



**NJASP WINTER CONFERENCE**

**Friday, December 9, 2016**

Crown Plaza Monroe South Brunswick  
390 Forsgate Dr, Monroe Township, NJ 08831

**Keynote: Maurice Elias, Ph.D. Rutgers University**

ESSA, School Climate, and Social-Emotional Competence and Character: Opportunities and Challenges for the Role of School Psychologists

**Program Schedule:**

**7:45-8:45**

Registration/  
Continental Breakfast/  
Exhibits

**8:45-11:30**

AM Workshops

**11:30 - 12:45**

Networking/Lunch  
Keynote Address

**12:45 - 3:30**

PM Workshops

6 hours of Continuing  
Professional  
Development (CPDs)

**WORKSHOPS**

Caitlin Colandrea

Response to Intervention and the Changing Role of the School Psychologist - *Reading Interventions*

Caitlin Colandrea

Response to Intervention and the Changing Role of the School Psychologist - *Math Interventions*

Maurice Elias

10 Ways to Create Positive Change in School Climate and Student Outcome

Joseph C. Hewitt

Psychiatric Consultation in Schools: Can We Talk About Meds?

Jenelle Nissley-Tsiopinis

My What is Due When? And Where is it? Treating Organization, Time Management and Planning Deficits in Children and Adolescents with ADHD

Allen H Weg

Anxiety and School Avoidance: A Primer for School Personnel

Robert Zambrano & Jennifer Kennedy

Managing Anxiety within the Classroom

*Workshop descriptions and speaker bios below*

**REGISTER ONLINE AT [WWW.NJASP.ORG](http://WWW.NJASP.ORG)**

## WORKSHOP DESCRIPTIONS AND SPEAKER BIOS:

### Keynote

#### **ESSA, School Climate, and Social-Emotional Competence and Character: Opportunities and Challenges for the Role of School Psychologists**

**Dr. Maurice Elias**

ESSA gives schools license to assess and address their culture and climate, and students' social-emotional, or "noncognitive," skills and character. What role can, and should, school psychologists play as the possibilities unfold? What are the necessary competencies and structures for school psychologists to be game-changing leaders toward creating promising practices and state and National Schools of Character and Excellence?

***Dr. Maurice Elias** is Professor and Director of Clinical Training, Psychology Department, Rutgers University, Academic Director of Rutgers' Civic Engagement and Service Education Partnerships Program (CESEP; [engage.rutgers.edu](http://engage.rutgers.edu)), Coordinator of Rutgers' Internship Program in Applied, School, and Community Psychology, Past President of the international Society for Community Research and Action/Division of Community Psychology (27) of APA, Director of Rutgers Social-Emotional Learning Lab, Coordinator of Improving School Climate for Academic and Life Success (ISCALS) at Rutgers' Center for Applied Psychology, and Founding Member of the Leadership Team for the Collaborative for Academic, Social, and Emotional Learning. Books include *Emotionally Intelligent Parenting* (2000), *Bullying, Peer Harassment, and Victimization in the Schools: The Next Generation of Prevention* (Haworth, 2003), *the Social Decision Making/Social Problem Solving Curricula for Elementary and Middle School Students* (2006), *The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom* (Corwin, 2006). He collaborated with storytellers in the U.S. and Israel, and a prominent Israeli School Psychologist, to create a book for young children: *Talking Treasure: Stories to Help Build Emotional Intelligence and Resilience in Young Children* (2012). He is a licensed psychologist in NJ and writes a blog on Social-Emotional and Character Development (SECD) for the George Lucas Educational Foundation.*

## Morning Workshops

8:45 -11:30 AM

### WORKSHOP A:

#### Response to Intervention and the Changing Role of the School Psychologist - Reading Interventions

Caitlin Colandrea, Old Bridge Township Public Schools

Dr.Colandrea's PM workshop D will focus on math interventions; you may choose either or both.

This workshop will discuss the various components of a Response to Intervention (RTI) framework and how school psychologists can utilize their skills and knowledge to transform a district. Participants will be provided with information pertaining to the implementation of RTI and how to successfully provide educational supports and interventions to struggling students. The presenter will showcase how the role of the school psychologist as a consultant can maximize the success of RTI implementation. Participants will learn how to communicate goals with staff and gain buy-in for RTI initiatives. The presenter will discuss the importance of utilizing data to inform decisions and how to investigate and select evidence-based interventions.

*This session will help participants*

- Understand the impact that RTI can have on school districts
- Understand the role of the school psychologist as a consultant
- Understand how to utilize program evaluation to transform school frameworks

*Dr. Colandrea currently works for Old Bridge Township Public Schools in Old Bridge, New Jersey. In her time at Old Bridge she worked as a school psychologist for three years before being promoted to a district Supervisor of Intervention Services with the task to implement a Response to Intervention framework within 12 elementary schools and two middle schools. She received her Masters in Education Psychology and Professional Diploma in School Psychology from Kean University and her Doctorate in School Psychology from Fairleigh Dickinson University. Dr. Colandrea's areas of expertise include: Program evaluation, co-teaching, Response to Intervention (RTI) implementation, Positive Behavioral Interventions and Supports (PBIS), data-based decision making, academic and behavioral interventions, reading interventions and literacy instruction at the elementary level, professional development, supervision and evaluation, assessment, and data management systems.*

## **WORKSHOP B:**

### **Psychiatric Consultation in Schools: Can We Talk about Meds?**

**Joseph Hewitt, D.O.**

This talk will cover the range of student situations where a child psychiatrist might be consulted crossing the entire school-age lifespan from pre-school thru high school. Also, the primary mental health disorders including ADHD, Mood disorders, Anxiety, other Externalizing Behavioral diagnoses, as well Autism Spectrum Disorder and their treatments with a specific emphasis on pharmacologic interventions will be covered.

*Dr Joseph Hewitt is a Board Certified Child, Adolescent, and Adult Psychiatrist who has been providing school-based psychiatric consultation to public schools in South Jersey for the past 15 years. This work has included: evaluations for special education eligibility and related supports; threat assessments; forensic consultation; on-site collaboration with Child Study Team staff, guidance counselors, school-based mental health programs, as well as teachers and administrators; and on-going direct treatment to students who are an at-risk population identified as needing more intensive mental health services.*

## **WORKSHOP C:**

### **Anxiety and School Avoidance: A Primer for School Personnel**

**Allen Weg**

***Stress and Anxiety Services of New Jersey***

Students may avoid or refuse to attend school for a variety of reasons. Familiarizing oneself with the varying childhood anxiety disorders and identifying other particulars behind school refusal helps to determine the response and treatment of this problem. This presentation will review the various reasons why students exhibit school refusal, and the differing and specific protocols for addressing the problem, not only through didactic presentation, but also through the use of illustrative exercises.

*This session will help participants*

- Participants will better be able to identify school refusal utilizing specific criteria
- Participants will better be able to assess childhood anxiety disorders and how they relate to the dynamics of a school refusal problem .

- Participants will increase their ability to treat school refusal with the use of cognitive behavioral strategies such as grounding and relaxation training, cognitive restructuring, application of hierarchical exposure work, and behavioral contracting and motivational interviewing, and will also be better able to judge the application of school accommodations.

*Dr. Allen Weg, a NJ Licensed Psychologist, is Director of Stress and Anxiety Services of New Jersey, with offices in East Brunswick and Springfield; President of OCD New Jersey, the affiliate of the International OCD Foundation; and author of "OCD Treatment Through Storytelling."*

## **Afternoon Workshops**

**12:45 - 3:30 PM**

### **WORKSHOP D:**

#### **Response to Intervention and the Changing Role of the School Psychologist - Math Interventions**

**Caitlin Colandrea, Old Bridge Township Public Schools**

Dr. Colandrea's AM workshop A will focus on reading interventions; you may choose either or both

This workshop will discuss the various components of a Response to Intervention (RTI) framework and how school psychologists can utilize their skills and knowledge to transform a district. Participants will be provided with information pertaining to the implementation of RTI and how to successfully provide educational supports and interventions to struggling students. The presenter will showcase how the role of the school psychologist as a consultant can maximize the success of RTI implementation. Participants will learn how to communicate goals with staff and gain buy-in for RTI initiatives. The presenter will discuss the importance of utilizing data to inform decisions and how to investigate and select evidence-based interventions.

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- Understand the impact that RTI can have on school districts
- Understand the role of the school psychologist as a consultant
- Understand how to utilize program evaluation to transform school frameworks

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*She received her Masters in Education Psychology and Professional Diploma in School Psychology from Kean University and her Doctorate in School Psychology from Fairleigh Dickinson University. Dr. Colandrea's areas of expertise include: Program evaluation, co-teaching, Response to Intervention (RTI) implementation, Positive Behavioral Interventions and Supports (PBIS), data-based decision making, academic and behavioral interventions, reading interventions and literacy instruction at the elementary level, professional development, supervision and evaluation, assessment, and data management systems.*

## **WORKSHOP E:**

### **10 Ways to Create Positive Change in School Climate and Student Outcomes**

**Maurice Elias, Rutgers University, Rutgers Social Emotional Learning Lab**

This workshop will present 10 specific, proven actions that school psychologists can integrate into their existing roles to take advantage of the opportunities ESSA provides to address school climate and students' social-emotional and character development (SECD). See which one – or more—you can add to what you are currently doing and begin to transform – or further transform—your role.

## **WORKSHOP F:**

### **Managing Anxiety within the Classroom**

**Robert Zambrano and Jennifer Kennedy**

**Stress and Anxiety Services of New Jersey, LLC**

Anxiety disorders do not always present the way one would think within the classroom. Learn to quickly and accurately identify the symptoms of the anxiety disorders that commonly plague teachers, counselors, school psychologists, and other school professionals through an interactive and practical workshop. Discuss what treatments have been shown to successfully reduce anxiety in children, and how to utilize interventions within the school that will maximize the academic and psychological functioning of students with anxiety disorders. And when children and their families require a higher level of care, learn all about the most effective treatments and types of professionals to look for.

- Recognize the signs of common anxiety disorders that affect children within the academic environment
- Strengthen existing skills to manage these symptoms in an academic setting
- Learn more about how to refer children and families to the appropriate professionals in order to maximize the child's overall academic and psychosocial functioning

*Both **Dr. Zambrano and Dr. Kennedy** work for Stress and Anxiety Services of New Jersey, where they specialize in treating children, adolescents, and adults with anxiety disorders. They have extensive experience working with school systems to help improve the functioning of children and adolescents, especially with disorders such as school refusal, phobias, and obsessive-compulsive disorder.*

**Full Day Workshop**  
**8:45 AM - 3:30 PM**

**WORKSHOP G: Full Day**

**My What is Due When? And Where is it? Treating Organization, Time Management and Planning Deficits in Children and Adolescents with ADHD**

**Janelle Nissley-Tsiopinis**

This session will describe the principles underlying effective organization, time management and planning interventions for children with ADHD. It will overview the research-evidence for one of these interventions, the Organizational Skills Training Program developed by Drs. Howard Abikoff and Richard Gallagher and will train participants to administer this intervention to late elementary school students.

*This session will help participants*

- Describe the organization, time management and planning (OTMP) deficits commonly shown by children and adolescents with ADHD.
- List the clinical principles underlying the Organizational Skills Training Intervention that are essential to its design and important for effective implementation of the intervention
- Describe aspects of the OST intervention which are used to address deficits in each of the following areas: Tracking Assignments, Managing Materials, Managing Time, and Planning for Long Term Projects

***Jenelle Nissley-Tsiopinis, PhD***, is a child clinical psychologist at Children's Hospital of Philadelphia. She was a clinician administering the Organizational Skills Training (OST) Intervention in the NIMH funded RCT, a co-investigator for a middle school, school-based OST development grant, and collaborates with Drs. Abikoff and Gallagher in further developing OST.

## **Registration Information**

### **Early Bird**

For NJASP Member only \$110.00 **available until 11/11/16**

### **Pre-registration**

NJASP members	\$120	Students*	\$55
Non-members	\$175	Conference/New Member Deal**	\$165

### **On-Site Registration**

NJASP members	\$140	Students* \$60	Non-members \$195
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\*requires code from faculty advisor

\*\*only available to NEW members who qualify for full membership

Conference attendees will receive 6 CPDs. NJASP is a New Jersey Department of Education Registered Professional Development Provider #204. NJASP is a NASP Approved Provider #1014.

Members of the school psychology associations of PA, NY, MA, ME and CT can attend at the members' rate in accordance with NASP's NE Regional State Association Conference Sharing Agreement.



## General Information:

- Whether you plan to pay by credit card or school district Purchase Order (PO), you will need to register on-line. Go to [www.njasp.org](http://www.njasp.org) to register online with credit or debit card. You will not receive confirmation of receipt of your registration unless you register online at [www.njasp.org](http://www.njasp.org). Information for submitting PO processing is below.
- In order to streamline the conference registration process and move towards greener practices, paper/mail registrations are discouraged. However, if it is impossible for you to register online, please email [teravid@yahoo.com](mailto:teravid@yahoo.com) for assistance.
- A copy of the registration form is included below should you need to print and submit it to your district.
- NJASP Federal I.D. #22-2359102. You will also be able to print out a copy of your online registration form.
- Cancellation policy: To receive a refund, you must email: [teravid@yahoo.com](mailto:teravid@yahoo.com) by December 2, 2016. Please see [www.njasp.org](http://www.njasp.org) for information regarding NJASP's grievance policy.
- Additional information for PO Processing:
  1. Complete the conference registration form online. Be sure to select the morning and afternoon sessions for the day(s) of attendance.
  2. Print the completed registration form and give it to the appropriate contact at the school district for processing of the PO. If you do not follow up with an online registration, we will not have record of your registration.
  3. The Purchase Order, with the registration form(s) attached, may be sent electronically to [melissa.norrbom@gmail.com](mailto:melissa.norrbom@gmail.com). Electronic (email) submission preferred. If you are unable to email, you may mail the P.O. to NJASP, PO Box 9658, Hamilton, NJ 08650. An invoice will be generated that will be sent to the registrant's email address and you should forward that invoice to your business office. The Purchase Order includes an e-mail address an invoice for payment can also get forwarded directly to your business office.

This is to apprise you that the New Jersey Association of School Psychologists is a volunteer, professional, statewide, non-profit association organized and certified to provide members of the school psychologist profession with opportunities for continuing professional development. As such, it is not subject to the recent Business Regulation Certification Act per P.L. 2004, c.57, II. c. For your records, our tax identification number is 22-2359102.

Questions:

Contact Terry at: [teravid@yahoo.com](mailto:teravid@yahoo.com)

Crowne Plaza  
390 Forsgate Dr  
Monroe Township, NJ 08831  
(609)655-4775

## Registration Form

Name: \_\_\_\_\_ Job Title: \_\_\_\_\_ Employer \_\_\_\_\_

Address \_\_\_\_\_ City, State, Zip \_\_\_\_\_

Phone \_\_\_\_\_ Email address \_\_\_\_\_

Membership Status \_\_\_\_\_

Faculty signature (student) \_\_\_\_\_

Special Arrangements/Diet \_\_\_\_\_

<b>Morning Workshops:</b>	<b>Session pick one</b>
<b>A: Response to Intervention and the Changing Role of the School Psychologist - <i>Reading Interventions</i></b>	
<b>B: <u>Psychiatric Consultation in Schools: Can We Talk about Meds?</u></b>	
<b>C: <u>Anxiety and School Avoidance: A Primer for School Personnel</u></b>	
<b>Afternoon Workshops:</b>	
<b>D: Response to Intervention and the Changing Role of the School Psychologist - <i>Math Interventions</i></b>	
<b>E: 10 Ways to Create Positive Change in School Climate and Student Outcomes</b>	
<b>F: Managing Anxiety within the Classroom</b>	
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<b>G: My What is Due When? And Where is it? Treating Organization, Time Management and Planning Deficits in Children and Adolescents with ADHD</b>	

