



34th Annual BCASP Conference

November 08–10, 2022

Pinnacle Hotel at the Pier
138 Victory Ship Way
North Vancouver B.C.
(604) 986-7437

Register at bcasp.ourconference.ca

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Presenters



Dr. Ben Springer, Ph.D., NCSP

Ben Springer is an award winning and Nationally Certified School Psychologist. Ben is also author of the popular books, “Happy Kids Don’t Punch You in the Face” and “GPS: Good Parenting Strategies: The No-Guilt Survival Guide for Parents During the Pandemic and Beyond.” Ben received his master’s and doctoral degrees from the University of Utah in Educational

Psychology. Ben has worked professionally as a teacher, school psychologist, behavior specialist, and director of special education. Currently, Ben works as the director of the Family Education Center in Wasatch County School District and manages Totem PD, a professional learning company focusing on practical, ready-to-use tools for educators. Ben is married with four lovely daughters, enjoys backpacking, fishing, and collecting comic books.



Dr. Howard M. Knoff, Ph.D.

Dr. Howie Knoff is an internationally-known innovator and hands-on practitioner in the areas of: School Improvement and Turn-Around, Strategic Planning and Organizational Development, School Discipline, Classroom Management, and Student Self-Management (PBIS/PBSS/SEL), Differentiated Academic Instruction and Academic

Interventions for Struggling Students, Social, Emotional, and Behavioral Instruction and Strategic and Intensive Interventions for Challenging Students, Multi-tiered (MTSS/Rtl) Services and Supports, and Effective Professional Development and On-Site Consultation and Technical Assistance

Howie is the CEO of Project ACHIEVE Educational Solutions, and he has implemented his innovative school improvement approaches in thousands of schools or districts over the past 40 years through his Project ACHIEVE program—designated by U.S. Department of Health & Human Service’s Substance Abuse and Mental Health Services Administration (SAMHSA) as an evidence-based model prevention program in 2000. An international expert on school safety and discipline, classroom management and school-wide SEL systems, student

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engagement and achievement, and interventions with behaviorally challenging students, Dr. Knoff was a tenured Full Professor (22 years at the University of South Florida and SUNY-Albany), and Director of the federally-funded State Personnel Development/State Improvement Grant for the Arkansas Department of Education for 13 years—responsible there (with his staff) for school improvement, PBIS, and MTSS services and supports to districts and schools across the state.

Howie received the Lightner Witmer Award from the American Psychological Association's School Psychology Division for early career contributions in 1990. He has been awarded over \$40 million in federal or foundation grants during his career. He is a Fellow of the American Psychological Association (School Psychology Division), a Nationally Certified School Psychologist, and a Licensed Psychologist. Howie has extensive experience as an Expert Witness in federal and state court cases across the U.S., he is frequently interviewed across many different media outlets, and he was the 21st President of NASP.



Dr. Mitchell M. Handelsman, Ph.D.

Dr. Handelsman is a Professor of Psychology and CU President's Teaching Scholar at the University of Colorado Denver, where he has been since 1982. Mitch earned his Ph.D. from the University of Kansas in 1981. He is a licensed psychologist and a Fellow of the American Psychological Association (APA). He served for a year (1989–1990) in Washington DC as an APA Congressional Science Fellow. Mitch has won numerous teaching awards, including the 1992 CASE (Council for the Advancement and Support of Education) Colorado Professor of the Year Award, the Society for the Teaching of Psychology's Excellence in Teaching Award in 1995, and the APA Ethics Committee Ethics Educator Award in 2021.

Mitch has co-authored two ethics books, *Positive Ethics for Mental Health Professionals* (second edition, 2021; with Sharon Anderson), and *Ethical Dilemmas in Psychotherapy: Positive Approaches to Decision Making* (2015; with Sam Knapp and Michael Gottlieb). He is an associate editor of the *APA Handbook of Ethics in Psychology* (2012). He has published over seventy refereed articles and book chapters, many on ethics- and teaching-related topics. His blog for PsychologyToday.com ("The Ethical Professor") focuses on ethical and teaching issues. He is co-author of *The Life of Charlie Burrell: Breaking the Color Barrier in Classical Music*. In his spare time, he plays jazz trumpet around the Denver area.

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Dr. Jan Hasbrouck

Dr. Jan Hasbrouck is a researcher, educational consultant, and author. She served as Executive Consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Dr. Hasbrouck was a reading specialist and literacy coach for 15 years before teaching at the University of Oregon and later became a professor at Texas A&M University. Dr.

Hasbrouck has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers, specialists, and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers.

Dr. Hasbrouck earned her B.A. and M.A. from the University of Oregon, and completed her Ph.D. at Texas A&M. Her research in areas of reading fluency, reading assessment, coaching, and English Learners has been published in numerous professional books and journals. She is the author and coauthor of several books including "Conquering Dyslexia", "Reading Fluency", "The Reading Coach: A How-to Manual for Success", and "Educators as Physicians", along with several assessment tools. Dr. Hasbrouck works with the McGraw Hill publishers as an author of their "Wonders" and "Wonder Works" reading and intervention programs. In 2019 she helped found Read Washington, a 501(c3) nonprofit organization with the mission to "provide professional development opportunities, based on the science of reading, so every student becomes a skilled and confident reader." She also enjoys volunteering at her grandson's K-8 school in Seattle.



Dr. Chuck Geddes

Dr. Geddes is a psychologist who has worked in the fields of Child and Youth Mental Health and Child Welfare for the past twenty-five years. He has worked at all levels of our system and in many locations around British Columbia, from big cities to small towns and First Nations reserves.

Over the last ten years, he and his team have worked with well over 350 children and youth and developed proven strategies to help children heal and recover from complex trauma. His Complex Care and Intervention Program (CCI) has demonstrated consistent successes as evidenced by 10 years of case data.

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Dr. Geddes is the author of *Children and Complex Trauma: A Roadmap for Healing and Recovery*. Over the past few years his team have applied these same principles in school setting, and created the Heal ACEs Rating Tool (HeART) to support educators with challenging individual students. Dr. Geddes lives with his wife and son in Chilliwack, British Columbia, and Prescott, Arizona. When he's not working you may find Chuck hiking or biking.



Ms. Angela Murphy

Angela Murphy is a children's book author, school psychologist, and Complex Trauma Resource's Director of School Programs. She wholeheartedly believes that all students can learn and that no child is intrinsically bad. It is her life's work to support teams of students who've experienced hard things via a collaborative and trauma-focused approach.

Angela completed an undergraduate degree in Psychology from Dalhousie University, and later completed a B.Ed. degree from the University of Calgary (U of C). Next, she completed a Master's degree in Child and Applied Psychology from the U of C. Angela brings expansive knowledge from her work over the past 15 years in schools, including 12 years working in Indigenous communities. She has a profound respect for delivering safe and caring practices and is a life-long learner. When Angela's not working, you will most likely find her outside with her pups, creating Macrame, or writing her next Wonder Pup book.



Dr. Daniel Ansari, Ph.D.

Dr. Ansari is a Professor and Canada Research Chair in Developmental Cognitive Neuroscience and Learning in the Department of Psychology and the Faculty of Education at Western University in Canada, where he heads the Numerical Cognition Laboratory (www.numericalcognition.org). Ansari and his team explore the developmental trajectory underlying both the typical and atypical development of numerical and mathematical skills, using both behavioral and neuroimaging methods. Ansari has published over 100 articles in peer-reviewed journals. He is member of the The College of the Royal Society of Canada, a Fellow of the Association for Psychological Science as well as the Canadian Institute for Advanced Research.

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Ms. Melanie Nelson

Ms. Nelson is Samahquam (St'at'imc Nation) and Squiala (Stó:ō Nation) maternally, and French Canadian and Danish on her father's side. She has experience teaching students K-12 and adults in Inclusive Education and Indigenous Education, and practicing as a clinician in public schools, post-secondary clinic and centre for accessibility, not-for-profit, and private work.

She has experience working with First Nations communities in BC both as an educator and a clinician, and is currently completing her doctoral dissertation in collaboration with a First Nations group in the southwest coast. Elder Gerry Oleman (St'at'imc Nation) has been Eldering for her since 2017 and she is also completing her doctoral studies in the UBC School and Applied Child Psychology program. Her Master of Arts thesis explored the experience of Indigenous parents with the assessment process, given that disability does not exist in traditional thought, and the results are shared with educators and clinicians as we collectively shift our thinking to include more than one worldview.

Tuesday, November 08, 2022

Time	Programme
8:00 – 9:00	Coffee and Registration
Morning Session 9:00 – 12:00	Dr. Ben Springer, Ph.D., NCSP Happy Kids Don't Punch You in the Face
12:00 – 1:00	Lunch Break
Afternoon Session 1:00 – 4:00	Dr. Ben Springer, Ph.D., NCSP Optimism, Resilience and You

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Wednesday, November 09, 2022

Time	Programme
8:00 – 9:00	Coffee and Registration
Morning Sessions 9:00 – 12:00	<p>Dr. Howard M. Knoff, Ph.D. School Discipline, Classroom Management, and Student Self-Management: The Science-based SEL/PBSS Components to Make it Work</p> <p>Dr. Mitchell M. Handelsman, Ph.D. Ethics on Planet Psychology: Principles and Pitfalls</p> <p>Dr. Jan Hasbrouck The Science of Reading: What we Know & How to Implement It</p>
12:00 – 1:00	Lunch Break
Afternoon Sessions 1:00 – 4:00	<p>Dr. Howard M. Knoff, Ph.D. FBAs for the 21st Century: The Seven High-Hit Reasons for Students' Challenging Behavior</p> <p>Dr. Mitchell M. Handelsman, Ph.D. Ethics on Planet Psychology: Principles and Pitfalls (Repeat Session)</p> <p>Dr. Chuck Geddes, Ph.D. & Ms. Angela Murphy Complex Trauma and School-Wide Interventions</p>
4:30	BCASP Members Annual General Meeting
6:00 – 8:00	Wine and Cheese Social Event

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Thursday, November 10, 2022

Time	Programme
8:00 – 9:00	Coffee and Registration
Morning Sessions 9:00 – 11:45	<p>Dr. Howard M. Knoff, Ph.D. Anxiety, Stress, or Trauma? Addressing Students' Multi-Tiered Emotional Self-Regulation Needs</p> <p>Dr. Chuck Geddes, Ph.D. & Ms. Angela Murphy Complex Trauma, the HeART (Heal ACEs Rating Tool) and Tier 3 Interventions</p> <p>Dr. Daniel Ansari, Ph.D. The Typical and Atypical Development of Numerical Skills</p>
11:45 – 1:15	Luncheon and Draw Prizes
Afternoon Sessions 1:15 – 4:00	<p>Ms. Melanie Nelson The Ancestors and Dr. Google: Indigenous Youth Mental Health and Wellness</p> <p>Dr. Chuck Geddes, Ph.D. & Ms. Angela Murphy Incorporating Complex Trauma into Psych-Educational Assessments and</p> <p>Dr. Daniel Ansari, Ph.D. The Typical and Atypical Development of Numerical Skills (Repeat Session)</p>

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Tuesday, November 08



9:00 – 12:00 | TUESDAY, NOVEMBER 08

Dr. Ben Springer, Ph.D., NCSP

Happy Kids Don't Punch You in the Face

Say it once, say it twice (you know it's true): Happy kids don't punch you in the face! This session will provide a humorous and insightful take on the challenges of addressing aggressive behavior in the school setting. Attendees will leave with ready-to-use tools to bring back to their teams.



1:00 – 4:00 | TUESDAY, NOVEMBER 08

Dr. Ben Springer, Ph.D., NCSP

Optimism, Resilience and You

If we're being honest, the last two years have been hell. Join Dr. Springer for his humorous and insightful take on the antidotes to our professional blues. Attendees will leave with authentic, yet simple strategies to combat the guilt and shame we experience as professionals. Attendees will also have resources to share with their

Wednesday, November 09



9:00 – 12:00 | WEDNESDAY, NOVEMBER 09

Dr. Howard M. Knoff, Ph.D.

School Discipline, Classroom Management, and Student Self-Management: The Science-based SEL/PBSS Components to Make it Work

Even before the pandemic, students' (especially those with disabilities) social, emotional, behavioral, and mental health self-management skills and needs were

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essential both to their academic success, as well as their interpersonal and emotional success. And yet, many of the existing school-wide approaches to enhancing students' interpersonal, social problem-solving, conflict prevention and resolution, and emotional control, communication, and coping skills have not used science-to-practice strategies and interventions that are (a) strength-based and student/ecologically outcome focused, (b) grounded in the psychology of individual and group normal and abnormal behavior, and (c) implemented in a locally-determined, multi-tiered way where Tier I, II, and III needs are simultaneously addressed.

This presentation describes how to implement a comprehensive, evidence-based social-emotional learning/positive behavioral support system (SEL/PBSS) at the student, staff, school, and system levels, using a multi-tiered approach to prevention, strategic intervention, and intensive wrap-around/crisis management services and supports. Integrated into an effective school and schooling model, this school-wide SEL/PBSS was designated an evidence-based model by the U.S. Department of Health & Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) in 2000. It also has been implemented in thousands of schools nationwide since 1990; it is a comprehensive (school) psychology-grounded (not special education) model (not framework); it has always been integrated into school improvement, strategic planning, and school-based and school-linked mental health practices; and it uses evidence-based implementation blueprints that are tailored to the specific needs and conditions of each school district and its staff.

The SEL/PBSS implementation model involves students, staff, administration, and parents who work together (a) to teach and reinforce students' culturally-sensitive interpersonal, social problem-solving, conflict prevention and resolution, and emotional control, communication, and coping skills; (b) to create and maintain positive, safe, supportive, and consistent school climates and settings; and (c) to strengthen and sustain school and district capacity such that the entire process becomes an inherent part of their school improvement planning and success.

In all, the model has five interdependent components that will be described in detail: (a) how to establish positive, safe, and proactive school and classroom climates and relationships; (b) the selection and use of a social, emotional, and behavioral skills instruction approach; (c) the development of grade-level and building-wide motivation and accountability systems; (d) how to increase staff and student consistency; (e) the analysis of "special situations" that include

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the multi-tiered responses needed to implement the other components across settings, involving group and peer dynamics, with students who have unique personal and life challenges. This latter component functionally addresses situations that (e-i) occur in the common areas of a school; (e-ii) involve peer-mediated teasing, taunting, bullying, harassment, hazing, and physical aggression; (e-iii) involve students with disabilities, with mental health needs, who are experiencing stressful or traumatic life crises, and/or are growing up in conditions that include poverty, systemic racism, abuse, or neglect.

In the end, this presentation will describe a functional, effective, and comprehensive school-wide system that maximizes students' academic achievement, creates safe school environments and positive school climates, increases and sustains effective classroom instruction and parent involvement, and collects data to demonstrate student, staff, school, and system success.

LEARNING OBJECTIVES

- Participants will learn a definition and the importance of focusing on students' social, emotional, and behavioral self-management, and the seven critical goals/outcomes of a school-wide Social-Emotional Learning/Positive Behavioral Support System (SEL/PBSS).
- Participants will learn the scientifically-based components and specific elements of an evidence-based SEL/PBSS model.
- Participants will learn how to implement and sustain an effective multi-tiered SEL/PBSS that is tailored to individual LEA's specific student, staff, and school needs.



9:00 – 12:00 | WEDNESDAY, NOVEMBER 09

Dr. Mitchell M. Handelsman, Ph.D.

Ethics on Planet Psychology: Principles and Pitfalls

This interactive workshop will introduce participants to positive and practical ways of thinking about ethical issues in practice. Participants will explore their “ethical acculturation”—how they integrate their personal moral codes with professional traditions. They will also explore a variety of “tripping points,” or factors that can influence their ethical deliberations and choices. At the end of the workshop, participants should be able to:

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1. Discuss the main components of ethics acculturation.
2. Identify and reflect on examples of acculturation strategies.
3. Identify several factors (“tripping points”) that influence ethical choices.
4. Discuss their own strategies and tripping points.



9:00 – 12:00 | WEDNESDAY, NOVEMBER 09

Dr. Jan Hansbrouck

The Science of Reading: What We Know & How to Implement It

Researchers in medicine and education have been researching how the brain acquires the ability to read since the 1800s. During those decades, many theories were developed. Recently, technology that allows noninvasive tracking of neurological processes has dramatically changed our thinking about how we learn to read and what are the most effective ways to provide instruction and intervention. We now understand that approximately 95% of students can be taught to read, especially if we start the process early. We know that the most effective instruction is provided by teachers who are both well-informed and well-supported. The newest research supports using “structured literacy”, systematic and explicit instruction that involves multi-modality and active engagement from students. This session reviews the current research from medicine, psychology, and education. The implications for how to use this newest, research-based science to design and provide the most effective instruction for all students will be discussed. Participants in the full workshop will:

1. Know about the current research on reading.
2. Understand why we can now conclude that approximately 95% of students can be taught to read, write, and spell successfully.
3. Learn the definition of “structured literacy” and its essential components: Comprehensive, systematic, explicit, and intensive instruction that provides multi-modal engagement for students that is informed by data.
4. Learn ways to effectively implement “structured literacy” in real-world classrooms for all students.

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1:00 – 4:00 | WEDNESDAY, NOVEMBER 09

Dr. Howard M. Knoff, Ph.D.

FBA's for the 21st Century: The Seven High-Hit Reasons for Students' Challenging Behavior

In the context of multi-tiered systems of support, when students are not progressing or “responding,” academically or behaviorally, to effective classroom instruction and classroom management, a data-based problem-solving process is needed to determine the underlying reason(s) for the lack of success. The results of the assessments then are linked, as appropriate and necessary, to instructional or behavioral interventions that are delivered at different levels of intensity so that, hopefully, students quickly make progress and experience success. For students with significant social, emotional, and/or behavioral issues, functional behavioral assessments (FBAs) are often a significant part of the assessment process. Indeed, FBAs are an explicit option in IDEA as related, typically, to students with emotional disabilities, and behavioral manifestation processes.

Critically, many FBAs still are completed using approaches that have existed since the 1970s, they focus on a narrow operant perspective of behavior that does not incorporate over 40 years of biologically- and psychologically-based research, and hence, they may result in questionable conclusions and recommendations. This presentation integrates the established research-to-practice since the 1970s and describes the seven “high-hit” reasons why students present with behavioral challenges—discussing how to assess these reasons as part of a “21st Century” FBA. The presentation also details how to link each high-hit reason to specific social, emotional, or behavioral interventions across the multi-tiered continuum. Finally, given the students typically involved in these assessments, we will outline over 50 Tier II or Tier III strategies and interventions. Critically, most “traditional” FBAs assess for only two of the seven high-hit types (i.e., students with motivational or emotional difficulties). This presentation will “close the research to practice gap” by adding five additional and essential reasons explaining students’ challenging behavior.

LEARNING OBJECTIVES

1. Participants will learn about the history and current status of functional behavioral assessments—along with their current research-to-practice gaps.

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2. Participants will learn about the seven “high-hit” reasons why students present with social, emotional, and/or behavioral challenges, and discuss how to assess these reasons as part of a “21st Century” functional assessment.
3. Participants will learn how to link each high-hit functional assessment reason with specific social, emotional, or behavioral interventions—especially those at the Tier II level of a multi-tiered system.



1:00 – 4:00 | WEDNESDAY, NOVEMBER 09

Dr. Chuck Geddes, Ph.D. & Ms. Angela Murphy Complex Trauma and School-Wide Interventions

Join Chuck Geddes and Angela Murphy as they present on CTR’s 7 Developmental Domain framework for how complex trauma can impact the brain and body. During this session they also will share their Tier 1 school-wide support framework (PEACE-ful Schools) with you. You will leave this session with handouts and a framework that you can start using today within the schools that you support.



4:30 PM | WEDNESDAY, NOVEMBER 09

BCASP Members Annual General Meeting



6:00 – 8:00 | WEDNESDAY, NOVEMBER 09

Wine and Cheese Social Event

Hosted by the BCASP Conference Committee
Complimentary Food and One Drink Ticket; No-host Bar

Thursday, November 10



9:00 – 11:45 | THURSDAY, NOVEMBER 10

Dr. Howard M. Knoff, Ph.D.

Anxiety, Stress, or Trauma? Addressing Students' Multi-Tiered Emotional Self-Regulation Needs

While all students need to feel safe and connected to adults and peers in all school settings, students—especially those with disabilities—who are experiencing the social, emotional, and behavioral impact of anxiety, stress, and trauma especially need this security. Critically—especially during this Pandemic—“trauma” has been highlighted over the more-prevalent conditions of anxiety and stress. In fact, many schools are implementing trauma-sensitive programs even as a recent research review of over 7,000 school-based studies over the past decade established that most trauma-sensitive programs have not been effectively field-tested and/or are not scientifically-proven.

Schools need to implement multi-tiered approaches that address students' emotional regulation needs at the prevention, strategic intervention, or intensive/clinical need levels. To this end, this presentation will discuss a psychologically-based, multi-tiered prevention, strategic intervention, and intensive need/crisis response system of supports for students experiencing significant levels of emotionality in their lives. This system focuses especially on developing students' interpersonal, social problem-solving, conflict prevention and resolution, and emotional control, communication, and coping skills. Requiring the involvement of everyone in the school, one significant goal is to create stress-sensitive and response approaches that create school-wide environments where all children, including those who have been traumatized, can be successful.

After clinically differentiating anxiety, stress, and trauma—emphasizing, once again, that more students are stressed than traumatized, the presentation will provide an evidence-based instructional approach that teaches students emotional regulation and self-control skills. This discussion will begin at the Tier I level, and then move to describing the Tier II and Tier III modifications and additions needed for students with strategic or intensive needs—including those that are disability and mental health-related. Participants will leave with a field-tested, science-to-

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practice continuum that has been implemented in thousands of schools across the country through the primary presenter's consultations over the past 40 years.

LEARNING OBJECTIVES

1. Participants will learn about the clinical differences between anxiety, stress, and trauma, and why more students experience stress than trauma.
2. Participants will learn about the science-to-practice components of a psychologically-based, multi-tiered, stress-informed system.
3. Participants will learn about the multi-tiered elements that teach and strategies and interventions that facilitate students' emotional self-regulation and self-control.



9:00 – 11:45 | THURSDAY, NOVEMBER 10

Dr. Chuck Geddes, Ph.D. & Ms. Angela Murphy Complex Trauma, the HeART (Heal ACEs Rating Tool) and Tier 3 Interventions

Part 1 of 2: Chuck Geddes and Angela Murphy invite you to join them as they share CTR's trauma assessment tool with you - the HeART (Heal ACEs Rating Tool). They will talk through some of their framework's data and efficacy in addressing ACEs in children. Tier 3 intervention supports will be shared. This session will focus primarily on the HeART tool as and how it is utilized in schools. training opportunity.



9:00 – 11:45 | THURSDAY, NOVEMBER 10

Dr. Daniel Ansari, Ph.D. The Typical and Atypical Development of Numerical Skills

Dr. Ansari will discuss what we know about the typical and atypical development of numerical competencies, covering topics related to Dyscalculia, Math Anxiety, Early Screening, gender differences and best practices in early math education.

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11:45 – 1:15 | THURSDAY, NOVEMBER 10

Luncheon and Draw Prizes

\$15 per ticket – please pre-register!



1:15 – 4:00 | THURSDAY, NOVEMBER 10

Ms. Melanie Nelson

The Ancestors and Dr. Google: Indigenous Youth Mental Health and Wellness

Indigenous youth are resourceful in addressing their stress and mental health needs. How relevant is the term mental health to Indigenous youth? To other generations? Which elements do Indigenous youth identify as essential and how are they accessing supports? Exploring these questions, their relevance for schools, and mental health and wellness for Indigenous youth in general will help contextualize communities and our relationship to them as clinicians. The Truth and Reconciliation Commission of Canada's Calls to Action (2015) and the CPA/PFC Response (2018) provide some framework for the discussion.



1:15 – 4:00 | THURSDAY, NOVEMBER 10

Dr. Chuck Geddes, Ph.D. & Ms. Angela Murphy

Incorporating Complex Trauma into Psych-Educational Assessments and Report Writing

This session is Part 2 of a two-part complex trauma series. Join Chuck Geddes and Angela Murphy as they continue the discussion on the HeART Tool and Tier 3 intervention support. They will share effective ways to incorporate complex trauma into psych-ed assessments and report writing, and intervention strategies.



1:15 – 4:00 | THURSDAY, NOVEMBER 10

Dr. Daniel Ansari, Ph.D.

The Typical and Atypical Development of Numerical Skills

Repeat Session