



31<sup>st</sup> Annual Conference: November 13<sup>th</sup> – 15<sup>th</sup>, 2018  
Pinnacle Hotel Harbourfront; 1133 W. Hastings Street  
Vancouver, B.C.

Tuesday November 13<sup>th</sup>

8:00 A.M. – 9:00 A.M. – COFFEE AND REGISTRATION

9:00 A.M. – 10:30 A.M.

### **1. Children with Complex Trauma: Trauma-informed Practices in Schools**

**Presenter:** Dr. Linda O’Neill

**Profile:** Linda is a long-time northerner from the far northwest corner of BC who practiced in that area for many years. She holds a BA in Child and Youth Care, a MEd in Counselling Psychology, and a PhD in Educational Psychology from the University of Victoria and is a certified counsellor. Linda teaches in the MEd Counselling program, both on-campus and in the regions. In teaching, Linda works to build respectful, challenging, and empowering learning environments and has been nominated twice for the Excellence in Teaching Award by students. Linda’s research focuses on: counsellors and other helping practitioners working in isolated settings; secondary trauma experienced by practitioners; complex trauma (Developmental Trauma Disorder); historical and intergenerational trauma; and counselling and research ethics related to northern practice. Linda is principal investigator (PI) on a three-year Northern Communities SSHRC grant, Informal and Formal Mental Health Support in the North; and co-PI with Andrew Kitchenham on a two-year Partnership Development SSHRC grant, Classroom Support for Children who have Experienced Complex Trauma and Attachment Disruption.

Linda is a qualitative researcher, specializing in narrative methodology. Linda mentors many graduate students and has been the supervisor for Counselling students on eight completed projects and two theses. She is currently the supervisor for 14 students doing projects, four thesis students, and is a committee member on students’ theses in Counselling, Social Work, and Psychology. Linda has publications in the Canadian Journal of Counselling and Psychotherapy, Rural and Remote Health, the British Journal of Special Education, and the International Journal for the Advancement of Counseling. Working with Ryan James, Linda helped to develop the UNBC Community Counselling Centre (CCC) and volunteers at the centre as a counsellor, clinical supervisor, and Clinical Coordinator. On behalf of the UNBC Community Counselling Centre, Linda provides trauma informed training and workshops on secondary trauma to local agencies and agencies in the regions as a way of supporting helping practitioners.

**Presentation:** Trauma informed practice is a systems approach designed to better support the children we work with, and their families, who may have experienced adverse events in their lives, particularly early events resulting in various clinical and non-clinical presentations within education, health and social services. Trauma informed practice does

not require specific disclosure of trauma; rather it is a systems-wide lens focusing on safe practices and healthy relationships to assist with living lives less defined by traumatic experiences. Psychoeducational information on trauma effects based on the latest research in neurobiology will be a focus of this workshop.

10:50 A.M. – 12:00 P.M.

## **2. Updates from the BC Ministry of Education**

**Presenter:** Patricia Kovacs (Director, Inclusive Education) or Scott Beddall (Director, Student Wellness and Safety). The plan for this workshop is to address new policies, procedures, and/or Ministry initiatives as it relates to the work of School Psychologists in the province.

12:00 P.M. – 1:00 P.M. – LUNCH (NO HOST)

1:00 P.M. – 4:00 P.M.

## **3. Ethical Principles Guiding the Practice of Psychology in BC**

**Presenter:** Dr. Ingrid Söchting; Ph.D., R. Psych.; Director, UBC Psychology Clinic; Clinical Associate Processor – UBC Psychiatry CACBT-ACTCC – Fellow, Certified in Cognitive Behaviour Therapy

**Profile:** Dr. Söchting is the Director of the UBC Psychology Clinic and a clinical associate professor in the Department of Psychiatry at UBC. She is the coordinator of the UBC Psychiatry Residency CBT Training. Over the past 24 years, she has specialized in treatment for mood and anxiety disorders including groups for depression, anxiety disorders, OCD, and trauma. Prior to leading the clinic at UBC, she was chief psychologist in an outpatient mental health clinic. She teaches Master's level courses in psychotherapy and ethics in the clinical psychology program at UBC, and supervises psychology and psychiatry residents in CBT and Interpersonal Psychotherapy (IPT). Dr. Söchting is involved in psychotherapy research and has published over 30 peer-reviewed articles on psychotherapy program evaluations, outcomes, and process variables such as expectations for therapy, perceptions of treatment credibility, and dropout prevention. She has given over 50 invited lectures and workshops in Canada and abroad. Most recently, she has published a guide on group CBT for clinicians from a range of disciplines including social work, counselling, occupational therapy, psychology, and psychiatry: *Cognitive Behavioral Group Therapy: Challenges and Opportunities*, Wiley Blackwell 2014. Dr. Söchting is a Canadian-Certified CBT therapist and a Certified Group Therapist of the American Group Psychotherapy Association. She is a Board member of the Canadian Institute for Obsessive Compulsive Disorder and the Canadian Group Psychotherapy Foundation – and Early Music Vancouver (and trying to have a life outside of psychology and psychotherapy!).

### **Presentation:**

Learning Objectives:

1. To become familiar with the major principles of the Canadian Psychological Association's Code of Ethics, 4<sup>th</sup> Ed., 2017.
2. To become familiar with the College of Psychologists of BC Code of Conduct (2014).
3. To understand salient ethical issues relevant in the school context.
4. To apply an 11-step decision making model when faced with an ethical dilemma.

4:00 P.M. – 6:00 P.M.: SPEED NETWORKING at HOTEL LOUNGE (No Host)  
Reconnect with old friends and network with new colleagues!

Wednesday November 14<sup>th</sup>

8:00 A.M. – 9:00 A.M. – COFFEE AND REGISTRATION

9:00 A.M. – 12:00 P.M. – MORNING SESSIONS

### **1. Smart but Scattered: Improving Executive Skills to Promote School Success**

**Presenter:** Dr. Peg Dawson

**Profile:** Peg Dawson, Ed.D., received her doctorate in school/child clinical psychology from the University of Virginia. She worked as a school psychologist for 16 years in Maine and New Hampshire, and for over 25 years has worked at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire, where she specializes in the assessment of children and adults with learning and attention disorders. Along with her colleague, Dr. Richard Guare, she has authored several books, including a book for professionals, *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention* and two books for parents, *Smart but Scattered* and *Smart but Scattered Teens*. Their book, *Coaching Students with Executive Skills Deficits* has been recently augmented with a planner (*Work Smart Academic Planner*). Their most recent book, *The Smart but Scattered Guide to Success* is written for adults. Dr. Dawson is a past president of both the National Association of School Psychologists and the International School Psychology Association. She is also the 2006 recipient of NASP's Lifetime Achievement Award and a 2010 recipient of the International School Psychology Association Distinguished Services Award.

**Presentation:** Students with executive skill deficits often pose a challenge for school psychologists. They don't fit neatly into diagnostic categories, the skill deficits seem unpredictable in terms of their impact on school performance, and teachers tell them that the same kid who does fine on measures of academic achievement are falling apart in the classroom. Students with executive skill deficits are frustrating to both parents and teachers because these are students whose problems in school seem to have little to do with how smart they are or how easily they learn. And if they're frustrating parents and teachers, people often look to school psychologists for help. After providing an overview of executive skills and the critical brain functions associated with their development, Dr. Dawson will present an array of practical strategies that school psychologists can offer to parents and teachers that can be embedded into classroom activities or home routines to help children with executive skill challenges become better students and more proficient learners.

**Learning Objectives:** As a result of this workshop, participants will be able to:

1. Describe the brain processes involved in executive skill development both in typically developing children and those with executive dysfunction (such as ADHD).
2. Identify how executive skills impact school performance and daily living.
3. Give examples of key strategies for improving executive skills in students, including 1) how to make environmental modifications to support weak executive skills, 2) how to design protocols for teaching executive skills, and 3) how to use incentives effectively to encourage students to engage in the practice necessary for improving executive skills.
4. Describe the critical features of a coaching method geared to improving school performance through supporting executive skill development.

## **2. Complex Trauma in Children**

**Presenter:** Dr. Linda O’Neill

**Presentation:** TBA. Please check back for details.

## **3. “But how do I do that?” Converting Innovative Research in Education and Mental Health into Practice**

**Presenter:** Steven R. Shaw, Ph.D., NCSP; Director, Resilience, Pediatric Psychology, and Neurogenetics Connections Lab, McGill University, Montreal.

**Profile:** Dr. Shaw is associate professor in the Department of Educational and Counselling Psychology at McGill University in Montreal. Before entering academia, he had 17 years of experience as a practicing school psychologist. He has over 210 scholarly publications and presentations and has published four books. His fifth book, *Applying Recent Advances in the Science of Intellectual Disabilities to Classroom and Clinical Practice*, will be published by Springer in early 2019. Dr. Shaw is on the editorial board of six international scholarly journals, former editor of School Psychology Forum, and current editor of the Canadian Journal of School Psychology.

**Presentation:** The knowledge of what works, based on high-quality research, is an important part of evidence-based practices. But basic knowledge is not enough, there must be a specific and detailed process for exactly how interventions are transformed from research to reality in the classroom and therapy settings. Information from the new fields of meta-psychology and implementation science will be used to inform this process. This workshop presents:

1. How to improve research quality and utility.
2. How to select research that best solves school-based problems.
3. A detailed model of implementation that builds upon concepts of treatment integrity.
4. How to best weave research and practice.
5. In addition, a proposal for researcher and clinician partnerships is presented.

12:00 P.M. – 1:00 P.M. – LUNCH (NO HOST)

1:00 P.M. – 4:00 P.M. – AFTERNOON SESSIONS

**1. Smart but Scattered: Improving Executive Skills to Promote School Success (REPEAT SESSION)**

**Presenter:** Dr. Peg Dawson

**2. Paediatric Eating Disorders: Supporting Children/Youth and their Families**

**Presenter:** Dr. Jennifer Coelho, Ph.D., R. Psych.

**Profile:** Dr. Coelho is a Psychologist in the Provincial Specialized Eating Disorders Program for Children and Adolescents at BC Children’s Hospital, and holds an academic appointment at UBC (Clinical Assistant Professor – Department of Psychiatry). She obtained her Ph.D. from the University of Toronto, and worked as a clinical researcher in Europe and Quebec, before joining the team at BC Children’s Hospital. Her recent research focuses on treatment outcome in youth with eating disorders across the gender spectrum, and overlapping cognitive processes in obsessive-compulsive disorder and eating disorders.

**Presentation:** Participants will learn how to: identify symptoms of eating disorders and disordered eating; discuss evidence-based eating disorder treatments and local resources for youth and their families; and integrate supports for youth with eating disorders in the school context.

**3. “But how do I do that?” Converting Innovative Research in Education and Mental Health into Practice (REPEAT)**

**Presenter:** Steven R. Shaw, Ph.D., NCSP

4:30 P.M.: BCASP MEMBERS ANNUAL GENERAL MEETING

6:00 P.M. – 8:00 P.M.: WINE AND CHEESE SOCIAL EVENT  
Hosted by BCASP Conference Committee

Thursday November 15<sup>th</sup>

8:00 A.M. – 9:00 A.M. – COFFEE AND REGISTRATION

9:00 A.M. – 11:45 P.M. – MORNING SESSIONS

**1. Promoting and Deepening Students’ Social Emotional Learning with Mindfulness Practice**

**Presenter:** Molly Stewart Lawlor, M.A., PhD Candidate

**Profile:** Molly has expertise in social and emotional development throughout childhood and adolescence. Molly's research includes the investigation of mindfulness and psychological adjustment in children and adolescents, and, evaluations of social-emotional learning programs for children and adolescents in school settings. Molly has expertise in program development, specifically social emotional learning (SEL) programming and mindfulness-based curricula. Molly is the primary author of the Goldie Hawn Foundation's MindUP™ program ([www.mindup.org](http://www.mindup.org)), and, Committee for Children's Mind Yeti mindfulness-based digital application ([www.mindyeti.com](http://www.mindyeti.com)). She served as the Director of Education and Research for Playing Forward, developer of the Taxi Dog Social Emotional Learning Program (<http://taxidogedu.org/>). Molly has acted as an educational advisor and mindfulness expert on children's media projects, infusing of mindfulness and SEL into high quality children's programming, including the Canadian Broadcasting Company (CBC) production of Scout & the Gumbot Kids, an educational series that infuses mindfulness practice for pre-school aged children. Molly has taught within the teacher education program at the University of British Columbia and in the Psychology Department of Kwantlen Polytechnic University. Finally, Molly provides professional development and research services to educators in the area of social and emotional learning, mindfulness, positive psychology, well-being, and, primary prevention.

**Presentation:** Research has revealed schools to be one of the primary settings to promote social-emotional learning (SEL). Increasingly, school-based primary prevention efforts are incorporating mindfulness-based practices to foster attention, resiliency, and well-being. Both SEL and mindfulness-based initiatives emphasize the development of positive self, moral, social, and emotional understanding. This session presents a conceptual framework that describes how mindfulness practices may deepen SEL within K-12 educational contexts. Concepts will be expanded to explore practical tools for educators.

## **2. Diagnosing and Treating NVLD in Children: Professional Collaborations for Positive Outcomes**

**Presenters:** Dr. Jack Davis & Dr. Jessica Broitman

### **Profiles:**

**John (Jack) M. Davis, Ph.D.** Jack Davis is currently a professor at California State University East Bay, is Chair of the Educational Psychology Department, and is teaching and supervising in their graduate programs for Educational Psychology. He is also in private practice in Lafayette, CA, where he specializes in the assessment of and consultation around learning disorders and disabilities in children, adolescents, and adults. He has also written and co-written over 40 articles and book chapters on a number of areas and co-authored 4 books, three of which are on learning disorders. Dr. Davis received his Ph.D. from U.C. Berkeley in School Psychology, received post-doctoral training at U.C. Davis in Clinical/Family Psychology, and interned at the U.C. Davis Medical Center in Sacramento and at Children's Hospital in Oakland. He has worked in the public schools, in a hospital based psychiatry department at Kaiser in San Rafael, taught at a number of Universities, and was director of the Raskob Learning Institute in Oakland, CA, an assessment and remediation clinic and a day school for children with learning disorders.

**Dr. Jessica Broitman.** Currently a psychoanalyst, in private practice since 1980, and the President emerita of the San Francisco Psychotherapy Research Group (SFPRG). She was instrumental in the initiation of San Francisco Psychotherapy Research Group's Psychotherapy Training Center and Clinic, and served as the Executive Director for 15 years. In 2017 she helped create the International Control Mastery Therapy Center (CMTCenter) and currently serves as the

President of the CMTCenter. She frequently lectures on Weiss's Control Mastery Theory worldwide. Dr. Broitman has become an expert on non-verbal learning disabilities (NVLD), and recently co-authored 2 books on that topic for practitioners and parents. She is the co-author of *Nonverbal Learning Disabilities in Children: Bridging the Gap Between Science and Practice* (2011) and the co-editor of *Treating NVLD in Children* (2013), as well as numerous chapters and articles. She has worked with families who have learning-disabled children for more than 15 years. She is currently involved in several research projects concerning the treatment and understanding of NVLD, and has a special interest in helping professionals and families understand and treat this disorder.

**Presentation:**

Participants will be able to:

1. Understand the historical underpinnings of NVLD.
2. Diagnose/identify NVLD after receiving a working knowledge of the features of NVLD.
3. Understand/evaluate the clinical and empirical research regarding NVLD as a discrete clinical entity.
4. Identify interveners/interventions and clinical supports for children with NVLD.
5. Begin to work collaboratively with school, outside clinicians, and parents.

Through the use of video and lecture formats with imbedded question and answer format/discussions, participants will better understand the nature of this clinical disorder known as NVLD.

**3. Developing Interventions with At-Risk Populations that are Culturally Responsive**

**Presenter:** Dr. Antoinette Miranda

**Profile:** Dr. Antoinette Miranda is Professor and Director of the School Psychology Program at The Ohio State University, and holds the Casto Professorship in Inter-Professional Education. She has spent well over 35 years in education both K-12 and post-secondary. Dr. Miranda earned her bachelor's degree in Psychology and her M.Ed. and Ph.D. in School Psychology, all from the University of Cincinnati. She is a recipient of the OSU Alumni Award for Distinguished Teaching, and the Outstanding Contribution to Training Award by the Trainers of School Psychologists. She was elected to the Ohio State Board of Education in 2016. During her tenure at OSU, she has consistently worked with school districts in a variety of capacities including providing training to school staffs on IATs, MTSS, interventions, data collection and culturally responsive practices. She has had a life-long passion for making schools work for school-aged children, especially those most vulnerable.

**Presentation:**

The following goals and objectives will be covered in this presentation:

1. Design and implement evidence-based interventions for at-risk populations, understanding diverse student characteristics in a cultural context as outlined by the NASP Practice Model.
2. Design interventions that assist in closing the achievement gap and address issues of poverty.
3. Create "intervention bags" appropriate to the needs of the school's population.

**11:45 P.M. – 1:15 P.M. – LUNCHEON and DRAW PRIZES: \$15/ticket  
PLEASE PRE-REGISTER**

**1:15 P.M. – 4:00 P.M. – AFTERNOON SESSIONS**

**1. Current Topics in the Assessment and Diagnosis of Intellectual Disabilities**

**Presenter:** Dr. Christine Lilley, Ph.D, R. Psych., Compass Clinic

**Profile:** Dr. Lilley has been working as a registered psychologist in BC for 18 years. She spent her early career at the Sunny Hill Health Centre, where she worked as part of a multidisciplinary team to assess neurodevelopmental disorders including intellectual disability and fetal alcohol spectrum disorder. She is now in private practice at the Compass Clinic.

**Presentation:** This presentation will include an overview of recent research and theoretical debates relevant for psychologists who diagnose intellectual disabilities. This will include a review of information presented at this conference in 2015, including how to choose the most appropriate test and index scores when diagnosing intellectual disability, interpreting scores in the context of uneven profiles, and how to understand the changes in the definition of intellectual disability from DSM-IV TR to DSM-5. The presentation will also include updated information about uneven profiles, the impact of poverty and social disadvantage on IQ, debates about whether test norms should or should not be culture specific, the role of performance validity testing in the diagnosis of intellectual disability, and new adaptive measures such as the DABS.

**2. Diagnosing and Treating NVLD in Children: Professional Collaborations for Positive Outcomes (REPEAT SESSION)**

**Presenters:** Dr. Jack Davis & Dr. Jessica Broitman

**3. Developing Interventions with At-Risk Populations that are Culturally Responsive (REPEAT SESSION)**

**Presenter:** Dr. Antoinette Miranda

2018 BCASP Conference FEE Schedule:

	<b>1 Day</b>	<b>2 Day</b>	<b>3 Day</b>
Member - Early	\$ 175.00	\$ 300.00	\$ 400.00
Non-member - Early	\$ 225.00	\$ 375.00	\$ 500.00
Member – Late	\$ 225.00	\$ 375.00	\$ 500.00
Non-member - Late	\$ 300.00	\$ 465.00	\$ 615.00
Student	\$ 125.00	\$ 175.00	\$ 225.00
Paid Intern	\$ 150.00	\$ 275.00	\$ 350.00

Day ONE: (Note: There are no session choices for this day)

Tuesday, November 13<sup>th</sup>, 2018

MORNING

1. Children with Complex Trauma: Trauma-informed Practices in Schools
2. Updates from the BC Ministry of Education

AFTERNOON

3. Ethical Principles Guiding the Practice of Psychology in BC

Day TWO:

Wednesday, November 14<sup>th</sup>, 2018

MORNING

- Smart but Scattered: Improving Executive Skills to Promote School Success
- Complex Trauma in Children
- “But how do I do that?” Converting Innovative Research in Education and Mental Health into Practice

AFTERNOON

- Smart but Scattered: Improving Executive Skills to Promote School Success (REPEAT)
- Paediatric Eating Disorders: Supporting Children/Youth and their Families
- “But how do I do that?” Converting Innovative Research in Education and Mental Health into Practice (REPEAT)

Day THREE:

Thursday, November 15<sup>th</sup>, 2018

MORNING

- Promoting and Deepening Students’ Social Emotional Learning with Mindfulness Practice
- Diagnosing and Treating NVLD in Children: Professional Collaborations for Positive Outcomes
- Developing Interventions with At-Risk Populations that are Culturally Responsive

LUNCHEON/  
DRAW PRIZES

- \$15

AFTERNOON

- Current Topics in the Assessment and Diagnosis of Intellectual Disabilities
- Diagnosing and Treating NVLD in Children: Professional Collaborations for Positive Outcomes (REPEAT)
- Developing Interventions with At-Risk Populations that are Culturally Responsive (REPEAT)

