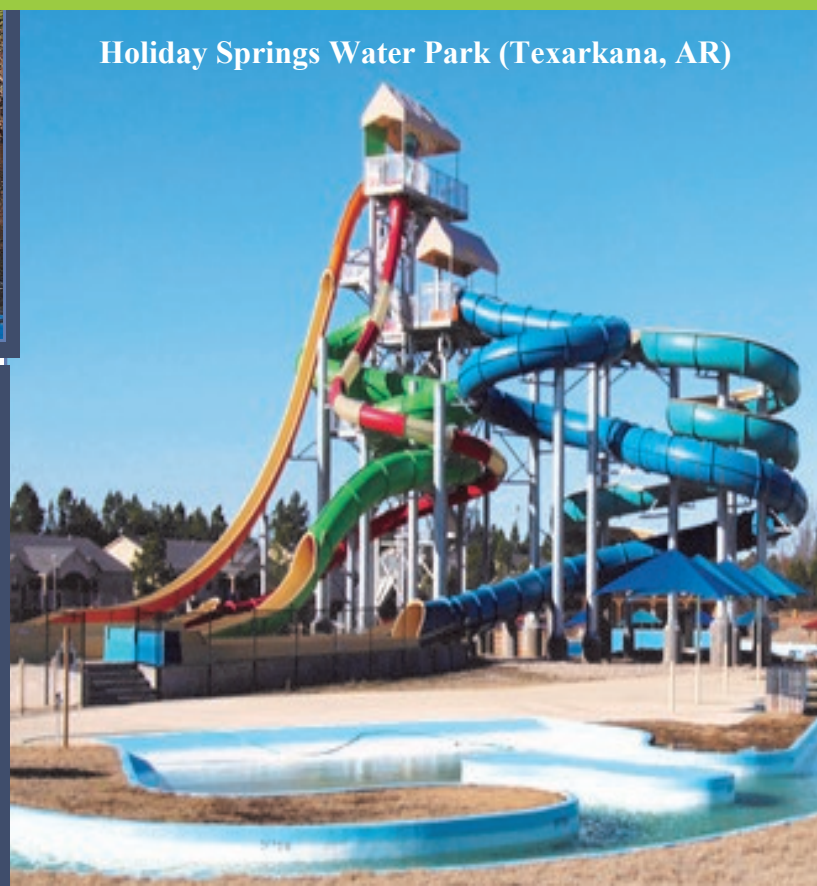
# SUMMER Vacation



Caddo Lake State Park (Karnack, TX)  
Only natural lake in Texas!



Four State Auto Museum (Texarkana, AR)



Holiday Springs Water Park (Texarkana, AR)

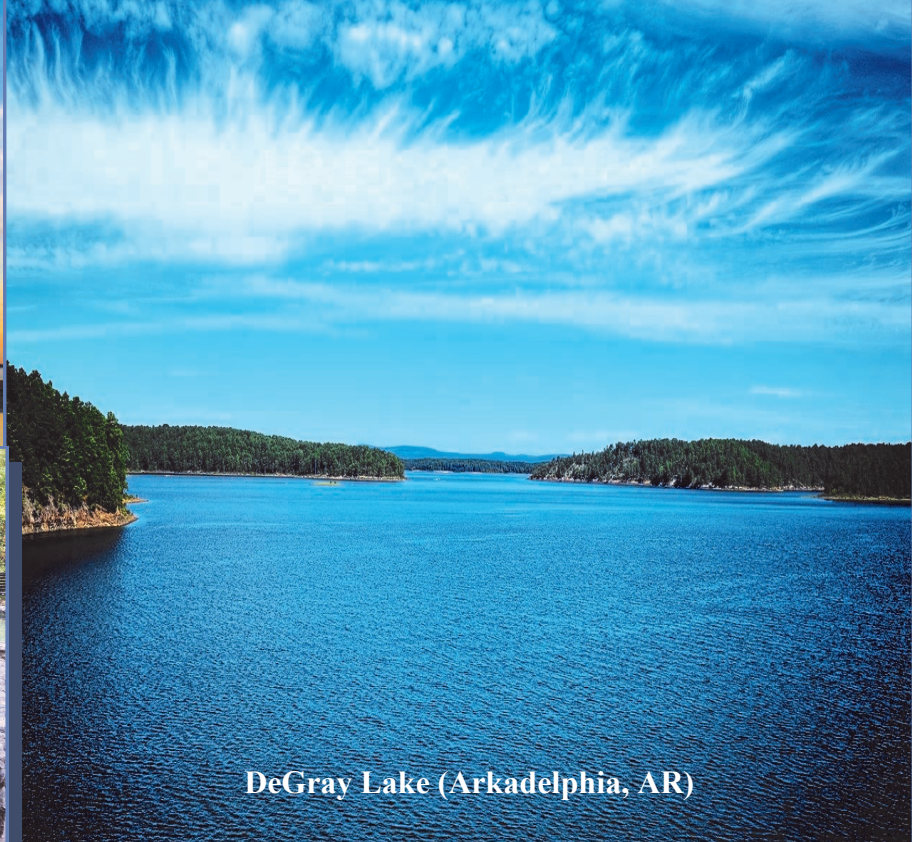




Lake Ray Hubbard/Harbor Lighthouse  
(Rockwall, TX)



Hot Springs National Park (Hot Springs, AR)



DeGray Lake (Arkadelphia, AR)

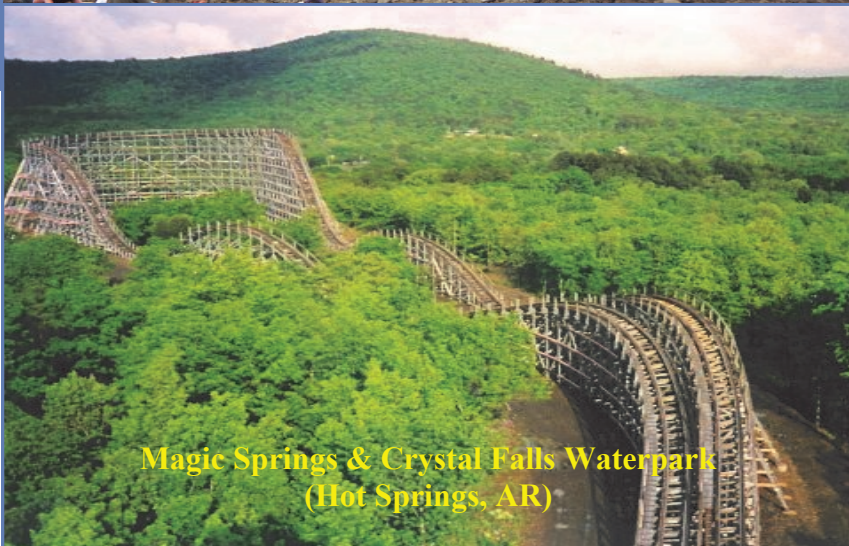
# SUMMER *Vacation*



Crater of Diamonds State Park (Murfreesboro, AR)



Garvan Woodland Gardens (Hot Springs, AR)



Magic Springs & Crystal Falls Waterpark  
(Hot Springs, AR)



Six Flags Amusement Park  
(Arlington, TX)