RIVIER UNIVERSITY

**DIVISION OF EDUCATION**

# **SPECIALIST IN THE ASSESSMENT OF INTELLECTUAL FUNCTIONING PROGRAM**

AND

**ASSOCIATION OF SPECIALISTS IN ASSESSMENT OF**

**INTELLECTUAL FUNCTIONING (ASAIF)**

[**http://www.asaif.net**](http://www.asaif.net)

**Comments on Reports 5/1/17 # 261**

**Usual and Customary Reminder:** A message from my address with a generic subject line similar to "Hi," "Hello," "Help," "Immediate Assistance," or "Dearest Friend" is almost certainly a spoof that should be deleted unopened. I try to avoid sending messages with generic or blank subject lines, and I seldom open such messages. I have given up overnight travel, so a message saying I did travel, was robbed, and need you to send me money would definitely be a scam (although I am always happy to be sent money).

**New Note:** I have been told that some computers require us to use CONTROL + click rather than just click to open links in these *Report Comments.* I have no idea what that means, but it is apparently important.

The **Association of Specialists in Assessment of Intellectual Functioning (ASAIF)** sponsors educational activities supporting the assessment of intellectual functioning, including this newsletter, co-sponsored by the Specialist in Assessment of Intellectual Functioning program at Rivier University,[[1]](#footnote-1) evening snack-and-training events called "Shorties," and workshops. **ASAIF is now authorized by NASP to provide CPD credits.**.

**If you have topics on which you would like ASAIF to do a workshop or Shorty, please tell me at** [johnzerowillis@yahoo.com](mailto:johnzerowillis@yahoo.com)**. We have worked with school districts to co-sponsor workshops in the districts. We are happy to travel outside New Hampshire if someone wants to pay the speaker's travel expenses. We have traditionally offered Shorties on Friday evenings. If there is any chance that you might attend a Shorty some time, please let me know what evening(s) you prefer and what topics would capture your interest.**

If you are reading a bootleg version of this newsletter and wish to receive your own free copies, email me at [johnzerowillis@yahoo.com](mailto:johnzerowillis@yahoo.com). Back issues of the newsletter are archived at the ASAIF Website under "Reports" and at <http://www.myschoolpsychology.com/johns-blog-2/>. The ASAIF Website also includes opinion columns, such as "Have a WRAT for Lunch," and information on ASAIF workshops. The [www.myschoolpsychology](http://www.myschoolpsychology) site includes legal information from Guy McBride and assessment information from Ron Dumont as well as tons of school psychology and special education links and other information.

**Currently Scheduled ASAIF Conferences**

***Assessments of Phonological Deficits* presented by Elaine Holden, Ph.D., FAOGPE**, at the Masonic Building, 200 Main Street, Nashua, NH, May 12, 2017, from 5 to 8 p.m.

***Dyscalculia: Tales from the Amazon: Neuroscience, Numbers, and a* Newt presented by Sara Stetson, Ed.D.**, at theHartmann Learning Center (Located in the Etz Hayim building) 1½ Hood Road, Derry, NHJune 1, 2017,**from** 5:00 p.m. to 8:00 p.m.

**CONTENT**

**Leiter-3 Errata.** Daniel McFadden, Manager of Customer Support at PAR, Inc., kindly sent a notice that "Stoelting Co. recently notified [PAR] that a number of corrections have been made in the manual." (I share joint custody of a Leiter-3 kit purchased from PAR) The number is 10. They kindly sent replacement pages to be inserted in our manuals. "Additional copies can be obtained as a download from the product page on our Web site: <http://www4.parinc.com/Products/Product.aspx?ProductID=LEITER-3>." I checked and the download is there. So far, so good and a nice validation of my Rule 17 (Keep obsessively checking publishers' Web sites for all the tests that you use.) and Rule 18 (Forge close personal ties with the person in your office who actually sends out the POs to purchase tests because that is the person who will receive notices of errata and addenda and who may or may not pass them along to you.) The first change is on p. 55 of the Manual, Figure 2.3: Score Conversion of Subtests. They give an example of someone who earned scaled scores of 10, 9, 11, and 8 for a total of 38. Below is my attempt to show the allegedly erroneous original and the new, improved correction.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Version** | **Cognitive Composite** | **Sum of 4 Scaled Scores** | **Nonverbal IQ/Composite Score (Appendix D.1** | **Percentile (Appendix F)** | **\_\_% Confidence Interval Range (Appendix D.3)** |
| *Original* | Nonverbal IQ | **38** | **95** | **37** | **89 -101** |
| *Correction* | Nonverbal IQ | **38** | **96** | **37** | **89 -101** |

You will note with sorrow that, although the IQ has changed from 95 to 96, the percentile rank has remained 37 rather than increasing to the 39 given in Appendix F. Similarly, the \_\_% Confidence Interval was left at 89 – 101, rather than being changed to 90 – 102, as provided in Appendix D.3. (The only confidence intervals I can find in Appendix D.3 are 95%, so I do not know why the table heading is "\_\_\_% Confidence" rather than "95% Confidence.")

The change in IQ, but not the lack of change in percentile rank and confidence band, reflect a 2014 correction that needs to be pasted into the Leiter-3 Manual: <http://www.stoeltingco.com/media/wysiwyg/NewAppendixD.pdf>, which does provide an IQ of 96 (the original printing did not) and **a bunch of other changes in Nonverbal IQs** for sums of scaled scores. This is really essential information that must be pasted into the Manual. There is also a revision to p. 59, stipulating that raw scores of 0 are possible <http://www.stoeltingco.com/media/wysiwyg/revised_p_59_leiter_manual.pdf>

As invited in the notice, I called PAR Customer Support at 1.800.331.8378 and spoke with Katsia, who was extremely diligent and helpful. Apparently the sticky note with Ron Dumont's and my names on it had fallen off their bulletin board, so she was willing to speak with me. Katsia carefully confirmed my observations and reminded me several times that the Leiter-3 is published by Stoelting and merely distributed by PAR. Katsia will call me back when she has checked with someone else at PAR.

I went to the Stoelting Web site <https://www.stoeltingco.com/leiter-international-performance-scale-third-edition-leiter-3-kit-in-rolling-backpack.html> and, hidden in the "Documents" tab, finally found the correction <http://www.stoeltingco.com/media/wysiwyg/Leiter_3_Manual_Corrections.pdf> .

Ron Dumont warns us not to be beta testers for new instruments. RTCFM. Read the corrected, fact-filled Manual.

**Cut-off Scores.** One of my Cognitive Assessment II students in the Rivier Psy.D. program (he will remain anonymous, but his initials are Barry Lewis) asked a question that rendered me uncharacteris-tically speechless: why was I unrelentingly rigid about precise critical values for statistical significance (e.g., p < .05) and base rates (e.g., ≤ 10%), but dismissive of precise numerical cut-off scores for various eligibility decisions. Barry and many, many other students have heard me insist on using precise values for statistical significance and base rates and heard me rant endlessly that there is no such thing as a "nonsignificant difference." However, they have also observed my cavalier indifference to such requirements as a "22.5-point discrepancy between ability and achievement" for identification of specific learning disability, a full scale IQ of 130 for eligibility for a gifted program, a full scale IQ less than 70 for identification of an intellectual disability, or a full scale IQ of at least 90 to qualify to have dyslexia.

I finally figured out my problem. Significance and base rates are observable, simple facts. If, for instance, the Functionally Useful Basic Assessment Record (FUBAR) norms indicate that a difference of 13.47 points or more between psychomotor (*Gp*)and kinesthetic/proprioceptive (*Gk*)scores is too great to occur just by random variation more than 5 times in 100, then a difference of, for instance, 13.00 points might occur just by random variation more than 5 times in 100. And that is all it means. Electing to choose the .05 level, selecting a two-tailed significance test (or choosing not to read the manual to learn whether the test was one- or two-tailed), deciding whether a significant difference could be important even if it were not uncommon (IMHO yes), and attaching meaning to the significance level are all more-or-less subjective judgments, but the numbers (assuming valid and accurate administration and scoring) are facts.

The issue Barry impelled me to discover within myself is that I simply reject numerical cut-offs for decisions about people. I do believe that, for example, the difference between psychomotor and kinesthetic/proprioceptive abilities on the FUBAR is not significant at the .05 level unless it is ≥ 13.47. However, I do not hold with requiring a significant (e.g., p < .05) difference between the scores for eligibility for special education services. The significance and base rate are objective facts (assuming both the publisher and I did our arithmetic correctly). Such mathematical facts should not, I believe, be used mindlessly and robotically to categorize people and determine what services and supports they will or will not receive. "The Team must apply reasoned, professional judgment, not simply indulge in an exercise in arithmetic."[[2]](#footnote-2)

If we have a definitive external criterion, we can change the proportions of false negatives and false positives, and therefore the positive and negative predictive power of a test by raising or lowering a cut score, but unless we move the cut score to an absurd extreme (e.g., 99.9 or 0.01 percentile), there will always be errors on both sides of the line. (With absurd cut-offs, we can essentially eliminate either false positives or false negatives, but only at the cost of ridiculously inflating the other error.) We seldom do have a definitive external criterion, so we are usually trying to compute the accuracy of one flawed criterion in predicting another flawed criterion. How accurate is a cut score of 69 on the Quicky IQ (QIQ) in diagnosing intellectual disability? The first question is what other criterion we are using to tell which participants "really" have intellectual disabilities. If we have originally misclassified some of the participants, we cannot be sure how accurate our test cut score really is.

A hard and fast cut-off usually treats two or more tests as interchangeable. Cut-score enthusiasts usually pay too much attention to their numbers and not enough to the measurement used. For an example, some people have picked up the odd idea that a student needs an IQ of 90 to be able to profit from Orton-Gillingham instruction. One question would be: which IQ test? The Wechsler Intelligence Scale for Children (WISC-V) FSIQ is 2/7 fluid reasoning, 2/7 verbal comprehension/knowledge, 1/7 visual/spatial ability, 1/7 short-term working memory, and 1/7 cognitive processing speed. Auditory processing and long-term storage and retrieval, both important for reading, are not even included in the FSIQ (although they have introduced long-term storage and retrieval tests that do not count in the FSIQ). The Differential Ability Scales do include auditory processing and long-term storage and retrieval subtests as well as processing speed, but the official score, the GCA, includes only fluid reasoning, verbal comprehension/knowledge, and visual/spatial ability. The Stanford-Binet 5 FSIQ omits auditory processing and long-term storage and retrieval. The Kaufman Assessment Battery for Children-II offers two official total scores, one including verbal comprehension/knowledge and the other omitting it, and neither including auditory processing. The composite total score on the Reynolds Intellectual Assessment Scales Composite Index is based on two verbal and two nonverbal subtests. The Woodcock-Johnson IV COG GIA includes fluid reasoning, verbal comprehension/knowledge, visual/spatial ability, auditory processing, short-term working memory, cognitive processing speed, and long-term storage and retrieval. An examinee with a normal amount of variation among cognitive abilities would obtain very different scores on these tests. Clearly, these tests are not interchangeable, but an arbitrary cut-off score treats them as if they were.

Treating different tests of academic achievement as interchangeable is just stupid.

A hard and fast cut-off ignores the normal, random variability in test scores. That normal variability is expressed with the standard error of measurement (68% confidence) or better with 90% or 95% confidence intervals (1.65 or 1.96 SEm). Some folks think they solve the problem by adding or subtracting a confidence interval, but all that does is create a different hard and fast cutoff. If a state law prohibits the death penalty for persons who score below 70 on an IQ test, moving the cut-off score to 75 potentially spares about 3 percent of the population from death-penalty eligibility, but the state is still using an IQ score to justify its potential application of the death penalty, just for 95% of the population instead of 98%.

A hard and fast cut-off mindlessly classifies the victims who fall one point above or below the cut-off, whether it is the official cut-off or the cut-off plus or minus a confidence interval. The closest I ever came to lying about a test score was the time I foolishly agreed to administer an IQ test for a gifted program. The child scored 129, which I reported honestly, and he was rejected from consideration for the gifted and talented program. I argued loudly and persistently, but not persuasively for the boy to be accepted. A couple of years later, the same child was referred for an evaluation for a learning disability because, immediately after his rejection from the gifted program, his previously stellar grades had tanked and remained very low, reflecting his sudden cessation of class participation, effort, and homework. I had quit participating in such activities under such rigid rules long before the boy was referred again, but I had already done my permanent damage to that child.

A hard and fast cut-off ignores essential information. For example, a foolish and arbitrary cut-off IQ of 90 for Orton-Gillingham eligibility would ignore the composition of that IQ. Perhaps the student has good verbal comprehension/knowledge and good fluid reasoning, but the total score is depressed below 90 by weaknesses in spatial abilities (which have less relevance to reading instruction), auditory processing (which proper reading instruction should improve), and cognitive processing speed (which would present a challenge, but should not be a deal-breaker). Alternatively, a student with an IQ above 90 might have extremely weak verbal comprehension/knowledge and very weak fluid reasoning, but blindly fast processing speed (for the simple tasks used to assess processing speed). A hard and fast cut-off ignores personal, family, educational, and medical history.

Some cut-off scores are just plain silly. The idea that an IQ below 90 makes you incapable of profiting from Orton-Gillingham instruction or prevents you from having dyslexia makes no sense. Malaria does cure syphilis,[[3]](#footnote-3) but an IQ of 89 does not cure dyslexia.

**STYLE**

Don’t write merely to be understood. Write so that you cannot possibly be misunderstood.

– Robert Louis Stevenson

I worry whoever thought up the term "quality control"

thought if we didn't control it, it would get out of hand. – Jane Wagner

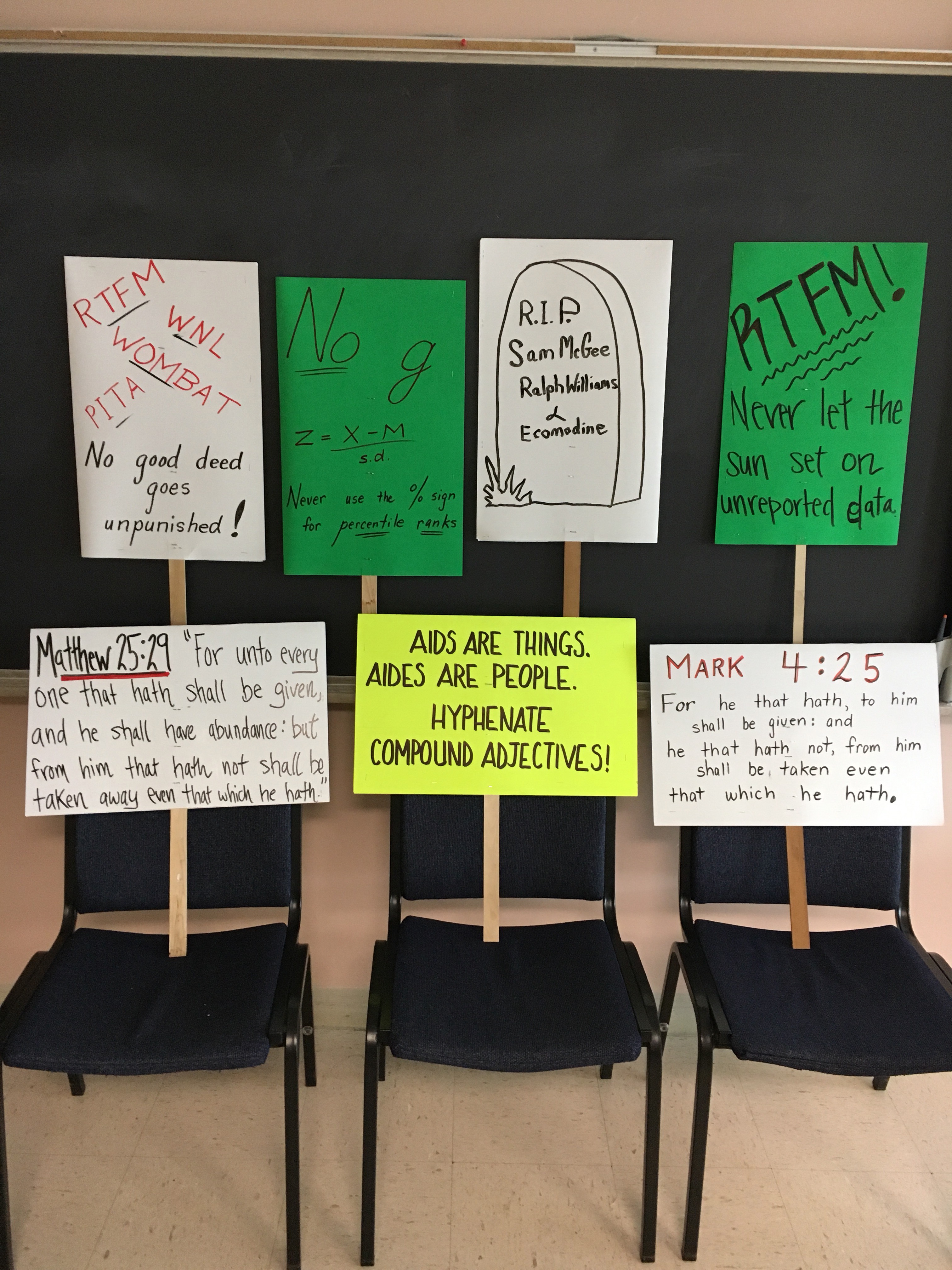
Just a quick quibble from a cranky old man. I am going to require my remaining dissertation students who use the word "**utilize**" to insert a footnote explaining the difference between "use" and "utilize" and justifying their use of the latter.

OK, one more note: don't use **"former" and "latter"** in reports. There is a reasonable chance that some of your readers will misunderstand. Never use "antepenultimate" in any context.

I was asked about **proofreading** and, in trying to answer, realized that I usually proofread each sentence (or, at the most, paragraph) as I write it. This practice helps explain my glacially slow writing, but is also the reason I do not make as many awful writing errors as I otherwise would. I try to revise my style and tone as well as grammar, spelling, and punctuation.

**A Personal Note**

The Rivier University Division of Education has made some changes in its program offerings, one of which is the termination of the Specialist in Assessment of Intellectual Functioning (SAIF) certification program as of 8:00 PM last Tuesday. Erin Cianciolo and Rebecca Martel are the last two students to graduate from our program and did so with distinction. I have retired from teaching. The Association of Specialists in Assessment of Intellectual Functioning (ASAIF) remains alive and well. The *Report Comments* newsletter will continue until people let me know I am becoming irrelevant. The New Hampshire SAIF certification continues to exist, and I hope we can find another university that would like to offer the SAIF certification program (the only one in the known universe). I can offer a USB drive with 5.24 GB of useful information and my promise not to interfere.

A wonderful bunch of former SAIF students (back to 1984), my current students, and some treasured colleagues stunned me with a surprise party at our next-to-last class. They brought food, drink, lovely cards from folks who could not make it to Rivier that night and those who could, a personally inscribed iPad, cash to buy apps (whatever they are) and a Dummies book on *Facebook and Twitter for Seniors.* They also made protest signs with some things I have been saying over and over in SAIF classes during the past third of a century. A sampling of some of them is at the right. Apparently I have not learned much new during that time, but I have learned that I have been privileged to work with an extraordinary group of wonderful people.

##### CONFERENCES AND PROGRAMS[[4]](#footnote-4)

*Whenever you plan to attend any conference, please register as early as you possibly can. Organizations, including ASAIF, have had to cancel presentations because of low enrollment and then been contacted by disappointed persons who said they were waiting to see if the workshop might be cancelled before they registered. Don't create a self-fulfilling prophecy! If your request must go through your supervisor, your supervisor’s supervisor, the staff development committee, assistant principal, principal, assistant superintendent, superintendent, business manager, school board committee, full school board, and seventeen secretaries, please submit the request early! Cancellations disappoint participants and cost sponsors a lot of money for nonrefundable deposits.*

**Currently Scheduled ASAIF Conferences**

***Sponsored by the Association of Specialists in Assessment of Intellectual Functioning (ASAIF)***[***www.asaif.net***](http://www.asaif.net/)

ASAIF and The Children’s Dyslexia Center of Nashua are co-sponsoring an evening Shorty workshop entitled ***Assessments of Phonological Deficits* presented by Elaine Holden, Ph.D., FAOGPE**, at the Masonic Building in Nashua on May 12 from 5 to 8 p.m. Registration begins at 4:30. Cost: $35 for ASAIF members and $55 for nonmembers - this includes beverages and light snack; bring your own supper. Certificates will be given for 3 continuing education hours or 3 NASP-approved CPD credits. I have attached a **registration form** as the antepenultimate **page (13)** of this issue. I hope to see you there.

***Dyscalculia: Tales from the Amazon: Neuroscience, Numbers, and a* *Newt* presented by Sara Stetson, Ed.D.**, at theHartmann Learning Center (Located in the Etz Hayim building) 1½ Hood Road, Derry, NH June 1, 2017,5:00 p.m. – 8:00 p.m.  Registration begins at 4:30 p.m. Cost: $35 for ASAIF members and $55 for nonmembers (Nonmember rate for one's first Shorty of the school year plus $15 [a total of $60] confers membership through 8/31/17.\*)   This includes beverages and light snack; bring your own supper

I have attached a **registration form** as the penultimate and ultimate **pages (14-15)** of this issue. I hope to see you there.

**Other Conferences**

The New Hampshire Department of Education, Bureau of Special Education is pleased to announce the following **webinars: Topic: “Understanding the Newly Adopted New Hampshire Rules for the Education of Children with Disabilities.”** Details and links to register are appended to this issue. Space is limited so please register as soon as possible.

Thursday, May 4, 2017 at 10:00am. Monday, May 15, 2017 at 10:00am.

Wednesday, May 31, 2017 at 1:00pm. Tuesday, June 13, 2017 at 2:30pm.

Thursday, June 22, 2017 at 1:00pm

**NHASP Seasonal Meeting: Addressing Substance Abuse in Schools: What Can We Do? Prevention, Intervention and Family Supports,** Friday **May, 19,** 2017, Location: Winnipesaukee Yacht Club, 45 Dockham Shore Road, Gilford, NH, **Daniel Jacobs, Ed.M., M.B.A., Psy.D.** Full description and registration are appended to this issue.

**Apps and AT Across the Curriculum -- Supporting Diverse Learners with Google & iOS** presented by **Diana Petschauer, M.Ed, ATP,** RESNA certified Assistive Technology Professional; Founder of AT for Education. Date: **Tuesday,  May 9, 2017 Time:  8 am - 3 pm** Cost:  $225.00 Location:  SERESC, 29 Commerce Drive, Bedford NH 5.5 Professional development hours. CONTROL + click

[**For more information or to register**](http://r20.rs6.net/tn.jsp?f=001Tibc49hZz36X2kNFUCPoTPxRNsxSPDEHiW1kgiUbL1kPZq_p0UsIV1QaBqwGfBbkMQ31t2QwJzH08LiEr_bBB8fIQtl1LwBwxfsg0ZGebfYFAntCYlEvvH_dCXpHNoCrcxoeJuOJn84qqe3t1CpTYVwZPXGtsbGA&c=B1hLem9WFtC8lniF7sjZcgkscVg7bPiFHX2ts2Qz0UgC3X2IVEN5Hw==&ch=Z01u0xmCnofHsONkQa1yclCpCYejQ6v_YBIvCNH8XupcldWo-8VDJw==) **(603) 206-6800**

The NH Department of Education (NHDOE) is pleased to offer a **webinar** entitled ***Dyslexia and Related Disorders: An Overview, Signs and Symptoms, and Screening Tools*** hosted by Reading and Writing Specialists Beth McClure and Colleen Sliva.  This professional development opportunity, funded by the NHDOE, is based upon RSA: 200:59, pertaining to the screening of all public school students in kindergarten or first grade in order to identify risk factors of dyslexia and related disorders.  The webinar will be held on **Thursday, May 4, 2017 from 4:00-5:00 PM.**Additional information is appended to this issue.

**Orton-Gillingham 60 Hour Associate Level Training Program**

with Beth McClure, M.Ed., Fellow AOGPE

**$1,250 includes 60 hours of classroom instruction, materials, and 5 hours of supervised practicum. \***[**Click here for program brochure and cancellation/refund policy.**](http://r20.rs6.net/tn.jsp?f=001WPlQujXUY09Css3VSJCCOAsGY4qsGFum13gFSmShSfxT2E3I8t2DbI9v6An4bt0mODBaxy0PReFBgKM1RjnqaSGmcHFzBS_HMaBK5HisK-bF7kNUyf1zvjuG2V7JnY32sX7Ih3cwbktmL1wNhJ6M-UWeWuHjMCZNVmi5WiiDYJ2Fkv6PF1zbtWVM7o1pO0P-8BNvFgGjisL8AubO3O1NxsUknezbiBKt12RRPBXtW5w=&c=PAfM-mh1wAq9bnaKGw5O0_FCHqgAj5ky7tFRKr0bCuOnZInagTmz4w==&ch=Wxs61Un0paeWlnHFfm4xOwEJJp85ynSSyFibLZjBwZ5b2AALbz8iXA==)

**WHEN**: **8:30 AM - 3:00 PM  on June 26 - 29 and July 12**

**8:30 AM - 5:00 PM** **on July 6 - 8 and 10 & 11**

**WHERE: Strong Foundations School, 715 Riverwood Drive, Pembroke, NH**

**New Hampshire Association of School Psychologists** events can be found at <http://www.nhaspweb.org/professional-development>

**New Hampshire Psychological Association** events can be found at <http://www.nhpaonline.org/ce/conedu.htm>

**SERESC** events can be found at <http://www.seresc.net/calendar-of-events>

**Nackey S. Loeb School of Communications** events can be found at <http://www.loebschool.org/classes-and-workshops/>. Click on "**To register for a class or workshop, click here."**

**TEST NORMING**

I have heard that Pearson is re-norming the KABC-II this spring and summer in hopes of releasing the **KABC-II NU** sometime next year. It is an opportunity to provide input and expertise to this update. The notice linked below does not mention graduate students, but publishers usually welcome advanced graduate students who have already been trained in assessment, so it would be worth the effort to ask.  It is a chance to be the first kid on your block to see a new test and to cultivate personal contacts at a test publishing company.  Folks who want to participate can go to the Pearson website for "field research opportunities" at: <http://www.pearsonclinical.com/field-research/current-opportunities/kabc-ii-nu.html>.

**NEW HAMPSHIRE JOBS[[5]](#footnote-5)**

**See also** [**http://www.edjobsnh.com/**](http://www.edjobsnh.com/)

[**http://www.education.nh.gov/employment/index.htm**](http://www.education.nh.gov/employment/index.htm)

[**http://www.schoolspring.com/**](http://www.schoolspring.com/)

Please let me know if you want me to post a job opening or your availability for a job. This is the ASAIF Stimulus Package.

John O. Willis

Senior Lecturer in Assessment, Rivier University

Assessment Specialist,

Regional Services and Education Center

419 Sand Hill Road

Peterborough, NH 03458-1616

(603) 924-0993 [johnzerowillis@yahoo.com](mailto:johnzerowillis@yahoo.com)

This newsletter goes out intermittently to about 400 people on eleven separate lists (because some mailboxes won't accept mailings to more than 49 recipients). If you wish to contact the entire list, not just your 1/11 of it, please send the message to me, and I will add it (subject to Comstock, Hays, Children's Internet Protection Act, HIPAA, FERPA, copyright, and Homeland Security considerations) to the next mailing. If you wish to be protected from receiving future copies, just email me at [johnzerowillis@yahoo.com](mailto:johnzerowillis@yahoo.com).

**Bureau of Special Education FY’17 Memo #37**

Date: April 25, 2017 To: Superintendents of Schools, Directors of Special Education

From: Office of the Commissioner of Education Division of Educational Improvement Bureau of Special Education

**RE: Webinars ~ “Understanding the Newly Adopted New Hampshire Rules for the Education of Children with Disabilities”** The New Hampshire Department of Education, Bureau of Special Education is pleased to announce the following webinars: Topic: “Understanding the Newly Adopted New Hampshire Rules for the Education of Children with Disabilities”

Webinar Presenters: Santina Thibedeau, State Director of Special Education and/or Bridget Brown, Education Consultant

Description: The New Hampshire Rules for the Education of Children with Disabilities was adopted by the NH State Board of Education on March 23, 2017. The NH Rules became in effect on March 24, 2017. The Bureau of Special Education would like to present the substantive amendments of the NH Rules to the public so as to develop a greater understanding of the content and the requirements for various entities in special education.

When:

Thursday, May 4, 2017 at 10:00am EST Registration link: <https://newlyadoptednhrules1.eventbrite.com>.

Monday, May 15, 2017 at 10:00am EST Registration link: <https://newlyadoptednhrules2.eventbrite.com>.

Wednesday, May 31, 2017 at 1:00pm EST Registration link: <https://newlyadoptednhrules3.eventbrite.com>.

Tuesday, June 13, 2017 at 2:30pm EST Registration link: <https://newlyadoptednhrules4.eventbrite.com>.

Thursday, June 22, 2017 at 1:00pm EST Registration link: <https://newlyadoptednhrules5.eventbrite.com>.

Space is limited so please register as soon as possible. If you have any questions regarding these webinars please contact Bridget Brown at (603) 271-3776.

The NH Department of Education (NHDOE) is pleased to offer a **webinar** entitled ***Dyslexia and Related Disorders: An Overview, Signs and Symptoms, and Screening Tools*** hosted by Reading and Writing Specialists Beth McClure and Colleen Sliva.  This professional development opportunity, funded by the NHDOE, is based upon RSA: 200:59, pertaining to the screening of all public school students in kindergarten or first grade in order to identify risk factors of dyslexia and related disorders.  The webinar will be held on **Thursday, May 4, 2017 from 4:00-5:00 PM.**Administrators, classroom teachers, special education teachers, and reading specialists are encouraged to participate.  Please use the following link to register for the session:

<https://sfnh.webex.com/sfnh/onstage/g.php?MTID=ecda5101f0ad603dc8774e1384382d971>

Beth McClure and Colleen Sliva will host two follow-up webinars sponsored by the NHDOE. The first webinar will provide an in-depth, comprehensive training about screening procedures and tools, and how to communicate with parents about screening results. The second webinar will focus on evidenced-based strategies and interventions designed for students at-risk for dyslexia and related disorders.  Dates and times will be forthcoming. Further professional development opportunities will be offered at 4 regional locations throughout the state from 8:30-11:30 and 12:30-3:30. Information along with dates will be forthcoming.  Administrators, classroom teachers, special education teachers, and reading specialists are encouraged to attend. Please feel free to contact me should you have any questions.

Best regards,

**Joanne N. DeBello, M.S.,** Education Consultant, Special Education Program Approval & Compliance and Improvement Monitoring, New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301 Phone:  (603) 271-4776 Fax:  (603) 271-1099 Email:  [joanne.debello@doe.nh.gov](mailto:joanne.debello@doe.nh.gov)

***Sign up Today!*** [***http://nhaspweb.org/event-2519757***](http://nhaspweb.org/event-2519757)

**Addressing Substance Abuse in Schools: What Can We Do? Prevention, Intervention and Family Supports, Friday May, 19, 2017, Location: Winnipesaukee Yacht Club, 45 Dockham Shore Road**

**Gilford, NH, Presenter: Daniel Jacobs, Ed.M., M.B.A., Psy.D.**

Youth engaging in substance abusing behaviors face many challenges in their lives, including a decreased ability to succeed with academic demands in school, correlated mental health risk, and destructive behavioral expression. Schools and communities are aware of how drug abuse impacts students yet, for a variety of reasons (e.g., lack of resources, political pressures, limited training), many of the programs put in place in some schools to address youth substance abuse do not accurately reflect evidence-based practices and are not as effective as they could be in addressing the problem. Many school-based interventions are also reactive, punitive and limited in scope. If we are to be best prepared to help the youth impacted by these problems, we need to “put egos on the shelf” and be open to changing how interventions are designed and implemented in schools and school psychologists are primed to be the change agents spearheading this type of initiative.

Effective behavior change programs for youth, including substance abuse prevention and intervention programs, share commonalities such as clear presentation of information, fostering motivation to change, offering skills training and practice, promotion of self-esteem and a sense of self-efficacy, and engagement with families when possible and appropriate. A very strong example of this type of programming is “Project Safeguard”, a program designed to involve students and their parents/guardians in addressing substance abuse and other risk behaviors. It was started in Merrimack, NH by educators Warren Berry and Thomas Levesque in 1988, and this will be one of the organic intervention examples we look at for useful lessons during our time together. School psychologists are uniquely trained and positioned to engage in similar effective behavior change interventions and also have potential to be the leaders in development of additional effective school-based substance abuse interventions. Unfortunately, outside of a small group of professionals specifically trained in substance abuse interventions, most school-based clinicians such as school psychologists have not had enough (if any) training in this area and this work can seem extra challenging without the proper background. Skill development of effective substance abuse interventions is crucial for school psychologists to be better armed to fight the behavioral, mental health and academic impairments linked to student drug usage.

In this training session, we will look at ways to foster skill development for school psychologists engaged in substance abuse education and intervention efforts. We will also examine recent research findings related to adolescent substance abuse, school-based interventions and lasting behavior change. Intervention concepts and practices that foster self-efficacy and actual change practices, and can be employed in participants’ schools, will be introduced and discussed as well. The goal is for participants to leave this training with practical strategies to address prevention, intervention, and family support concerns.

This workshop will include a mix of lecture, case method, multi-media presentation and discussion, and is designed to be informative, realistic and practical. We hope you can join us.

**Measurable Goals for the Day:**

At the completion of this training, participants will be able to:

1.  Identify up-to-date data on adolescent substance abuse and know how to apply this knowledge in a practical fashion in systemic interventions and collaborative consultations.

2.  Explore new areas of dual diagnosis and mental health interventions designed for school settings to develop social and life skills.

3.  Consider and implement ways to help colleagues adopt a proactive stance towards substance abuse intervention in schools that fosters self-esteem, self-efficacy and lasting behavior change.

4.  Develop at least one practical application for trial in one’s own school with a focus on prevention and responsive services for youth with substance concerns, and their families.

**Schedule:**

Registration 8:45-9:15, Session 9:15-10:45, Break 10:45-11:00, 11:00-12:15, Lunch 12:15-1:00, Session 1:00-2:00, Break 2:00-2:15, Session 2:15-3:30.

**Dan Jacobs, Ed.M., M.B.A., Psy.D**., is an Assistant Professor at **William James College** (WJC) in Newton, MA, in the School Psychology Department, where he teaches a range of courses for MA/CAGS and doctoral students including: Addressing Substance Abuse in Schools, Collaborative Therapy with Multi-Stressed Families, Counseling and Psychotherapy in Schools, Clinical Interviewing with Children and Families, and Psychopathology of Childhood and Adolescence. Dr. Jacobs trains and consults nationally on topics of mental health, addiction, and effective behavior change. He is the former Director of the Adolescent and Adult Partial Hospital Programs at NSMC/Salem Hospital in Salem, MA. In addition, as a licensed psychologist and health service provider, he works in private practice at Jacobs Psychological and Consulting Services (JPCS) in Andover, MA helping youth, adults, and families with mental health and dual diagnosis concerns. Dr. Jacobs believes hope is always an option and believes adoption of a strength-based and proactive mindset is the most effective way to begin the journey of helping our clients become empowered to make positive changes in their lives.

**Sponsored by the Association of Specialists in the Assessment of Intellectual Functioning (ASAIF)** <http://www.asaif.net/> **and**

**Children's Dyslexia Center of Nashua (CDC)** [**http://cdcnashua.org**](http://cdcnashua.org)

*Millions of children with dyslexia endure frustration and demoralization on a*

*daily basis as they struggle to acquire skills that many of us take for granted.*

***"Assessments of Phonological Deficits"* Shorty**

**presented by Elaine Holden, Ph.D., FAOGPE**

Date: May 12, 2017                     Time:5:00 p.m. – 8:00 p.m.      Registration: 4:30 p.m.

Location: Masonic Building, 200 Main Street, Nashua, NH. For parking, please see <http://www.nashuanh.gov/310/Parking-Department>, which includes information on pay-by-space pay stations and a link to the parking map: <http://www.nashuanh.gov/DocumentCenter/View/359>

Cost: $35 for ASAIF members and $55 for nonmembers - this includes beverages and light snack; bring your own supper. Certificates will be given for 3 continuing education hours or 3 NASP-approved CPD credits.

*Assessments for Phonological Deficits* **–** This workshop will focus on understanding how weaknesses in the areas of phonological process impact early reading skills. There will be a brief overview of auditory processing deficits and their impact on acquisition of early reading skills, and then Dr. Holden will look at the following normed assessment tools used to identify weaknesses in the area of phonology: Comprehensive Test of Phonological Processing–2, Test of Auditory Processing – 3, Feifer Assessment of Reading (phonology only).

**Presenter: Dr. Elaine Holden.** Dr. Holden, the co-founder and Director of The Reading Foundation, Amherst, NH, has been a reading specialist/consultant in the New England area for 40 years. Currently, she provides educational evaluations in the area of reading and related language disorders and directs the tutorials for The Reading Foundation, is a Senior Lecturer in the Graduate School of Education at Rivier University, Nashua, New Hampshire, a certified Dyslexia Therapist (IDA), and sits on the governing board for the Association of Specialists in the Assessment of Intellectual Functioning (ASAIF). Elaine also is a past member of the New Hampshire board of directors of The International Dyslexia Association, and was the first Orton-Gillingham Academy Fellow in the state of New Hampshire. Elaine **is the New Hampshire director of the National Right to Read Foundation** and was the only woman appointed as a Commissioner on Governor Lynch’s Commission on the Status of Men. She also is a member of the Board of Governors for the Children’s Dyslexia Center of Nashua, New Hampshire.

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Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are you available at this email address the evening before the workshop, in case of last-minute cancellation? Yes \_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_

**Alternate Email or Telephone for Evening Contact** ***(Essential!!)*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assessments of Phonological Deficits 5/12/17*

**Sponsored by the Association of Specialists in the Assessment of Intellectual Functioning (ASAIF) http://www.asaif.net**

***Dyscalculia: Tales from the Amazon: Neuroscience, Numbers, and a* *Newt* Shorty**

**presented by Sara Stetson, Ed.D.**

Date: June 1, 2017                     Time:5:00 p.m. – 8:00 p.m.      Registration: 4:30 p.m.

Location: Hartmann Learning Center (Located in the Etz Hayim building) 1 ½ Hood Road, Derry, NH.

Cost: $35 for ASAIF members and $55 for nonmembers (Nonmember rate for one's first Shorty of the school year plus $15 [a total of $60] confers membership through 8/31/17.\*)  - this includes beverages and light snack; bring your own supper.

\* MEMBERSHIP: Become a member of ASAIF for $25 per year: swasey@comcast.net (Lisa Swasey, SAIF). ASAIF membership years runs September 1 through August 31.

Certificates will be given for 3 continuing education hours or 3 NASP-approved CPD credits.

**Did you know that infants, salamanders, and even guppies can compute and compare exact sets? Did you know there are people in the world who don’t use numbers at all? Do you consider yourself to be “bad” at math? This workshop an in depth exploration of the neuroscience of number sense, how our brains represent numerals, and what happens when this system breaks down. Workshop participants will explore how children develop an understanding of exact set quantities by enacting two core systems. The approximate number system was originally adapted for estimation, and is likely the key to the assessment and remediation of math disabilities. The exact number system, which is part of our attentional mechanism, may also play a part in our ability to construct a concept of what it means to represent specific quantities. Both systems function independently of number symbols and language, but most researchers and psychologists use symbolic stimuli (that is, Roman numerals) to measure and assess mathematical ability, to develop interventions, and to diagnose dyscalculia. Workshop participants will learn about new methods for the measurement of number ability, probable causes of math disability, and visual models that may one day be used to treat dyscalculia, a difficult to remediate learning disability affecting 5% of the population.**

**Presenter: Dr. Sara Stetson (**[www.sstetson.wordpress.com](http://www.sstetson.wordpress.com) **)** holds advanced degrees in learning disabilities and reading, school psychology, and leadership and learning. She has worked as a learning disabilities specialist, consulting teacher, school psychologist, department head, special education director, and student services administrator at the district level. Dr. Stetson is an award-winning higher education instructor with 16 years of experience teaching at the graduate level. She has taught courses in learning disabilities and reading, assessment and diagnosis, diversity, UDL/technology integration, and guest lectures on quantitative and qualitative research design. Dr. Stetson’s primary research interests include the remediation of specific learning disabilities, numerical cognition, identity development and diversity, and leadership ethics. Dr. Stetson speaks regularly at regional, national and international conferences such as CAST, CSLEE, Christa McAuliffe, NAEYC, and NCTM. She also provides staff development for teachers in school districts and private schools in New England. Workshop and presentation topics include:

* Your Brain on Math
* Digital Storytelling
* Young Mathematicians
* Ethical Case Studies
* Systems Change
* LD Methods
* Identity Development and Diversity
* Universal Design for Learning
* Executive Functions, Dirty Dancing, a Monkey, and You
* Design vs. Data
* Understanding Dyslexia

Learning Objectives: After attending this workshop, participants will:

* Understand the brain basis of our core number systems and how they develop
* Understand what happens when children’s number systems do not develop as expected
* Find out how to determine whether children will be successful in mathematics, even before they have been exposed to numerals or the counting principles
* Learn new and emerging methods for the assessment of numerical cognition
* Learn about new and emerging methods for the remediation of developmental dyscalculia

Registrations will be accepted through Monday 29 May, **but only if** we get sufficient enrollment by Friday, 26 May in order to hold this Shorty, so please let us know by Friday 25 March, if possible! We are unable to provide refunds for cancellations after 25 May unless this event is cancelled by ASAIF.

There will be no confirmation letter. Only those who cannot be accommodated will be contacted.

For further information, dietary needs, and accommodations for participants with disabilities, please email [jillahartmann@gmail.com](mailto:jillahartmann@gmail.com)

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Are you available at this email address the evening before the workshop, in case of last-minute cancellation? Yes \_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_\_

**Alternate Email or Telephone for Evening Contact** ***(Essential!!)*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Dyscalculia* 6/1/17

1. Neither ASAIF nor Rivier University is in any way, shape, or form responsible for the quirky, entirely personal, individual, unsubstantiated opinions in this newsletter. They cannot possibly be blamed for what is written here. [↑](#footnote-ref-1)
2. Willis, J. O., & Dumont, R. (2002, p. 183). *Guide to identification of learning disabilities.* Peterborough, NH: Authors. [↑](#footnote-ref-2)
3. Wagner-Jauregg*,* J.(1931).Verhütung und Behandlung der progressiven Paralyse durch Impfmalaria. In *Handbuch der experimentellen Therapie.* (Prevention and treatment of progressive paralysis by inoculate malaria. In *Handbook of Experimental therapy.*) [↑](#footnote-ref-3)
4. This information is second hand, so I **cannot** vouch for accuracy, completeness, or timeliness. [↑](#footnote-ref-4)
5. This information is second hand, so I **cannot** vouch for accuracy, completeness, or timeliness. [↑](#footnote-ref-5)