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 11/30/15 # 255**

**Same old 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 never travel overseas, so a message saying I did, was robbed, and need you to send me money would definitely be a scam (although I am always pleased to be sent money).

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) workshops, and evening dinner-and-training events called "Shorties." **ASAIF is authorized by NASP to provide CPD credits.** We also provide clock and sun dial hours for teacher recertification.

**If you have topics on which you would like ASAIF to do a workshop or Shorty, please tell me at** 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 fee and 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. Back issues are archived 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 valuable, constantly updated legal information from Guy McBride and assessment information from Ron Dumont as well as more than 1,600 special education links (SPED Resources <http://www.myschoolpsychology.com/special-education-links-2/>), including new sections on Dyslexia and Assistive Technology, and other information.

**Currently Scheduled ASAIF Conferences**

**Friday 11 December – Evening Shorty – Assessment of Memory** – John Willis. A self-promoting flyer is attached at the end of this newsletter. Your last chance in 2016 to hear about the Zeigarnik Effect.

Spring date TBD - Full Day Workshop - Morphology – Elaine Holden

Friday 12 February - Full Day Workshop – WJ IV (WoJoFo) – John Willis and Jill Hartmann

Friday 4 March - Evening Shorty – Assessment of Processing Speed - John Willis and Jill Hartmann

Friday 1 April - Evening Shorty - CTOPP-2 – John Willis and an expert on phonology and oral language

Spring date TBD - KTEA-3

Spring date - TBD workshop by Lisa Swasey

Spring date - TBD workshops by Ginger Mentel

**CONTENT**

Guy McBride kindly posted at <http://www.myschoolpsychology.com/testing-information/statistics-test-scores-powerpoint/> the "A **Test Scores**" PoweredPoint with which some of you are all too familiar. One of my two most alert SAIF students in my final SAIF class spotted a couple of glaring errors that are corrected in the downloadable revision that Guy posted.

A quick, on-line version of the **Stanford-Binet** is available at <https://www.stanfordbinet.net/>. N.B. I did **not** submit my answers for scoring because I already receive enough spam every day. Item 8 does not say what the answer choices are, but it is still wonderful to have the Stanford-Binet on line. Sadly, this on-line version does not look much like the 1916 Stanford-Binet, Form L, Form M, Form L-M, the Stanford-Binet Fourth Ed., or the SB5. For something closer to the real SB5, we must still rely on <https://www.testingmom.com/free-stanford-binet-practice-test-questions/>.

**Specific Learning Disability means a disorder . . . including conditions such as . . . dyslexia.** A new, 10/23/15 Dear Colleague letter from the dear people at the U.S. Department of Education tells us that "there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents." The letter can (and should) be downloaded from <http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf> . Guy McBride has posted a link to the letter and other relevant information at <http://www.myschoolpsychology.com/disability-information/specific-learning-disabilities/#dyslexia-what-does-osers-say>. My thoughtful, carefully considered reaction to the letter was "Duh!" However, I ruefully recognize the need for the letter and I am therefore grateful for it.  I plan to print and laminate the letter and wrap it around a shillelagh for purposes of beating recalcitrant team members over the head.

**IEPs must be aligned with grade-level academic standards.** OSERS has also written to "clarify that an Individualized Education Program (IEP) . . . must be aligned with the State's academic content standards for the grade level in which the child is enrolled." The seven-page "Dear Colleague" letter, available at <http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf> (also available with a comment, thanks to Guy McBride, at <http://www.myschoolpsychology.com/guys-log-2/#november-17-2015-osep-issues-guidance-saying-most-ieps-should-be-written-to-reflect-goals-at-grade-level>), includes a brief example showing that a "sixth grade child with a specific learning disability reading four grade levels below his current grade" can still also "receive specialized instruction to improve his reading fluency." I hope that the dear colleagues who read this letter understand that "specialized instruction to improve his reading fluency" actually requires remediating whatever weaknesses, such as phonemic awareness, phonics, orthographic mapping, oral vocabulary, oral language, or other deficits, actually cause the dramatic weakness in reading fluency.

My first fear is that some people will want to hammer away directly at fluency without explicitly teaching the necessary foundation skills. If I should discover I cannot bench press 180 pounds (I don't plan to find out), then simply lying once a day, immobile on my back, crushed under a 180-pound barbell is not going to help. I would need very basic strength training (and a cardiac evaluation to assess the wisdom of the entire enterprise). Similarly, the current enthusiasm for reading fluency as a long-range goal of reading instruction and an easily measured Curriculum-Based-Measurement (CBM) benchmark for measuring progress should not mislead us into simply attempting to directly teach speed. The poor fluency is a symptom of underlying weaknesses in phonemic awareness, phonics, orthographic mapping, oral vocabulary, and/or oral language (or perhaps of deafness, blindness, dyspedagogia, or some other issue). If we want better fluency (which we do), we first need to work on the underlying problems that impair the fluency.

My second fear is that people will miss the word "content" in "academic content standards." The letter mentions "modifications for all grade-level reading assignments," such as "audio text books and electronic versions of longer reading assignments that he can access through synthetic speech" (Siri, what does this say?). Unfortunately, the example in the letter also suggests that "reading assignments would be based on sixth grade content but would be shortened to assist with reading fatigue resulting from his disability." What part of their example of a "sixth grade child with a specific learning disability reading four grade levels below his current grade" did Michael Yudin and Melody Musgrove not understand? A kid with a second-grade reading level will not suffer "reading fatigue" if he attempts to read sixth-grade-level material. The child cannot read it at all! I never suffer "reading fatigue" with the Qur'an in Arabic because I cannot read Arabic.

My third fear (I have other fears, but they are personal problems) is that scheduling and curriculum demands and the requirement for grade-level content in the general curriculum make it terribly difficult to schedule remedial instruction at the middle- and high-school levels. We know that Ecomodine desperately needs daily, direct, intensive instruction in a structured, sequential, phonetically based reading program, but there is no room for it in her schedule. Any limited time that is available for special education must be devoted to helping Ecomodine keep up with grade-level content in the general curriculum. She'll have to wait until after she graduates from high school and can try to find appropriate reading instruction through a community-based program.

NB: Two days later, OSERS sent out a revised version. "NOTE: Please see the attached version of the *Dear Colleague Letter* that has some minor technical corrections to the layout (the informational content remains the same). This version supersedes that sent on Tue 11/17/2015 2:05 PM."

**STYLE**

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

 – Robert Louis Stevenson

If you want to inspire confidence, give plenty of statistics. It does not matter that they should be accurate, or even intelligible, as long as there are enough of them.

 – Lewis Carroll (Charles Dodgson)

**Word order.** We need to cram related pieces information as close together as we can.

*Ecomodine was referred for evaluation by her parents.* (If the parents were going to do the evaluation themselves, why did they involve the school?) Instead, we could write, *Ecomodine was referred by her parents for an evaluation.*

 Similarly, we need to be careful about making it clear when a modifier modifies both or all words in a list and when it modifies only one. In *The opposing attorney has a dark mind and soul*, we can assume that "dark" modifies both "mind" and "soul." *Bistro demonstrated very low reading and writing* is only slightly ambiguous. However, in *Mordred is taking remedial reading and trigonometry*, it is not absolutely clear whether this is a contrast between his weak literacy and strong math abilities or whether Mordred is actually taking remedial trigonometry. We could make it clearer if we wrote, *Mordred is taking trigonometry and remedial reading.*

We usually **do not capitalize job names** and life roles unless they are used instead of or with the person's name. The hint is in an article attached to the title. If there is an "a," "an," or "the" preceding the title, we usually do not capitalize the title:

*Ralph Williams is an ear, nose, and throat specialist.
My ear, nose, and throat specialist told me to get a prefrontal lobotomy.
The ear, nose, and throat specialist at Moribund Hospital is Ralph Williams.*BUT
*Ralph Williams, M.D., Ear, Nose, and Throat Specialist, will lecture tonight on funny nose sounds.*

Consider the capitalization of "president" below.

*John Tyler, tenth president of the United States, was known as "His Accidency" because he was the first vice president of the United States who became president when the sitting president (President William Henry Harrison) died in office. Also, President John Tyler was the first president to have a veto overturned.*

It is, by the way, the same deal with "mom."

*I told my mom that my iPad was essential for my homework. However, Mom took it away anyhow.*

Pediatricians tend to refer in their written notes to parents as "Mom" and "Dad," which demonstrates both incorrect capitalization and excessive informality.  It would be correct but, I think, still too informal, to refer to them as "mom" and "dad."  SAIF students are expected to write, "Salome's mother and father," "Mr. and Ms. Sniltson," "Mr. and Mrs. Sniltson," or "Mr. and Dr. Sniltson."  When I read in a report, "In an email, Mom told me that Salome was dyslexic," I wonder whether the writer had a signed release form allowing the writer to discuss Salome's case with the writer's own mother.

"The mother" and "the father" are similarly off-putting. Again, how about "Mr. and Ms. Sniltson" or "Salome's mother and father"? "The mother" makes me think of phrases such as "the mother of all wars."

However, we often go ahead and capitalize job names out of politeness, which is fine with me. I do that often with school titles such as Occupational Therapist or Teacher.

Whatever happened to otorhinolaryngologists?

##### CONFERENCES AND PROGRAMS[[2]](#footnote-2)

*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 Planned ASAIF Workshops and Shorties at Nackey S. Loeb School of Communications**

Friday 11 December – Evening Shorty – Assessment of Memory – John Willis. A self-promoting flyer is attached at the end of this newsletter. Your last chance in 2016 to hear about the Zeigarnik Effect.

**Spring 2016:**

Spring date TBD - Full Day Workshop - Morphology – Elaine Holden

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Spring date - TBD workshop by Lisa Swasey

Spring date - TBD workshops by Ginger Mentel

**Other Workshops that Have Come to my Attention**

**NHASP Spring Conference:** The NHASP Spring Conference on Friday, March 25, 2016 will be welcoming David Kilpatrick at the Grappone Center.  He will be covering the topic of reading assessment and instruction in great detail, with a special emphasis on identifying and intervening with students with word-level deficiencies (a.k.a. dyslexia).  The first 75 registrants will be able to purchase David's book (cited below) at $28.50 (list cost $50.00).  So save the date and be looking for registration to open early for this event.

**Special Needs Advocacy Network, Inc. (SPAN) 2015-2016 Program Calendar** (thanks to Justyn Thoren)<http://www.spanmass.org/span-program-calendar.html>

Our programming calendar is up for the new program year filled with exciting topics and presenters.  To pre-register for an onsite workshop or the live webinar, click on the title of the workshop below. Most are held at the Hampton Inn Boston-Natick.
[12/4/2015 We have a neuropsych assessment – now what?](https://events.r20.constantcontact.com/register/event?oeidk=a07ebjqog9y6f385817)

Friday December 4, 2015 from 9:30 AM to 12:30 PM EST
[12/4/2015 Webinar: We have a neuropsych assessment – now what?](https://events.r20.constantcontact.com/register/event?oeidk=a07ebjquemlb8616cab)

Friday December 4, 2015 from 9:30 AM to 12:30 PM EST
[1/8/16 Workshop: BSEA Updates](https://events.r20.constantcontact.com/register/event?oeidk=a07ebh2rd26552ec2b2)

Friday January 8, 2016 from 9:30 AM to 2:30 PM EST
[1/8/2016 Webinar: BSEA Updates](https://events.r20.constantcontact.com/register/event?oeidk=a07ebh2xbe975bea03f)

Friday January 8, 2016 from 10:00 AM to 2:30 PM EST
[2/23/2016 Accommodating the “Slow Processing” Profile - Beyond “Preferential Seating”](https://events.r20.constantcontact.com/register/event?oeidk=a07ebkgshr514c0284a)

Tuesday February 23, 2016 from 6:30 PM to 9:30 PM EST
[2/23/2016 Webinar: Accommodating the “Slow Processing” Profile - Beyond “Preferential Seating”](https://events.r20.constantcontact.com/register/event?oeidk=a07ebkgzd1ef25e162f)

Tuesday February 23, 2016 from 7:00 PM to 9:30 PM EST
[4/8/16 Workshop: Mediation and Other Resolution Options](https://events.r20.constantcontact.com/register/event?oeidk=a07ebgyzvqad9cfcdc6)

Friday April 8, 2016 from 9:30 AM to 12:30 PM EDT
[4/8/16 Webinar: Mediation and Other Resolution Options](https://events.r20.constantcontact.com/register/event?oeidk=a07ebgz3qn534d68cc9)

Friday April 8, 2016 from 10:00 AM to 12:30 PM EDT
[4/26/16 Workshop: The Training Workshop for the Massachusetts Autism Omnibus Law](https://events.r20.constantcontact.com/register/event?oeidk=a07ebh4b4yc84990f39)

Tuesday April 26, 2016 from 6:30 PM to 9:30 PM EDT
[4/26/16 Webinar: The Training Workshop for the Massachusetts Autism Omnibus Law](https://events.r20.constantcontact.com/register/event?oeidk=a07ebh4fnua789218ec)

Tuesday April 26, 2016 from 7:00 PM to 9:30 PM EDT

**PESI Seminars in New Hampshire** (thanks again to Justyn Thoren)

<http://www.pesi.com/search/seminars.aspx?Request=true&search=state&statecode=NH>

Advanced registration pricing available 

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| [**Ethics: Necessary and Essential Information for Mental Health and Related Healthcare Professionals**](http://www.pesi.com/search/detail/index.aspx?eventid=40202) |
| Wednesday, December 02, 2015 | 8:00 AM - 4:00 PM | MANCHESTER, NH |   |   |
| [**Practical Ethics: Addressing the Real-Life Challenges Confronting Health-Care Professionals**](http://www.pesi.com/search/detail/index.aspx?eventid=39915) |
| Thursday, December 03, 2015 | 8:00 AM - 4:00 PM | MANCHESTER, NH |   |   |
| [**High-Functioning Autism: Proven & Practical Interventions for Challenging Behaviors in Children, Adolescents & Young Adults**](http://www.pesi.com/search/detail/index.aspx?eventid=40178) |
| Thursday, December 10, 2015 | 8:00 AM - 4:00 PM | MANCHESTER, NH |   |   |
| [**Yoga & Mindfulness Therapy: Mind-Brain Change for Anxiety, Moods, Trauma, and Substance Abuse**](http://www.pesi.com/search/detail/index.aspx?eventid=40004) |
| Tuesday, December 15, 2015 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Play Therapy for Trauma: Brain-Based Strategies for Children & Adolescents**](http://www.pesi.com/search/detail/index.aspx?eventid=40843) |
| Thursday, January 21, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Nutritional and Integrative Interventions for Mental Health Disorders**](http://www.pesi.com/search/detail/index.aspx?eventid=40891) |
| Tuesday, January 26, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Trauma, PTSD & Traumatic Grief**](http://www.pesi.com/search/detail/index.aspx?eventid=41287) |
| Tuesday, February 02, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Oppositional, Defiant & Disruptive Children and Adolescents**](http://www.pesi.com/search/detail/index.aspx?eventid=41729) |
| Tuesday, February 09, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Advanced Mindfulness Techniques that Change the Brain: Rewire Depression, Anxiety and Toxic Lifestyle Habits**](http://www.pesi.com/search/detail/index.aspx?eventid=41230) |
| Tuesday, February 16, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Dyslexia: Improving Performance in Cognition, Language & Social Interaction**](http://www.pesi.com/search/detail/index.aspx?eventid=41621) |
| Thursday, February 18, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**End Stage Diseases: Care When There is No Cure**](http://www.pesi.com/search/detail/index.aspx?eventid=41518) |
| Thursday, February 18, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Rewiring the Brain: Treatment Techniques for Obsessive Compulsive, Narcissistic, Antisocial, and Borderline Personality Disorders**](http://www.pesi.com/search/detail/index.aspx?eventid=42706) |
| Thursday, March 10, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Legal and Ethical Issues in Behavioral Health in New Hampshire**](http://www.pesi.com/search/detail/index.aspx?eventid=42830) |
| Friday, March 11, 2016 | 8:00 AM - 3:45 PM | MANCHESTER, NH | Discount |   |
| [**Utilizing DSM-5® for Maximum Reimbursement**](http://www.pesi.com/search/detail/index.aspx?eventid=42802) |
| Tuesday, March 15, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Anxiety Disorders in Children and Adolescents: Recognizing & Treating the Emerging Epidemic**](http://www.pesi.com/search/detail/index.aspx?eventid=42592) |
| Tuesday, March 22, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Yoga and Mindfulness in the Classroom: Tools to Improve Self-Regulation, Learning and Classroom Climate**](http://www.pesi.com/search/detail/index.aspx?eventid=42466) |
| Tuesday, March 29, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Special Education Law in New Hampshire**](http://www.pesi.com/search/detail/index.aspx?eventid=43051) |
| Wednesday, April 06, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**The Aging Brain: Assessments, Treatments & Interventions for Alzheimer's Disease & Other Dementias**](http://www.pesi.com/search/detail/index.aspx?eventid=43507) |
| Thursday, April 07, 2016 | 8:00 AM - 4:00 PM | CONCORD, NH | Discount | Available |
| [**Yoga and Mindfulness for Kids: Improve Emotional Regulation and Increase Attention**](http://www.pesi.com/search/detail/index.aspx?eventid=43086) |
| Tuesday, April 12, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Neuroscience for Clinicians**](http://www.pesi.com/search/detail/index.aspx?eventid=43609) |
| Thursday, April 28, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |
| [**Improving Executive Functions with George McCloskey, Ph.D.: Strategies to Rewire the Brain and Change Behavior**](http://www.pesi.com/search/detail/index.aspx?eventid=42941) |
| Thursday, April 28, 2016 | 8:00 AM - 4:00 PM | MANCHESTER, NH | Discount |   |

**5-HOUR WEBINAR: *Report Form*** by The Language Circle. Wednesday January 13, 2016 at 10:00 AM EST -to- Wednesday January 27, 2016 at 5:00 PM EST [Add to Calendar](http://r20.rs6.net/tn.jsp?f=001U-WWt5L0HkVax-qGWt4JHRxJzOuqKt04gJQTfPngA2fY0lgAOKESxBm3YZIUxYSmGMSferD1K_xezFVHO82lv9VQTP3dGkTVI2ekHvaBltp0sj-G2w4OtRWJv0RkvEHgAnT1ojEZ9i4Gy1tQeeHAql0WcuwyXDRHJs5lTJ-NxkIyOWKDhcQgR5hm8iTpQurGRPINjlukMXwkrKKTMEiwFDYHNvgdu1wB2yiqv-lqqfXETw5ROwY6dGL1c1Qr22fcIR1gEf_s0MU=&c=TgRMReNGxzgOf7heiiWsPC6m_R1B2kC4g2LCqMwEwoWR-HOo6lipeA==&ch=jt0jlCvKVrtuM6XVL9lHV1yHkoiw0DYPlFJ9NRRnYuTHKBvxZzolMQ==). For Teachers, administrators, and anyone interested in teaching or understanding Language Arts. **Important:** Purchase of the newly revised "Report Form Process Guide" and the Report Form Process Active Participation Packet is required. Order by phone from the Language Circle office at*800*-450-0343. Project Read webinars are a clear, convenient, and cost-effective method of staff development. Curriculum author Tori Greene has developed these webinars as an affordable alternative to in-house trainings, providing flexibility and comfort with equal or greater effectiveness. **REPORT FORM: d**esigned to assist primary through adult-aged learners in "breaking open" text, using multisensory strategies to explore expository works; teaches a process to interact with expository texts to prepare students for all academic reading; activities are specifically structured to teach students a process to collect, organize, and synthesize information when reading expository content; aligns with state and National Common CORE Standards; graphic organizers provided to assist students in systematizing non-fiction information; links to internet articles provided for supplementary reference; breaks down test-taking anxiety by developing a richer comprehension of a variety of test questions; provides a foundation for multi-curricula research and test-taking beyond the Language Arts classroom; research-based, student-tested, and proven successful in classrooms throughout the nation. Each participant will receive a certificate upon completion of the webinar training from The Language Circle. [Get more information](http://events.r20.constantcontact.com/register/event?oeidk=a07ebpt3qom9c5f810d&c=1cecfed0-8669-11e5-97d3-d4ae528eaba9&ch=1d179140-8669-11e5-9800-d4ae528eaba9) Register Now! NHIDA [www.nhida.org](http://r20.rs6.net/tn.jsp?f=001U-WWt5L0HkVax-qGWt4JHRxJzOuqKt04gJQTfPngA2fY0lgAOKESxBm3YZIUxYSm3QTL-OjaUQX2WADuYYB0FMWdmii7jmAw2YwhWK40j3GpSuSiCObjZ_jtDh2IS_mGCbrKBsvup3BwoLkYZ6La-KpfNsvhzJU8Rjka4G5_DTA=&c=TgRMReNGxzgOf7heiiWsPC6m_R1B2kC4g2LCqMwEwoWR-HOo6lipeA==&ch=jt0jlCvKVrtuM6XVL9lHV1yHkoiw0DYPlFJ9NRRnYuTHKBvxZzolMQ==) 603-229-7355 message only

**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."**

**Houghton-Mifflin-Harcourt Webinars can be found at** <http://www.hmhco.com/classroom/professional-and-school-resources/webinars/professional-webinars?elq_mid=12691&elq_cid=23375309&elq_campid=7334&elq_extcampid=70131000001hffMAAQ&elq_emailname=AM%20%7c%20WE%20%7c%20150756d%20%7c%20wjiv_oral_Webinar%20%7c%20EMAIL&elq_email=rbenner%40bridgeportedu.net&elq_src=email>

### **These include **Nancy Mather's** recent and highly recommended**Using the WJ IV to Diagnose Specific Reading Disabilities

**I just stumbled across this commercial, but free, source of Webinars:** <http://www.hmhco.com/classroom/professional-and-school-resources/webinars/professional-webinars>

**BOOKS AND JOURNALS**

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2015). *Cross-Battery Assessment Software System (X-BASS) access card*. ISBN: 978-1-119-05639-3. <http://www.wiley.com/WileyCDA/WileyTitle/productCd-111905639X.html> See also <http://www.crossbattery.com/>. I had been holding off on downloading my "one-time download" because I knew that whichever laptop I chose would be the next to die. Since I had to check it out before ordering it for the Rivier bookstore and forcing my poor students to purchase it, I selected the laptop making the fewest odd noises and did the deed. Imagine my joy when I read the first FAQ: "*Can I use the X-BASS on more than one computer?*  YES. Once the program has been downloaded, you may copy it to a flash drive or other portable media and transfer it to another computer . . ." I cannot share it, of course, and cannot load it on a network system for access by multiple users. I do not need an Internet connection to use it once it is installed. It will hold about 500 cases, which should last most of us until our tests have gone into new editions, making the current X-BASS obsolete.

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties.* Hoboken, NJ: Wiley. I am finding this book extremely valuable. Kilpatrick (who is presenting at the NHASP Spring Conference listed above) is a strong proponent of phonemic awareness and phonics, where he is preaching to my choir, but I am learning a great deal about orthographic mapping. He cites research studies to back up his assertions and provides 32 pages of references. Here is one excerpt:

History repeated itself around 1990 at an International Reading Association conference.

M. J. Adams read a report from a research review that indicated that phonics and phonemic awareness were essential for skilled reading.  A whole-language advocate was the next speaker, and he was visibly upset by Adams's presentation.  He said to the crowd: "Someone get a silver bullet and shoot this woman, she's a vampire!"  Dr. Philip McInnis was in the audience and recounted the story (personal communication, July, 1998). Reading researcher Linnea Ehri (1998b) and a reporter for the *Atlantic Monthly*(Levine, 1994) also chronicled the incident.  McInnis indicated that he was puzzled that an educated person would say something so bizarre; everyone knows a silver bullet is for a werewolf and a stake through the heart is required for a vampire (McInnis, personal communication, July, 1998).  (Kilpatrick, 2015, p. 11)

Ehri, L. C. (1998b). Research on learning to read and spell: A personal-historical perspective. S*cientific Studies of Reading, 2*(2), 97-114.

Levine, A. (1994). The great debate revisited. *Atlantic Monthly,*December, 38-44.

Dawson, P., & Guare, R. (2015). *The work-smart academic planner: Write it down, get it done*. New York, NY: Guilford. I forgot to preorder my copy. My friendly, local, independent bookstore got me a copy this week in two days. It looks, as one would anticipate, very good, useful, and practical.

**NEW HAMPSHIRE JOBS[[3]](#footnote-3)**

The **Salem School District**, Salem, NH, is currently looking for a **full time School Psychologist**.  The position is posted through the district website [www.sau57.org](http://www.sau57.org) and available as of October 12th. <http://www.applitrack.com/sau57/onlineapp/jobpostings/view.asp?&category=Student+Support+Services&category=Student+Support+Services>

**Part-time Assistant for scoring psychological tests and light administrative work, Londonderry, NH.** No experience necessary – but students/adults with interest and experience in Neuropsychological testing are preferred. NESCA is a pediatric neuropsychology practice based in Newton MA with a new office in Londonderry NH. [http://www.nesca-newton.com](http://www.nesca-newton.com/) NESCA has a part-time opening in Duties include but not limited to test-scoring (full training given), scheduling, payment collection, file management and light administrative tasks. Looking for someone extremely detailed for the testing scoring – as well as strong interpersonal skills, discretion, flexibility and can-do attitude. This position starts at 12 hrs./week (Tues and Thurs) and may soon lead to 20 hours/week. Send resume and cover to: Robin Winston rwinston@nesca-newton.com

The **University of Southern Maine** Educational and School Psychology Program seeks **two tenure-track Assistant Professors** to join its faculty in offering master’s and doctoral degrees leading to the following credentials: Board Certified Behavior Analyst (BCBA/BCBA-D), Certified School Psychologist, and Licensed Psychologist.  [usm.maine.edu/school-psychology](http://usm.maine.edu/school-psychology) . We are also looking for faculty in other schools. For a complete listing, please visit [usm.maine.edu/hrs/job-opportunities](http://usm.maine.edu/hrs/job-opportunities).  [Assistant Professors of School Psychology - Positions available at USM.docx](https://xa.yimg.com/kq/groups/333986/411101432/name/Assistant%20Professors%20of%20School%20Psychology%20-%20Positions%20availab)

**Please 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

Adjunct 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

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 or wish to diminish the number of copies you are receiving, just email me at johnzerowillis@yahoo.com.

**Sponsored by the Association of Specialists in the Assessment of Intellectual Functioning (ASAIF)**

 ***Assessing Memory***

***Presented by John O. Willis, Ed.D., SAIF***

Senior Lecturer in Assessment, Rivier University; Assessment Specialist, Regional Services and Education Center

johnzerowillis@yahoo.com

**Date: Friday 11 December Location: Nackey S. Loeb**

**Time:** **5:00 p.m. – 8:00 p.m. School of Communications**

**Registration: 4:30 p.m. 749 East Industrial Park Drive**

 **Manchester, NH 03109**

[**http://www.loebschool.org/**](http://www.loebschool.org/) **(603) 627-0005**

**Cost:** ASAIF Members **$35**, Nonmembers **$45**. (Nonmember rate for one's first Shorty of the school year plus $15 [a total of $60] confers membership through 8/31/16.\*) **(Fee includes coffee and other beverages, fruit, cheese, and cookies. Please bring your own supper.)**

## Certificates will be given for 3 clock hours or 3 NASP-approved CPD credits.

## [*Please* register early!]

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

**Presenter:** ***John Willis*** began his career in special education as a volunteer. He is a Senior Lecturer in Assessment at Rivier University, where he has taught part-time since 1980. Since 1974, he has been an Assessment Specialist at the Regional Services and Education Center, Amherst, NH, where he was also Director of Psychoeducational Services for ten years and Acting Executive Director for one. He was a teacher, administrator, and evaluator at the Crotched Mountain School, Greenfield, NH, from 1969 to 1974. Dr. Willis is co-author, with Dr. Ron Dumont, of the *Guide to Identification of Leaning Disabilities* (3rd ed.) (Peterborough, NH: authors, 2002), and author or co-author of several chapters and articles. He has been presenting workshops in the U.S. and Canada since 1976.

**Presentation:** Evaluators frequently are asked to assess a student’s memory skills: "Mysti seems to learn well in class but forgets it all overnight!" "In one ear and out the other!" "Elmaunt studies hard but cannot remember information for tests!" "Soozi must not be paying attention: she never hears what I say."

When the reason for referral includes concern about a student’s memory, the evaluator needs to have a broad base of knowledge about how learners learn and store information, because both *storage* and *retrieval* are involved when we assess someone’s memory. This presentation will discuss current thinking on short-term memory, working memory, and long-term storage and retrieval, and will include Cattell-Horn-Carroll (CHC) classifications of narrow abilities such as “meaningful” and “associative” memory. This is not training on administration, scoring or interpretation of any particular test, but **a few** of the many current formal tests of memory (such as the WJ III, WJ IV, WRAML2, TOMAL-2, and RIAS-2 as well as subtests of cognitive ability tests) will be referred to throughout the Shorty with a focus on practical interpretation of findings, not particular instruments. Time will not permit detailed discussion of any one test or even mention of all the available tests. Related concepts will be discussed, such as *visual memory, sequential memory, recognition versus recall*, *the role of* *interference*, *significantly long-term recall*, *remembering to* “*Do Something*,” *savings* *with respect to learning*, *learning facility*, *meaningful vs. rote memory, memory and language*, *verbatim vs. gist, memory aids*, *mnemonic devices, backward chaining, visual aids, procedural memory (implicit), declarative or semantic memory, memory vs. rehearsal, serial learning (and the* *primary vs. recency effects),* the *Zeigarnik Effect, fading, reverse chaining,* and *habit with respect to memory.* The focus of the presentation and handouts will be practical suggestions for evaluators.

**Learning Objectives**: Participants will be able to . . .

* plan assessments of memory to address referral concerns;
* integrate memory assessment into comprehensive assessments;
* attempt insofar as possible to differentiate memory from attention;
* interpret formal tests of memory and learning with improved understanding [including tests such as the Wide Range Assessment of Memory and Learning–Second Edition (WRAML2); the Test of Memory and Learning–Second Edition (TOMAL-2); the Reynolds Intellectual Assessment Scale–Second Edition (RIAS-2); and the memory tests of the Woodcock-Johnson Tests of Cognitive Ability (WJ III and WJ IV)];
* discuss short-term memory (*Gsm* or *Gwm* MS) and working memory (*Gsm* or *Gwm* MW) within the Cattell-Horn-Carroll (CHC) model of cognitive abilities;
* interpret test findings and discuss memory issues including the *storage* and *retrieval* (*Glr*) aspects involved in learning and memory; and
* report findings and recommendations more effectively to parents, teachers, and older students

Registrations will be accepted until Wednesday 9 December **if we get sufficient enrolment by Monday 7 December** **in order to hold the Shorty,** so **please** let us know by December 7, if at all possible! We are unable to provide refunds for cancellations after December 7 unless an event is cancelled by ASAIF.

**There will be no confirmation letter. Only those who cannot be accommodated will be contacted.** You will be notified at the email address you provide of any cancellation. Otherwise, the event is taking place. If you have any questions, please contact John Willis at 603-345-0538 or johnzerowillis@yahoo.com. He'll probably know if he is presenting.

For further information, dietary needs, and accommodations for participants with disabilities, please email gingermentel@gmail.com. I (johnzerowillis@yahoo.com) will be glad to try to answer any questions about content.

 ***Please return this form with payment to:*** Lisa Zack-Swasey

 (We cannot accept credit cards.) 42 Ole Gordon Road

 Brentwood, NH 03833

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_ School/Affiliation\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_­\_

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

Are you available at this email address the evening before the Shorty, in case of last-minute cancellation? (e.g., Snow, Ice, or Flood Day)? Yes \_\_\_ No \_\_\_

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

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ASAIF Memory Shorty, 11 December 2015

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 be blamed for what is written here. [↑](#footnote-ref-1)
2. This information is second hand, so I **cannot** vouch for accuracy, completeness, or timeliness. [↑](#footnote-ref-2)
3. This information is second hand, so I **cannot** vouch for accuracy, completeness, or timeliness. [↑](#footnote-ref-3)