

Meeting of the Minds

The Meeting of the Minds gathers to synthesize the research regarding response to intervention, school neuropsychology, cognitive sciences, and dyslexia into a national model school district policy for specific learning disabilities. The group is an idea based on the needs of school psychology practitioners that has developed into a multi-disciplinary community of professionals. Its purpose is to support evidence-based and effective school district guidelines for children with SLD. Its goal is to provide the results of their collaboration to the public.

The Meeting of the Minds rejects the IQ/achievement discrepancy model and promotes Response to Intervention (RTI) and “Pattern of Strengths and Weaknesses” (PSW) methodologies. Many practitioners do not understand PSW as well as they understand RTI; federal law allows school teams to use alternative, research-based procedures to identify specific learning disabilities, yet the law gives little guidance regarding PSW.

The “Minds” sessions are included in the price of admission. CASP encourages school psychologists to bring their PPS colleagues, administrators, even parents and teachers to hear the latest from the Meeting of the Minds.

The Meeting of the Minds is sponsored by:



Here is what the “Minds” plan to discuss at the CASP Convention and the tentative schedule, which is subject to change:

Thursday, October 25, 8:15 a.m.:

General Session: Elaine Fletcher-Janzen: The Meeting of the Minds: Common Elements for Determining Eligibility and Disability.

The Meeting of the Minds conference indicates a positive direction in the field of school psychology. It represents professionals working together to create a consolidation of research-based ideas on how our field is to progress in determining eligibility for special education services and disability status. While there are many ways to envision the appropriate method of determining cognitive processing strengths and weaknesses, there are also common elements that create a powerful message to safeguard the rights of children who are experiencing difficulties in school. Where do we meet? and how do we go forward to lead our field to good policy and practice?

10 a.m. – 12 p.m. Your choice of two sessions

Neurodevelopmental Model of Assessment and Service

After the General Session, Dr. Fletcher-Janzen will hold a two-hour session on the Neurodevelopmental Model of Assessment and Service. This session will introduce this model, that seeks to consolidate what we have learned from past models of assessment, translate neuroscience into practice, adopt evidence-based interventions for findings, and to measure outcomes in a practical and meaningful way. The



Neurodevelopmental Model, which is derived from the World Health Organization's International Classification of functioning, is a framework for the practice of single-case study. It requires the translation of relevant neuropsychological information to enhance sensitivity and specificity of the determination of disability, and drive interventions that demonstrate positive outcomes in quality of life. The Model is designed to be parsimonious and easy to understand from a practical field-based perspective.

Elaine Fletcher-Janzen, Ed.D., NCSP, ABPdN, obtained her doctorate in School Psychology from the College of William and Mary in 1993, and has been a school psychologist in the public schools, neuropsychiatric inpatient, and university settings for the past 27 years. Dr. Fletcher-Janzen received her Diplomate in Pediatric Neuropsychology in 2010. She is currently a Professor of School Psychology at the Chicago School of Professional Psychology, Chicago, Illinois.

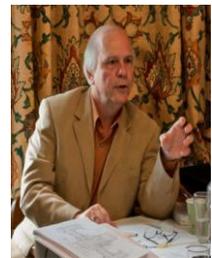
Dr. Fletcher-Janzen has co-edited and authored sixteen books and reference works including the *Encyclopedia of Special Education* (Wiley) and the *Diagnostic Desk Reference of Childhood Disorders* (Wiley). She has recently published the *Neuropsychology of Women* (Springer), the third edition of the *Handbook of Clinical Child Neuropsychology* (Springer), and *Neuropsychological Perspectives on the Diagnosis of Learning Disabilities in the Era of RTI* with John Wiley & Sons.

Dr. Fletcher-Janzen's research interests address cross-cultural aspects of cognitive abilities, the impact of socioeconomic status on intelligence scores and the identification of learning disabilities, neuropsychological aspects of chronic illness, and the systematic management of pediatric chronic illness in school and clinical settings.

Dr. Fletcher-Janzen's presentation is sponsored by 

Advances in Neuropsychologically Oriented Assessment Practices

Dr. George McCloskey's presentation will provide a comprehensive model and discuss the impact of executive functions on learning, behavior and classroom production. He will demonstrate ways to assess executive function difficulties and methods for helping children with these difficulties to improve their behavior and academic performance, either through teacher assistance or through increasing their capacity for self-regulation.



George McCloskey, Ph.D., is a professor and director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine. Dr. McCloskey is the lead author of *Assessment and Intervention for Executive Function Difficulties* (2009) and author of *Essentials of Executive Functions Assessment* (2009). He directed the development of the WISC-IV Integrated.

Dr. McCloskey's appearance is sponsored by 

Thursday, 1:30 – 4:30 p.m. Your choice of two sessions

Methods of SLD Identification: Promises and Pitfalls

Dr. Nancy Mather's session will focus on the fundamental facts we know about reading disabilities, as well as the current issues that are confronting the field. She will discuss the role of RTI; the need for comprehensive assessments, including assessment of cognitive and



linguistic processes; the importance of identifying strengths and weaknesses for selecting instructional interventions; the importance of using differentiated instructional methodologies; and the need for highly trained, competent reading teachers.

The second portion of Dr. Mather's presentation will be:

Useful Features of the WJ III for SLD Identification Title: Useful Features of the WJ III for Accurate SLD Identification

In this session, Dr. Mather will explain the unique features of the WJ III that can help in the identification of specific learning disability (SLD). The different discrepancy and variation procedures will be explained. The relevance and importance of assessing strengths and weaknesses in performance as part of a comprehensive evaluation will be discussed, as well as how the identification of processing deficits can contribute to accurate SLD diagnosis. A case study will be used to illustrate the main interpretive features. Participants should be familiar with the administration and scoring of the WJ III.

Dr. Mather is a professor at the University of Arizona. She is a co-author of the Woodcock-Johnson tests (3rd Edition). She has authored and edited books on assessment and intervention including *The Essentials of Dyslexia Assessment and Intervention* (2011) and *Comprehensive Evaluations: Case Reports for Psychologists, Diagnosticians, and Special Educators* (2011).

Dr. Mather's presentations are sponsored by



Translating Science to Service: Practitioners Putting RTI and PSW into School District Procedures

Jim Hanson and Karen Apgar will explain how Oregon worked with Meeting of the Minds participants and other stakeholders (LDA, IDA, OSHA, etc.) to develop district SLD guidelines using RTI and Pattern of Strengths and Weaknesses methodologies. They clarify the relationship between dyslexia and “alternative, research-based methods” for identifying specific learning disabilities (SLD). Participants will learn how Oregon school teams develop appropriate hypotheses for comprehensive evaluations, discuss how “hybrid” RTI and PSW and “simple” PSW evaluations affect eligibility, and see examples of reports from non-confidential student assessments.

Mr. Hanson is a school psychologist in Portland Public Schools. He is a three-time past president of the Oregon School Psychologists Association (OSPA) and the current vice president of the Oregon Branch of the International Dyslexia Association. Mr. Hanson chairs the Meeting of the Minds summits. Ms. Apgar is a school psychologist in the Eugene 4J School District in Oregon. She is the co-author of Eugene 4J SLD Guidelines. She served on the OSPA board from 1995 to 2000 and from 2007 to 2011.

Friday, October 26:

8:30 a.m.

Meeting of the Minds Forum

This panel discussion, hosted by CASP President Brandon Gamble, will include all presenting members of the Meeting of the Minds. Audience members are encouraged to ask questions of the presenters and to offer their opinions on the current research.

10 a.m. – 12 p.m. Your choice of two sessions

Identifying Processing Strengths and Weaknesses Through Selective, Cross Battery Assessment

Dr. Milton Dehn will discuss how different cognitive processes are related to specific academic skills; how to identify processing deficits through standardized testing; how to assess processing through observation and interviewing; how working memory and other memory components are the core processes; how to select evidence-based interventions and modifications for processing disorders; and how processing interventions are consistent with RTI.



Dr. Dehn is a nationally recognized expert on processing assessment and working memory. He is the author of *Essentials of Processing Assessment* (2006), *Working Memory and Academic Learning: Assessment and Intervention* (2008), and *Long-Term Memory Problems in Children and Adolescents: Assessment, Intervention, and Effective Instruction* (2010).

Dr. Dehn's presentation is sponsored by  **MHS**

A Multi-Source, Multi-Method Approach to SLD Identification in the Era of RTI

Dr. Dawn Flanagan's workshop will demonstrate what has become known as the "third method" for SLD identification. The "Pattern of Strengths and Weaknesses" component of third method approaches will be discussed and the Hypothesis-Testing CHC Approach to SLD identification will be presented within the context of an RTI service delivery model.



Dr. Flanagan is Professor of Psychology at St. John's University in NY and Clinical Assistant Professor at Yale Child Study Center. Her recent books include *Essentials of Specific Learning Disability Identification* (2011) and the forthcoming 3rd ed. of *Essentials of Cross-Battery Assessment*. Dr. Flanagan is co-developer of the Cross-Battery Approach as well as a comprehensive, evidence-based operational definition of SLD.

Dr. Flanagan's appearance is sponsored by 

2 p.m. – 5 p.m. Your choice of two sessions

Evidence-based Evaluation of English Language Learners: Moving Beyond the Verbal-Nonverbal Dichotomy

Dr. Samuel Ortiz will speak on English Language Learners/Development and how language and culture affect learning disabilities assessment. He will help attendees understand linguistic and cultural acquisition and appropriate three-tiered, research-based interventions for English Language Learners. Dr. Ortiz will explain how "Pattern of Strengths and Weaknesses" neuropsychological methods can be applied to English Language Learners, and demonstrate how RTI and PSW affect eligibility and intervention in special education.



The second portion of Dr. Ortiz's presentation will be:

Using the WJ III and Bateria II in ELL Assessment: A Bilingual Evaluation Case Study

This workshop will present a guided case study that illustrates the use of the WJ III and the Bateria III as the main components of a comprehensive evaluation conducted on an English learner. The case study will highlight the basic procedures involved in conducting an evaluation that meets legal requirements, is based on contemporary views of learning disability, rests on evidence-based methods, establishes validity of the results and complies with best practices for “bilingual” assessment.

Dr. Ortiz is Professor of Psychology at St. John's University, New York. He is the coordinator of St. John's University bilingual tracks. His recent books include *Assessment of Culturally and Linguistically Diverse Students: A Practical Guide* (2005), and *Essentials of Cross-Battery Assessment, 2nd Edition* (2007).

Dr. Ortiz's appearance is sponsored by



Executive Functioning: The Hidden Learning Disability **John Garruto and Andrew Shanock**

This workshop will provide attendees with the knowledge and skills to address the needs of children with executive functioning issues, including working memory. The definition, assessment, and remediation strategies will be detailed. Case studies, within the context of Cattell-Horn-Carroll theory and cognitive hypothesis testing method will be discussed. The advances in school-based neuropsychological assessments and legislative advocacy for comprehensive evaluations in New York State will also be outlined.

John Garruto, D.Ed., NCSP is currently a school psychologist for an elementary school in the Oswego City School District, NY, and an adjust professor in the Counseling and Psychological Services Department at the State University of New York College at Oswego. Dr. Garruto has co-authored a chapter in *The Neuropsychology of Emotional Disorders* and authored a chapter in *Comprehensive Evaluations: Case Reports for Psychologists, Diagnosticians, and Special Educators*. His professional interests include cognitive and neuropsychological assessment in the identification of learning disability, cognitive behavioral therapy for anxiety disorders, and legal/professional issues in school psychology.

Andrew Shanock, Ph.D., is an associate professor of school psychology at the College of Saint Rose in Albany NY. He specializes in cognitive and academic assessment. Prior to teaching, Dr. Shanock worked for several years within the public, parochial, and charter schools systems located in urban, suburban, and rural areas. His current focus is to encourage greater collaboration between speech language pathologists and school psychologists when doing evaluations. He consults with several districts on the implementation of Response to Intervention policies and procedures as well as the development of Instructional Support Teams.

Like a three-ring circus, these sessions will be held while CASP's offerings – workshops, mini-skills workshops, papers, posters and panels are being held. To develop your Convention schedule, please visit the CASP website at www.casponline.org.