



# Arkansas School Psychology Association



**SAVE THE DATE - ASPA SUMMER INSTITUTE 2024**

## **Summer Institute Details**

**Dates:** Thursday, June 6—Friday, June 7, 2024

**Time:** Registration starts at 7:30  
Conference is from 8:00 - 3:30  
Lunch is on your own from 11:00 - 12:30

**Location:** Rogers Public Schools Professional Development Center

**In-Person Cost:** \$100 for ASPA Members  
\$150 for Non-Members  
\$50 for students (limited availability)

**Virtual Cost:** \$150 for both days

## **Meeting Location**

Rogers Public Schools Professional Development Center  
2100 West Perry Road  
Rogers, AR 72758

REGISTRATION WILL OPEN SOON AT [WWW.ASPAONLINE.NET](http://WWW.ASPAONLINE.NET)

## Presenter's Biography—Day 1



Dr. Donna Berghauer is a Florida licensed and Nationally Certified School Psychologist with over a decade of experience working in school and community settings. She is a Past President of the Florida Association of School Psychologists and has remained an active board member since. Her professional interests include systems change, restorative practices, and culturally sensitive assessment and intervention. In her leisure, she enjoys travelling, visiting local coffee shops, and hanging with her fluffy dog, Cosmo.

## Session Descriptions—Day 1

### **From Screening to Intervention: The Tests of Dyslexia (TOD) (90 minutes)**

There is often confusion about the exact components of identifying dyslexia in a reading evaluation. During this session, participants will decipher their local state department of education's dyslexia guidebook to deepen their understanding of the process for assessing dyslexia, as well as acknowledge classification issues regarding dyslexia and specific learning disability in reading. Participants will also preview the new Tests of Dyslexia (TOD™), which is the first comprehensive assessment of dyslexia to support the processes from screening to intervention, eliminating the need to pull tests from different instruments and resources.

As a result of active engagement with this presentation, participants will:

- Define dyslexia and identify its common characteristics;
- State the components of a comprehensive dyslexia evaluation; and
- Expand their assessment toolbox by exploring the TOD, including constructs, rating scales and companion guide. (NASP Practice Domains: 1, 3 and 9)

### **Nonverbal Assessment Showcase (90 minutes)**

Sometimes, traditional psychoeducational assessments are not appropriate for use with individuals who have linguistic, motor, cognitive and/or other developmental limitations. This session will provide an overview of three language-reduced or non-language instruments to equip practitioners with a general understanding of their intended use among special populations. Underlying cognitive ability constructs, battery selection and scoring options, administration guidelines, and examinee response requirements will be reviewed for the Comprehensive Test of Nonverbal Intelligence, Second Edition (CTONI-2), Universal Nonverbal Intelligence Test, Second Edition (UNIT2), and Leiter International Performance Scale, Third Edition (Leiter-3).

As a result of active engagement in this training session, participants will:

- Differentiate language-reduced from non-language tests;
- Distinguish the applicability of the CTONI-2, UNIT2, and Leiter-3 for nonverbal intelligence assessment; and
- Understand differences in the language and motor demands for each instrument, as well as their unique administration procedures and application among special populations. (NASP Practice Domains: 3 and 8)

**Please note the sessions are subject to change and may not be listed in the order in which they will be presented during the 2024 ASPA Summer Institute.**

## Session Descriptions—Day 1 (Continued)

### **Putting the Pieces Together: Revisiting Best Practices in ASD Evaluations (180 minutes)**

Autism spectrum disorder (ASD) is a neurodevelopmental impairment defined by individual brain style differences across one's language/communication, social-emotional responses, interests, and sensory experiences. A person's unique behavioral profile can interfere with their participation in home, educational, and community settings. Under federal law, schools must provide free and appropriate public education for all students and identify and evaluate any child who may need special education and/or related services (Individuals with Disabilities Education Act, 2004). This presentation reviews relevant state (and local – if presenting for a district) standards for conducting special education evaluations particularly for ASD. Discussions include eligibility considerations, multi-disciplinary tools for fulfilling assessment requirements (including pragmatic language skills), and educational planning outcomes.

By attending this session, participants will:

- Deepen their understanding of state special education evaluation requirements, as well as other assessment-based practical, legal, and ethical considerations
- Review specific eligibility criteria and student evaluation components for autism spectrum disorder (ASD)
- Explore a showcase of psychometric instruments available to qualitatively and quantitatively collect data needed for ASD case conceptualization and eligibility determination
- Consider practices in which district teams can streamline assessment practices to better facilitate collaboration across disciplines and to ultimately improve student outcomes (NASP Practice Domains: 1, 2, 10)

## Presenter Biography—Day 2 (Session 1)



Charity Means-Burdess is the Lead School Psychology Specialist and a Special Education Consultant for Rogers Public Schools. She graduated from the school psychology program at the University of Central Arkansas in 1998. She has held various positions in the Arkansas School Psychology Association including Student Representative, Northwest Arkansas Regional Representative President, and Delegate to the National Association of School Psychologists.

## Session Description—Day 2

### **NASP Practice Model (60 minutes)**

Charity will be reviewing information about the NASP Practice Model including the following topics:

1. Overview of the NASP Practice Model
2. Connection of the comprehensive role of school psychologists to student outcomes
3. Strategies for working toward implementation of the model
4. Excellence in School Psychology Services (ESPS) recognition program

**Please note the sessions are subject to change and may not be listed in the order in which they will be presented during the 2024 ASPA Summer Institute.**

## Presenter Biography—Day 2 (Session 2)



Mara Whiteside, Ph.D., is a pediatric neuropsychologist and Assistant Professor in Pediatrics at the University of Arkansas for Medical Sciences. Her clinical work is at the Schmieding Developmental Center in Springdale, AR, and at Arkansas Children’s Hospital in Little Rock, AR. Dr. Whiteside evaluates children for neurodevelopmental and neuropsychological conditions. Her clinical focus is on neurocognitive functioning related to hematology/oncology patients, long-term cancer survivorship, epilepsy surgical workups, and returning to school after medical events. Prior to her appointment at UAMS, she practiced as a school psychologist in Northwest Arkansas. Dr. Whiteside also provides supervision and training for graduate students post-doctoral fellows in psychology and neuropsychology.

## Session Descriptions—Day 2

### **DSM-5 Diagnoses and Educational Eligibility** (120 minutes)

Dr. Whiteside will cover common DSM-5 diagnoses and how those diagnoses translate to educational categories under IDEA. She will discuss challenges in assessment of psychological disorders within a school setting. This session will focus primarily on neurodevelopmental disorders, mood disorder, obsessive-compulsive disorders, and anxiety disorders and how they might present educationally.

### **Neurodevelopment** (90 minutes)

Dr. Whiteside will cover typical neurodevelopment, from fertilization to early developmental years. This presentation will review neuroanatomical structures as well as principles of neural development. Attendees will also learn about neurological dysfunctions that occur at different stages of neurodevelopment when the process is interrupted. Assessment of neurodevelopmental disorders will also be reviewed.

### **Developmental Trauma Disorder** (90 minutes)

Dr. Whiteside will review developmental trauma disorder (DTD), a proposed DSM-5 disorder that is still under review. She will highlight proposed symptoms of DTD, including neurobehavioral outcomes of early trauma. This talk will cover aspects of early attachment, trauma disorders, and effective treatments of trauma in young children.

**Please note the sessions are subject to change and may not be listed in the order in which they will be presented during the 2024 ASPA Summer Institute.**



**Hobbs State Park**



**DEFY Rogers**



**Lake Atalanta Park**

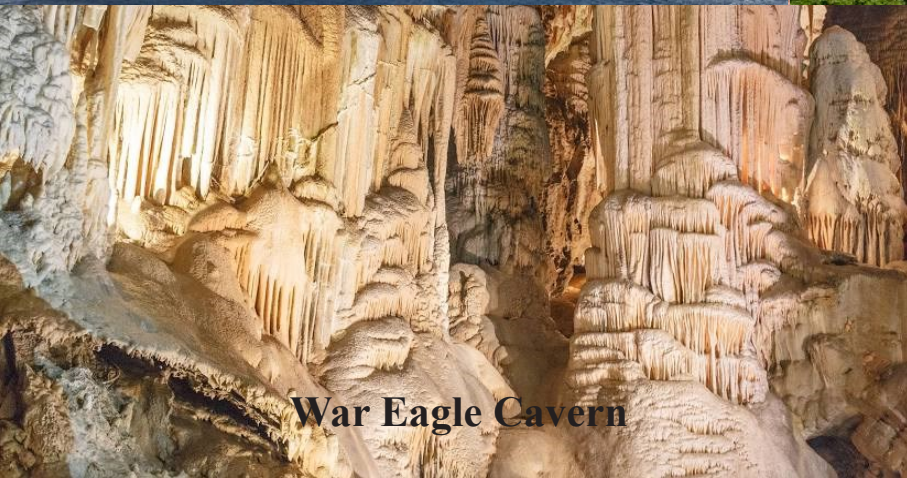
# SUMMER *Vacation*



**Daisy Airgun Museum**



**Rogers Aquatic Center**



**War Eagle Cavern**



**Crystal Bridges Museum**