

**National Association of School Psychologists
2014 Annual Convention
February 18-21, Washington, DC
UBC SCPS Participation**

Presentation type: Poster

Title: PO317: Family-School Partnerships and Positive Behaviour Support: An Effective Combination (Session 8: Consultation and Collaboration with Educators and Parents)

Abstract: This poster describes a model for positive behaviour support infused with principles of family school partnership. The literature for building strong relationships between families and schools describes important features that fit very well into the context of positive behaviour support. A proposed model of FSP-PBS is described along with the initial results of a single-subject design research study examining the use of this model.

Facilitator name: Jessica Parker

Date: Friday, February 21, 2014

Time: 11:30 AM–1:00 PM

Presentation type: Paper

Title: PA096: Teacher-led Academic Intervention and Student-Teacher Relationship Quality

Abstract: We will present the results of a study investigating if differential change in student-teacher relationship quality when students with academic and behavioral concerns participate in teacher- vs. graduate research assistant-led oral reading fluency interventions. Session attendees will learn about evidence-based oral reading fluency interventions, ways to improve student-teacher relationship quality, and the social and behavioral effects of academic interventions.

Facilitator names: Sterett Mercer, Alyssa Idler, & Jamie Bartfai

Date: Tuesday, February 18, 2014

Time: 1:00 PM–1:50 PM

Presentation type: Poster

Title: P0765: Emotional Disturbance Policy Social Maladjustment and Staff Knowledge (Session 3: Recent Developments in Assessment and Research)

Abstract: In this presentation we will describe findings from our study regarding state regulatory trends toward the usage of the federal definition of Emotional Disturbance (ED) which includes the Social Maladjustment (SM) exclusion. We will highlight findings about state education agencies that broadened their definition of ED to include students with behavioral disorders, a national sample of school staff asked about the exclusion clause' use in their schools, and assessments developed to tease apart these 'disorders'.

Facilitator names: Allison Cloth & Steven Evans

Date: Thursday, February 20, 2014

Time: 9:30 AM-11:00 AM

Place: Board #12, Exhibit Hall B South Marriott

Presentation type: Paper

Title: PA036: Simple and Deep Vocabulary Instruction in Reading Interventions for ELLs

Abstract: An alternating treatments design study examining the efficacy of adding simple and complex vocabulary components to reading interventions in order to enhance English Language Learners' (ELLs) reading comprehension will be presented. Rationale for the study and its research design will be outlined, and results will be discussed. Participants will learn about the importance of vocabulary instruction for ELLs, and ways that effective instructional techniques can be applied to brief reading interventions.

Facilitator names: Sterett H. Mercer; Rhonda Geres-Smith

Date: Thursday, February 20, 2014

Time: 10:00 AM-10:50 AM

Presentation type: Participant Information Exchange Session

Title: PI041: Connecting or Disconnecting: Schools and Parents of Children with ASD

Abstract: This session will examine the impact of school-parent communication with regards to students with ASD. The role of the school psychologist in promoting positive interactions between schools and parents, as well as strategies to meet the needs of children with ASD through school-based services that involve parents will

be discussed. Attendees will acquire techniques that can be used to build partnerships between schools and parents so as to support the functioning of students with ASD.

Facilitator names: Anna Bowers & Laurie Ford

Date: Thursday, February 20, 2014

Time: 2:00 PM – 2:45PM

Presentation type: Symposium

Title: SY047: Sharing the Student Voice: Student Perspectives on Assessment and Identification

Abstract: The student voice in research is often overlooked. In this symposium, results of a series of studies across the U.S. and Canada, from the perspectives of students who participated in Response-to-Intervention (RTI) and/or Tier 3 psychoeducational assessments, are highlighted. The session concludes with recommendations and implications, as well as discussion of strategies to improve the assessment process for our students and within our future professional practice.

Facilitator names: Stephanie L. Schmitz (University of Northern Iowa); Laurie Ford; Kerri L. Clopton (University of Northern Iowa); Anna Bowers; Simon Lisaingo; Dana Dymtro; Angelina Lee; Anna McGee (University of Northern Iowa).

Date: Thursday, February 20, 2014

Time: 11:00AM–12:20PM