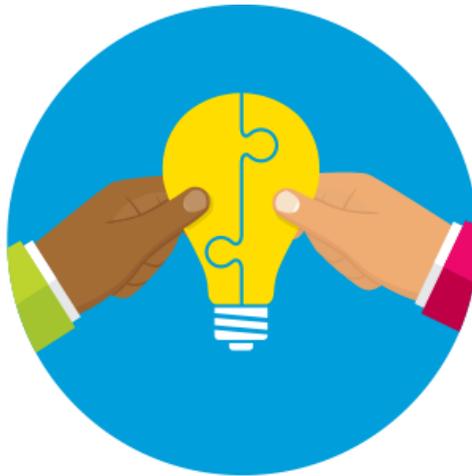


The New Jersey Association of Learning Consultants
SPRING CONFERENCE 2022

**Regulations: Assessment, Legal,
and Social/Emotional Challenges**



Friday, April 8, 2022

8:00-8:30 AM – Sign In
8:30 AM Business Meeting
9:00-11:30 AM Sessions
11:30-12:30 PM Lunch
12:30-3:00 PM Sessions

Virtual Platform

NJALC is a professional development provider.

Share this information with a friend or co-worker. Teachers are welcomed.
Additional copies of this brochure, or membership applications,
can be found on our website: www.newjerseyalc.org

Questions? Contact springconference@newjerseyalc.org

Presentations

Morning Session #1

The Pattern of Strengths and Weaknesses (PSW) Method for SLD Identification: What it is and Why it Should be Used

The purpose of this session is to describe the PSW method of SLD identification and highlight its strengths and limitations. In addition, PSW will be compared to the RtI and traditional Ability-Achievement Discrepancy (AAD) methods and its advantages over these methods will be presented, most notably the importance of assessing cognitive processes to aid in SLD identification and intervention planning. A brief summary and critical review of the PSW research will be provided. The authors of this research concluded that the PSW method results in too many false positives and false negatives, due to measurement error inherent in test scores, and therefore should not be used in practice. Using the same research methods and logic, this conclusion holds true for all methods of SLD identification, including RtI and AAD, because they all use thresholds or cut scores, which increases errors when scores are close to these thresholds. Rather than dismiss SLD identification methods as fatally flawed, it must be recognized that there are simple ways to address measurement error. This presentation will demonstrate that the accuracy of PSW methods is much higher than previously reported. A flowchart and practical guidelines will be provided for using buffer zones to improve the identification of SLDs. Moreover, information on how to determine the probability of being correct in the decisions you make when using PSW will be offered. Finally, best practice guidelines will be offered that demonstrate the use of PSW within the context of a multi method/ multi source approach to determining SLDs. It is expected that participants will gain the knowledge necessary to make informed decisions about adopting the PSW method. It is also expected that participants will improve their diagnostic accuracy using the information provided, regardless of which SLD identification method they use. It will be argued that PSW should replace AAD and should be used as part of a continuum of data-gathering methods.

Afternoon Session #1

Linking PSW Assessment Findings to Effective Interventions, Educational Strategies, and Resources for Students with Learning Disabilities

The purpose of this session is to discuss the value of a comprehensive evaluation and demonstrate how to use the findings from a PSW analysis to inform intervention. Several topics will be covered including how to a) identify whether cognitive areas of weakness are supportive of a learning disability using the research on the relations between specific cognitive processes and academic skills; b) identify the ways in which cognitive processing weaknesses manifest for students in the classroom setting; c) minimize the effects of cognitive processing weaknesses to provide the student with greater access to instruction and the curriculum; and d) locate interventions that focus on the student's unique learning needs. Dr. Flanagan will also introduce the Intervention Library: Finding Interventions and Resources for Students and Teachers. It is expected that participants will understand how to link the findings of a comprehensive evaluation and PSW analysis to educational strategies and resources that lead to positive outcomes for students.

Presenter: Dawn P. Flanagan, Ph.D.

Dawn P. Flanagan, Ph.D., is Professor of Psychology at St. John's University in Queens, NY. She is also an Affiliate Clinical Professor at Yale Child Study Center, Yale University School of Medicine in New Haven, CT. She serves as an expert witness, learning disabilities consultant, and test/measurement consultant and trainer for organizations both nationally and internationally. Dr. Flanagan is Chair of the Professional Advisory Board for the Learning Disabilities Association of America (LDA). She is also a widely published author as well as a co-developer of the Cross-Battery Assessment approach and its corresponding software system (X-BASS). Her most recent books include *Contemporary Intellectual Assessment: Theories, Tests, and Issues – 4th edition*;

Essentials of Specific Learning Disability Identification – 2nd edition; Essentials of WISC-V Assessment; and Clinical Use and Interpretation of the WJ IV: Scientist-Practitioner Perspectives. She is also co-developer of the new Intervention Library: Finding Interventions and Resources for Students and Teachers (IL:FIRST®). Dr. Flanagan is Fellow of APA's Division 16 and Diplomate of the American Board of Psychological Specialties.

Morning and Afternoon Session #2

Writing Legally Defensible IEPs

The IEP is the single most important student record in a due process hearing. A well written IEP and supporting documentation is essential to a Free and Appropriate Public Education. A program may be appropriate, but it needs a corresponding and compliant IEP to sustain a legal challenge.

Participants will learn:

1. The required components of the IEP,
2. How to write clear and concise present levels of performance,
3. What not to say in an IEP,
4. The importance of parental concerns,
5. How measurable goals and objectives tie the IEP together,
6. About procedural errors that impact FAPE,
7. How to develop effective transition plans,
8. How to effectively utilize IEP facilitation, resolutions sessions, mediations, settlement conferences, and
9. What Administrative Law Judges look for in a due process hearing.

Presenter: Isabel Machado, Esq.

Isabel Machado, Esq. is the founding partner of the Machado Law Group and has devoted her distinguished legal career to the practice of education law. By listening and asking the right questions, Ms. Machado has developed a unique ability to truly partner with clients on creative problem solving. Her collaborative approach fosters understanding and identification of goals and potential obstacles to achievement.

Ms. Machado's practice involves all aspects of education law, including litigation at all levels of state and federal courts and administrative agencies. She has an in-depth background in special education

law, board policy, and administrative matters. Ms. Machado focuses primarily on counseling and litigating on behalf of school districts with respect to employment and contract matters, labor negotiations, and special education.

Ms. Machado is a dynamic and sought-after author and public speaker, who routinely conducts workshops and in-service programs for board of education members, school administrators and staff, and industry organizations, including the New Jersey Association of School Administrators (NJASA), New Jersey School Boards Association (NJSBA), Seton Hall University's Superintendent Study Council, Morris Union Jointure Committee and LRP Publications, Inc.

She is also a contributor and regular presenter for LEGAL ONE where she has written the special education training materials. LEGAL ONE is a program that meets the legal requirement for all NJ school leaders to complete 12 hours of training in school law, ethics, and governance. In addition, Ms. Machado has published *IDEA & Joint Custody, Your District's Obligations to Each Parent* and *Developing New In-District Special Education Programs: Your Step-by-Step Compliance Guide*.

In 2008, Ms. Machado was recognized by the New Jersey Law Journal and NJBIZ as one of its "40 Under 40" and a Super Lawyers Rising Star. Ms. Machado also holds a Certificate of Eligibility as a School Business Administrator. She is a member of the New Jersey Bar Association, the American Bar Association and is admitted to practice in New Jersey and in federal courts, including the United States Court of Appeals for the Third Circuit and the Supreme Court of the United States

Morning Session # 3

School Refusal: Interventions and Coordination of Care Between Schools, Families and Clinics

Students with significant anxiety may refuse to attend school. The challenges of COVID-19 have exacerbated some of these challenges with the availability of online learning over this past year. With the return to all in-person learning, schools are left with the challenging task of educating these students. Schools and families struggle to find the best ways to help these students

Afternoon Session # 3

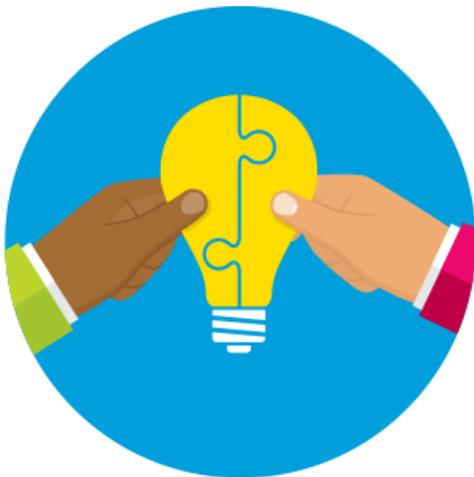
Aligning Data-Driven Social-Emotional Behavior Interventions to Class and Student Needs

return to school. This workshop will identify the various anxiety and mood disorders that may lead to school refusal and the best strategies to help a student reenter the school. The workshop will identify best strategies for coordinating care between schools, parents, families, and treatment providers to lead to the most success.

Presenter: Debra G. Salzman, Ph.D.

Debra G. Salzman, Ph.D. is a Clinical Psychologist and is licensed in New Jersey. Dr. Salzman has been at Behavior Therapy Associates, P.A. since 1992. Dr. Salzman received her undergraduate degree in Psychology from Emory University. Dr. Salzman earned her Ph.D. in clinical psychology from the State University of New York at Albany. She completed her doctoral internship at the Medical College of Pennsylvania—Eastern Pennsylvania Psychiatric Institute.

Dr. Salzman has extensive experience in the assessment and treatment of children, adolescents and adults. She has a special interest in the assessment and treatment of children, adolescents, and adults with anxiety disorders, Obsessive Compulsive Disorder, social skills deficits, Social Anxiety Disorder, Autism Spectrum Disorder, past and present childhood sexual abuse, disruptive behavior disorders, depression, ADHD, coping with trauma, selective mutism, school refusal and training parents on behavior management strategies to improve child behavior. Dr. Salzman lectures extensively on these topics. Dr. Salzman is a field supervisor for the Graduate School of Applied and Professional Psychology and serves as a Volunteer Adjunct Assistant Professor in the Department of Psychiatry at Rutgers Robert Wood Johnson Medical School.



Research shows that social-emotional behavior (SEB) functioning is foundational to academic success. As districts see an increased prevalence and range of SEB student needs, teams are grappling with how to align the right supports so students can move forward in learning. How can districts use data to meet the SEB needs of all learners without depleting their specialized resources? And how can educators select effective, targeted SEB interventions for students most in need?

This session explores how to use data to align Tier 2 or Tier 3 interventions to a student's need and how to also protect your effective SEB intervention program through strong Tier 1 practices. This session will:

- Focus on the questions to ask before placing a student into an SEB intervention
- Explore data points to consider before placement
- Overview a plethora of behavior interventions beyond Check In/Check Out (CICO)
- Discuss bolstering Tier 1 practices to drive system-level resources and reduce the number of students requiring intervention services

Presenter: Kristin Rockwell, M.A.

Kristin Rockwell develops engaging and meaningful learning opportunities for educators. Using her Professional Learning background paired with Instructional Design, she speaks on how to address needs seen in current education. She taught in-district for six years. She worked with students in special education in grades kindergarten through eighth grade as well as students who were at risk at the high school level. Additionally, she held an internal PBIS coaching role for five years, an external PBIS coaching role for four years, and was a system administrator for various products for her district for three years. In her current role, Ms. Rockwell uses her educator and coaching background to develop meaningful and powerful professional development opportunities and content to support clients' approaches in ensuring every student excels. She holds an M.A. in cross-categorical special education (ED emphasis) and a B.S. in secondary education (English emphasis).

Registration for NJALC Spring Conference 2022

Friday April 8, 2022 8:00 AM – 3:00 PM

Make checks payable to: **NJ Association of Learning Consultants**

Name _____

Address _____

Phone _____ Email _____

***Regardless of your district policy, registration MUST be accompanied by a check, or it will be returned to the sender.**

District POs MUST be accompanied by a District check or a **personal** check (which will be returned when the district sends a check). *Check your district's requirements for reimbursement and provide your business office with this information.*

To receive confirmation of your registration, a valid email address must be provided.

If you do not receive an emailed confirmation, you are NOT registered.

Morning Sessions: Please select only one morning session	Check Choice
Morning Session #1: Dawn Flanagan, Ph.D. – The Pattern of Strengths and Weaknesses (PSW) Method for SLD Identification: What it is and Why it Should be Used	
Morning Session #2: Isabel Machado, Esq. – Writing Legally Defensible IEPs	
Morning Session #3: Deborah Salzman, Ph.D. – School Refusal: Interventions and Coordination of Care Between Schools, Families and Clinics	
Afternoon Sessions: Please select only one afternoon session	Check Choice
Afternoon Session #1: Dawn Flanagan, Ph.D. – Linking PSW Assessment Findings to Effective Interventions, Educational Strategies, and Resources for Students with Learning Disabilities	
Afternoon Session #2: Isabel Machado, Esq. – Writing Legally Defensible IEPs Repeat of morning session	
Afternoon Session # 3: Kristin Rockwell, M.A. – Aligning Data-Driven Social-Emotional Behavior Interventions to Class and Student Needs	

Status	Price	
Member*	\$100.00	
Nonmember	\$130.00	
Total fee enclosed represents my membership status		\$ _____

To receive confirmation of your registration, a valid email address must be provided.

If you do not receive an emailed confirmation, you are NOT registered.

*All registrations are checked for current member status. Membership year is from July 1 to June 30. If you would like to renew your membership or join ALC, a membership application is available online at www.newjerseyalc.org.

REGISTRATION DEADLINE- Must be received by April 1, 2022

Send registration to: Sue Pensack, 10317 Upper Little Creek Road, Bangor, PA 18013

Registrations sent to other addresses will be returned to the sender

Do not write in this section

Current member? _____ Date received _____

Method of payment: _____ Amount _____ Action Taken _____