PAR-Sponsored Workshops 2010

Also Inside...

- Information on how to receive NASP and APA continuing professional development credits by attending a PAR-sponsored workshop (see page 2)
- Learn how to plan a PAR-sponsored workshop in your area (see page 3)
- Abstracts and learning objectives for each PAR-sponsored workshop


PAR • 1.800.331.8378 • www.parinc.com
Dear Valued Customer,

Each year, PAR sponsors free informative product workshops to provide our Customers with training on how to use our products in their practice. Workshops are presented by one of PAR’s qualified Clinical Assessment Consultants or by the product’s author(s). See page 3 of this brochure for a complete list of the workshops we offer.

We also offer a special workshop titled *Product Overview: Effective Assessment Products Designed to Meet Your Needs*. It is presented by one of PAR’s Clinical Assessment Consultants and introduces you to a variety of assessments published by PAR. You select the products that will be covered during the workshop—it is completely customized to fit the needs of your group.

For complete information on scheduling a workshop, please refer to the instructions provided on page 3. We encourage you to call us as soon as you know what type of workshop you’d like and your available dates so that we can schedule your workshop efficiently and well in advance.

Remember to check our Web site regularly for information about new releases and for supplemental product information, including sample score reports, PowerPoint presentations, and expanded bibliographies for some of our most popular products. Simply visit www.parinc.com and click on “Assessment Consultants” to access this information. Our consulting services are free of charge and entirely without obligation.

I look forward to seeing you at one or more of our informative workshops.

Sincerely,

Jim Gyurke, PhD
Vice President of Marketing and Sales

In an effort to meet the needs of our Customers’ recertification requirements, PAR is listed as an approved provider* of continuing professional development credits for both NASP and APA. Your Clinical Assessment Consultant will work with you to submit forms and documentation that satisfy NASP and APA criteria.

*PAR is approved by the National Association of School Psychologists to offer continuing education for school psychologists. PAR maintains responsibility for the program.
PAR is approved by the American Psychological Association to sponsor continuing education for psychologists. PAR maintains responsibility for this program and its content.
It’s easy to arrange a PAR-sponsored workshop in your area. Simply contact a Clinical Assessment Consultant at 1.866.253.4050 to schedule, while keeping the following in mind:

Once you have scheduled your workshop with a Clinical Assessment Consultant, an electronic version of the workshop handout will be sent to you so that you can print it out and make copies for workshop attendees. Keep in mind that our workshop offering, Product Overview: Effective Assessment Products Designed to Meet Your Needs, presents information on a variety of PAR-published products and will be customized especially for your group. It is ideal for groups that contain a wide range of School Specialists who work with children and adolescents in a variety of testing situations.

PAR-Sponsored Workshops 2010

- Product Overview: Effective Assessment Products Designed to Meet Your Needs (See pages 4-5)
- Development and Application of the Reynolds Intellectual Assessment Scales™ (RIAS™) (See page 6)
- Administration, Interpretation, and Utility of the Wide Range Assessment of Memory and Learning, Second Edition (WRAML™2) (See page 6)
- An Empirically Based Model for Effective Threat Assessment/Crisis Intervention in the Schools (See page 7)
- Development, Application, and Interpretation of the Tasks of Executive Control™ (TEC™) (See page 7)
- Comprehensive, Reliable Assessment of Emotional Disturbance Criteria and Social Maladjustment Using the Emotional Disturbance Decision Tree™ (EDDT™) (See page 8)
- Age-Standardized Assessment and Progress Monitoring of Children on the Autism Spectrum Using the PDD Behavior Inventory™ (PDDBI™) (See page 8)
- Executive Functions in Children: Concepts, Assessment, and Intervention (See page 9)
- Early Onset Bipolar Disorder and the Pediatric Behavior Rating Scale™ (PBRS™) (See page 9)
- Use of the Wide Range Achievement Test 4 Progress Monitoring Version (WRAT4-PMV) for RTI and IDEA (See page 10)
- Assessment of Psychopathology in Adolescents Using the Personality Assessment Inventory™—Adolescent (PAI®-A) (See page 10)
- RTIPlus™: Solutions for Student Progress and Educational Accountability (See page 11)
- Assessment and Treatment of Parent-Adolescent Conflict (See page 11)

Schedule Your Free, Informative Workshop Today!
Call a PAR Clinical Assessment Consultant at 1.866.253.4050 or visit www.parinc.com and click on “Assessment Consultants.”
Product Overview: Effective Assessment Products Designed to Meet Your Needs

Abstract

This presentation will introduce a variety of assessments published by PAR in one workshop. Any or all of the products listed in this workshop brochure can be selected and used to create a workshop that fits the specific needs of your staff. Theoretical basis, structure, constructs measured, appropriate populations, and usefulness in practice will be reviewed for each product. Presented by one of PAR’s qualified Clinical Assessment Consultants, the Product Overview workshop offers a unique opportunity to introduce practitioners to a variety of tools in a short period of time.

Learning Objectives

• Provide an overview of the PAR products chosen by your group.
• Discuss how the selected products can enrich assessment in your specific testing setting.
• Expand practitioners’ knowledge of the theory, structure, constructs measured, basic administration, appropriate populations, and clinical utility for each of the selected products.

(Continued on next page.)
Assists in the identification of symptoms associated with early onset bipolar disorder.

Assists in the assessment of children who have been diagnosed with a pervasive developmental disorder (PDD).

Examines the relationships between adolescents and parents and enables you to plan effective treatments through an understanding of the multifaceted parent-adolescent relationship.

Assesses psychosocial symptomatology and risk of violence threat in adolescents.

Measures verbal and nonverbal intelligence and memory.

Measures two fundamental aspects of executive control processes: working memory and inhibitory control.

Measures the basic academic skills of reading, spelling, and math computation.

Monitors the academic progress of students in Grades K-12 and college.

Assesses memory functioning and new learning.

See page 4 for abstract and learning objectives.
Development and Application of the Reynolds Intellectual Assessment Scales™ (RIAS™)

Abstract
This workshop provides an overview and introduction to the RIAS, including its conceptualization, development, and interpretation. A critique of the widely publicized failure of IQ test profile analysis is provided and reasons for this failure are discussed. The design and development of the RIAS are reviewed, and its standardization, reliability studies, and validity evidence are addressed. Administration and scoring of the RIAS are taught, and guidelines for interpretation are presented. The importance of the assessment of complex memory functions in intellectual assessment also is reviewed.

Learning Objectives
- Understand the concept of general intelligence (g) and its relationship to profile analysis of IQ subscales.
- Describe the constructs assessed by the RIAS and the test's development, standardization, and scaling processes.
- Demonstrate how to administer and score the RIAS accurately, and how to interpret RIAS scores.

Administration, Interpretation, and Utility of the Wide Range Assessment of Memory and Learning, Second Edition (WRAML™2)

Abstract
When the Wide Range Assessment of Memory and Learning (WRAML™) was released in 1990, it was the first and only well-normed and standardized test battery available to assess memory abilities in children. Since then, the WRAML has become a widely used instrument in pediatric evaluation settings, including schools. Because test revisions often become necessary after more than a decade of use, the WRAML was revised, restandardized, and released as the WRAML2 in 2004. This workshop is intended to inform former WRAML users as well as newly interested school psychologists about the structure and rationale associated with the revised version, discuss the test’s utility in the school setting, and report newly available clinical applications. The workshop provides an overview of the WRAML2 and similarities and differences from the first version. It also provides a description of Core and Optional subtests, new features that will assist examiners in test administration, and the test’s application in the school setting. Participants also will learn how to administer each subtest of the WRAML2.

Learning Objectives
- Inform previous WRAML users and newly interested school psychologists about the structure and rationale associated with the revised version, and report newly available clinical applications with an emphasis on children with acquired and congenital neurological insults.
- Provide an overview of the WRAML2, highlighting similarities to and differences from the first version.
- Describe core and optional subtests along with added features that will assist examiners in test administration, clinical application, and interpretation.
An Empirically Based Model for Effective Threat Assessment/Crisis Intervention in the Schools

Abstract
This presentation provides a brief summary of the school violence literature as it relates to student suicide and homicide with regard to mitigating these events before they occur. Threat assessment procedures using the Adolescent & Child Urgent Threat Evaluation™ (ACUTE™), the Psychosocial Evaluation & Threat Risk Assessment™ (PETRA™), and the Structured Assessment of Violence Risk in Youth™ (SAVRY™) will be used to structure a study of the dynamic nature of school violence with an emphasis on developing specific and targeted interventions. Topics addressed include the identification of predisposing and precipitating characteristics of school violence, threat assessment, and the evaluation of psychosocial functioning to guide the development of interventions to keep threats of violence from becoming acts of violence.

Learning Objectives
- Provide a summary of school violence literature as it relates to student suicide and homicide, with the perspective of mitigating these events before they occur.
- Provide a review of threat assessment procedures and the evaluation of psychosocial functions to guide in the development of interventions aimed at preventing acts of violence.
- Identify predisposing and precipitating characteristics of school violence.

Development, Application, and Interpretation of the Tasks of Executive Control™ (TEC™)

Abstract
The TEC is a standardized computer-administered measure of two essential executive functions: inhibitory control and working memory. The TEC represents the first standardized clinical application of two integrated neuroscience methods commonly used to tap working memory and inhibitory control: an n-back paradigm that parametrically increases working memory load and a go/no-go task to manipulate inhibitory control demand. The TEC is ideal for evaluating children and adolescents with a wide variety of developmental and acquired neurological disorders.

Learning Objectives
- Understand the neurological importance of working memory and inhibitory control and the role of n-back technology when measuring these concepts.
- Describe the development, administration, scoring, and interpretation procedures for the TEC.
- Enhance knowledge base through examination of TEC profiles.

The TEC presents four sequential tasks for 5- to 7-year-old children and six tasks for 8- to 18-year-old children and adolescents.
Abstract
Because of vague terminology and incomplete definitions pertaining to emotional disturbance (ED) and social maladjustment (SM), there has been considerable discussion among school psychologists regarding the distinctions between ED and SM. The EDDT provides a standardized approach to the assessment of ED and addresses all aspects of the federal criteria for the ED exceptionality, including ED factors and SM as a codiagnosis or alternative problem. The EDDT also addresses the educational impact of ED, the severity of ED, and potential exclusionary factors such as short duration. This presentation discusses literature pertaining to the ED/SM dichotomy and presents the results of a nationwide EDDT standardization study completed by PAR. Case studies using the EDDT, including detailed examples of a student with an ED, a student with an SM, and a student who has both, are presented. Incremental validity that the EDDT contributes to the evaluation process is highlighted, and the test’s usefulness in overcoming the ED/SM dichotomy also is noted.

Learning Objectives
• Establish the reliability of the EDDT by presenting internal consistency and item-total correlations.
• Demonstrate criterion validity by examining the relationship between the EDDT and other behavioral assessments (i.e., Clinical Assessment of Behavior™ [CAB™]; Child Behavior Checklist [CBCL]; Behavior Assessment System for Children, 2nd Ed. [BASC-2]).
• Investigate the construct validity of the EDDT to illustrate its ability to classify students as having an ED, an SM, or both.

Abstract
This workshop provides extensive information on pervasive developmental disorders (PDDs) and the PDDBI. The PDDBI was developed to provide an assessment of PDDs that results in age-standardized scores for both problem behaviors and social communication skills relevant to children with PDD. This tool also was developed to be useful for multiple applications (e.g., clinical, medical, education, research). The concept of PDD is examined historically, and a brief introduction to its biological and behavioral characteristics, etiologies, and assessment methods is included. In addition, the history, theoretical orientation, and psychometric characteristics of the PDDBI are reviewed, and its clinical utility for assessing children, for making clinical decisions regarding intervention, and for quantifying and interpreting changes in children’s behavior profiles is examined. PDDBI profiles of subtypes of children with PDD also are examined, including those with known genetic syndromes and those showing associated medical problems such as seizures.

Learning Objectives
• Review the concept of PDD historically, along with its biological and behavioral characteristics, etiologies, and assessment methods.
• Review the history, theoretical orientation, and psychometric characteristics of the PDDBI.
• Examine PDDBI profiles of subtypes of children with PDD.
Executive Functions in Children: Concepts, Assessment, and Intervention

Abstract
This workshop focuses on developing a working understanding of the concepts, assessment methods, and intervention approaches for the inclusion of an executive function model in everyday practice. The purpose of this workshop is to assist the psychologist in conceptualizing and assessing the self-regulatory aspects of children’s and adolescents’ functioning and in developing interventions based on an executive function model. This important set of self-regulatory functions plays a substantial role in development and is central to most other domains of functioning (e.g., attention, language, motor) with an impact on the learning, social, behavioral, and emotional domains. Topics addressed include functional definitions and underlying concepts, components of the developing multidomain executive system, methods of assessment, executive contributions or characteristics of disorders, and guidelines for developing appropriate interventions.

Learning Objectives
• Define executive functions in general, understand the relationships among subdomains or components of the executive system, and discuss relevant concepts as they affect learning, social, emotional, and behavioral functioning.
• View executive functions within a developmental framework, considering both the intrinsic maturation of the child as well as the changing environmental conditions and expectations that place greater demands on executive functioning.
• Describe some assessment methods available to measure, qualitatively and quantitatively, the child’s profile of executive function and generate intervention methods based on a working model of executive function.

Early Onset Bipolar Disorder and the Pediatric Behavior Rating Scale™ (PBRS™)

Abstract
This workshop will cover the history of early onset bipolar disorder (EOBD), the neurobiology of emotional regulation, the difficulties and controversy surrounding identification of EOBD in children, and common medical and behavioral interventions. In addition, the structure, administration, and interpretation of the PBRS—a parent and teacher rating scale that assists in the identification of symptoms associated with severe emotional disturbance, specifically EOBD—will be reviewed.

Learning Objectives
• Identify common characteristics and the neurobiology of EOBD.
• Learn techniques to more effectively identify symptoms of EOBD using the PBRS.
• Increase knowledge of common intervention techniques for children diagnosed with EOBD.

The PBRS is a standardized, norm-referenced parent and teacher rating scale that assists in the identification of symptoms associated with severe emotional disturbances—specifically, early onset bipolar disorder.
Use of the Wide Range Achievement Test 4 Progress Monitoring Version (WRAT4-PMV) for RTI and IDEA

Abstract
This workshop explains the federal requirements for progress monitoring in special education and related programs and discusses the benefits of tracking progress in basic achievement for students, parents, and assessment professionals. It introduces a new tool for monitoring the annual progress of students that will help schools meet some of the IDEA Part B progress monitoring requirements. The WRAT4-PMV is a series of brief 15-item tests that assess four areas of basic skills: word reading, sentence comprehension, spelling, and mathematics computation. For many decades, users of the WRAT series have found the test to be easy-to-use and helpful as a quick assessment of basic skills. The WRAT4-PMV was designed as a series of brief tests for use at various grade levels. The tests can be individually administered and administered in small groups (e.g., math calculations). Easy-to-use scoring software and raw score profiles are provided to track repeated testing over the school year and, if necessary, over multiple years. Students with reading difficulties as identified by NCLB criteria may be assessed for documentation of annual yearly progress, and children in special education may be tracked with repeated brief tests. The workshop presents samples of the test materials, links to new IDEA requirements, methods of interpretation and progress verification, and case studies of students with learning disabilities and demonstrates how results can be used to document progress.

Learning Objectives
• Learn the major applications of progress monitoring for quarterly assessment in special education using a system that combines criterion- and norm-referenced testing and provides research on evidence-based instruction while conforming to NCLB standards for annual yearly progress.
• Define important terms and concepts, such as curriculum-based measurement (CBM), response to intervention (RTI), progress monitoring, and out-of-level testing.
• Improve skills in the graphing and tracking of achievement progress and in the interpretation of brief repeated tests.

Assessment of Psychopathology in Adolescents Using the Personality Assessment Inventory™–Adolescent (PAI®-A)

Abstract
The PAI-A was designed to closely complement its parent instrument, the Personality Assessment Inventory™ (PAI®), and closely parallels the adult version of the instrument. The PAI-A provides psychologists working with children and/or adolescents in clinical practice, schools, or forensic settings with vital information to assist in decision making. The clinical constructs assessed by the PAI-A were selected on the basis of their importance within the nosology of mental disorder and their significance in contemporary diagnostic practice.

Learning Objectives
• Introduce participants to the developmental background and structure of the PAI-Â.
• Expose participants to the scales, subscales, and indexes and provide vital information on interpretive significance of different scores.
• Demonstrate basic clinical interpretation of the PAI-A.
RTIPlus™: Solutions for Student Progress and Educational Accountability

Abstract
This presentation will introduce participants to RTIPlus, a Web-based application that was created to assist schools, school districts, and states in managing and enhancing their response to intervention (RTI) process. The application permits direct, frequent, and ongoing progress monitoring of student learning and direct reporting to teachers, parents, administrators, and students. The process and curriculum probes are customized to each district's needs. Presented by one of PAR's qualified Clinical Assessment Consultants, this workshop offers a unique opportunity to introduce educators and practitioners to a time-saving and comprehensive process management program for student progress.

Learning Objectives
- Provide an overview of RTIPlus.
- Discuss how RTIPlus can streamline, organize, and increase efficiency of a school or district's RTI process.
- Demonstrate how an application like RTIPlus can help educators teach children and help schools and districts meet accountability requirements.

Assessment and Treatment of Parent-Adolescent Conflict

Abstract
This workshop will provide the audience with a practical, nuts-and-bolts, evidence-based approach to conceptualizing, assessing, and treating conflicts between parents and adolescents. Discussed first will be the behavioral family systems model of parent-teen conflict as a result of four intersecting dimensions: (a) neurobiology of the parents and adolescents; (b) skill deficits in behavior management, problem solving, and communication; (c) cognitive distortions; and (d) family structure problems. The methods for assessing each of these dimensions will then be reviewed. The new Parent Adolescent Relationship Questionnaire™ (PARQ™), which measures skill deficits, cognitive distortions, and family structure problems, will be highlighted. Research data and case studies will be used to show that the PARQ can provide valuable information to mental health professionals and school personnel who work with parents and adolescents, even if they don't plan to conduct family therapy. Last, the process of taking information provided by the PARQ and incorporating it into a behavioral family systems therapeutic intervention will be described. This intervention includes behavior management training, problem-solving training, communication training, and family structure interventions.

Learning Objectives
- Summarize how parent-adolescent conflict results from neurobiological factors, communication/problem-solving skill deficits, cognitive distortions, and family structure problems.
- Describe the PARQ, when and how to use it, and how to build an intervention using the resulting information.
- Outline behavior management training, problem-solving training, communication training, and family structure interventions.
Schedule Your Free, Informative Workshop Today!

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James S. Gyurke, PhD
Vice President of Marketing and Sales
E-mail: JGyurke@parinc.com
Phone: 866.253.4050

Darla A. DeCarlo, LMHC, PsyS
Clinical Assessment Consultant
Midwest Regional Consultant
E-mail: DDecarlo@parinc.com
Phone: 866.253.4050

Christine Fontenot, MS
Clinical Assessment Specialist
E-mail: CFontenot@parinc.com
Phone: 866.253.4050

Julie Alexander, PhD, NCSP
Clinical Assessment Consultant
Northeast Regional Consultant
E-mail: JAlexander@parinc.com
Phone: 866.253.4050

Kathleen M. Woodward, EdS, NCSP
Clinical Assessment Consultant
West Regional Consultant
E-mail: KWoodward@parinc.com
Phone: 866.253.4050

Mary Lisa Laches, MS, CCC
Clinical Assessment Specialist
Southeast and Midwest
E-mail: MLaches@parinc.com
Phone: 866.253.4050