8:30-11:20 am

Using the WJ V to Diagnose Dyslexia (3 CEs) Nancy Mather, Ph.D.

This session will focus on how the WJ V can be used as part of a comprehensive evaluation for dyslexia. One new feature of the WJ V is the Dyslexia Test Set which comes from tests from the WJ V Achievement (WJ V ACH) and WJ V Virtual Test Library (WJ V VTL). The test set is designed to be used both for screening and when a more comprehensive evaluation is needed. The WJ V ACH provides measures of the most relevant reading and spelling skills for a dyslexia evaluation: (a) word identification (e.g., out-of-context word decoding of both real words and nonsense words); (b) measures of spelling (e.g., real word and nonsense word spelling); and (c) measures of reading speed (e.g., reading fluency). The WJ V VTL provides measures of important linguistic risk factors: phonological awareness and manipulation, rapid naming, and memory span. Tests from the WJ V Cognitive battery can contribute additional information.

Domain 1 Data Based Decision Making & Accountability

Learning Objectives
Participants will be able to:
1. Describe how the WJ V results can be used as part of a dyslexia evaluation
2. Explain the major linguistic risk factors that are assessed on the WJ V VTL
3. Explain how specific linguistic risk factors can affect reading and spelling development.

8:30-11:20 am

The Role of School Psychologists in Advancing Safety, Inclusion, and Belonging for LGBTQ Youth (3 CEs) Noelle DeLaCruz, Psy.D., M.A., NCSP

This training equips school psychologists with the knowledge, skills, and practical tools needed to create affirming, safe, and inclusive environments for LGBTQ youth. Participants will receive current legal updates relevant to LGBTQ student and parent rights, helping them navigate the complex intersection of policy and practice within schools. Using interactive case studies and data-based decision making, school psychologists will enhance their ability to assess risk and protective factors for LGBTQ students through culturally competent and trauma-informed approaches, refining their clinical skills to conceptualize complex mental health challenges and systemic barriers unique to this population and to develop effective, tailored interventions across multiple tiers of support. The session also focuses on developing effective advocacy strategies, empowering participants to collaborate confidently within multidisciplinary teams and engage families and community resources. By integrating legal insights with applied clinical skills and advocacy techniques, this training equips school psychologists to lead the way in building equitable, supportive school environments that promote the mental health and academic success of LGBTQ youth.

Domain 8 Equitable Practices Diverse Student Populations

Learning Objectives
1. Participants will discuss strategies to balance legal requirements and ethical responsibilities when supporting LGBTQ students within the current legal landscape.
2. Participants will apply culturally competent, trauma-informed methods to assess risk and protective factors in LGBTQ youth.
3. Participants will analyze interventions across multiple tiers of support that enhance the well-being and academic success of LGBTQ students and strengthen family engagement and support.
4. Participants will identify advocacy approaches that foster effective collaboration with multidisciplinary teams, families, and community resources.

2:00-4:50 pm

What We Need to Know About Intelligence and How Best to Obtain It (3 CEs) Cecil Reynolds, Ph.D.

School psychologists, educational diagnosticians, and other testing psychologists commonly spend a disproportionate amount of time assessing intelligence of children and adolescents. Intelligence is a central construct to understand in establishing an understanding of how such students function in the schools and community and this understanding contributes to establishing eligibility for special services in the schools as well as various diagnostic classifications in the DSM, particularly in the case of neurodevelopmental disorders. This presentation reviews current evidence related to the most useful aspects of intelligence to assess and understand along with how to approach the interpretation of intelligence test results, especially in the context of modern concepts of validity and trends in research on working memory and executive functions. A critique of common interpretive practices is included. The use of performance validity testing (PVT) and current standards for the application of PVT results to enhance test interpretation is presented and reviewed. The development and application of the RIAS/RIAS-2/RIAS-2NU is then reviewed as a mechanism for efficacious assessment of what we need to know from our testing of intelligence. Data on remote applications are reviewed as well.

Domain 1 Data Based Decision Making & Accountability

Learning Objectives
After attending this session, attendees will be able to:
1. Define the central constructs of intelligence that are most important to assess in a comprehensive evaluation.
2. Explain why traditional subtest level profile analyses of intelligence test results are ineffective.
3. Define validity as explained in the most current Standards for Educational and Psychological Testing.
4. Apply modern concepts of validity to test score interpretation.
5. Differentiate performance validity testing from other forms of assessment.
6. Apply the most recent version of the RIAS2 to obtain an efficacious assessment of intelligence.

2:00-4:50 pm

Enhancing Self-Regulation to Support Students (3 CEs) Peter Isquith, Ph.D.

Everyday executive function is essential to students' social, emotional, and behavioral success. This dynamic presentation is ideal for participants who are ready to consider the evidence for executive function interventions, and to employ evidence-based strategies to support students in need of executive function coaching.

Domain 4: Mental and Behavioral Health Services and Interventions

Learning Objectives
From this workshop, participants will be able to:
1. Describe the most widely used model of everyday executive function
2. Articulate a general model of intervention
3. Identify intervention programs or methods with demonstrated efficacy
4. Employ proven methods in support of students

2:00-3:50 pm

A Relational Approach to School Psychology Supervision (2 CEs) Kasi, Ph.D., Gallardo-Cooper, Ph.D., Caproni, Ph.D.

This proposal presents a relational approach to school psychology supervision, emphasizing the importance of the supervisory working alliance. It explores how organizational contexts, dual roles, and relational dynamics, such as feedback, conflict, and communication, shape supervision. The session offers strategies to strengthen supervisory relationships and support supervisors' professional growth.

Domain 10: Legal, Ethical, and Professional Practice

Learning Objectives

1. Identify relational and contextual factors that influence the effectiveness of supervision in school psychology settings, including challenges posed by dual roles and organizational dynamics.
2. Describe key components of a strong supervision working alliance and explain how interpersonal processes—such as feedback, conflict resolution, and reflective communication—impact trainee development and client outcomes.
3. Apply relational strategies to strengthen the supervisor-supervisee relationship, address supervision ruptures, and support remediation through case-based examples.

THURSDAY, OCTOBER 16, 2025

8:00-9:50 am

Beyond the Numbers: Understanding the Story Behind Assessment Scores (2 CEs) Julie Gettman, Ph.D.

Learn to move beyond exclusive reliance on assessment scores by integrating cognitive profiles, developmental history, and contextual factors that uniquely shape student learning. This workshop is ideal for practicing school psychologists seeking to refine their assessment interpretation skills and develop more accurate, individualized, and actionable intervention plans for diverse learners.

Domain 1: Data-Based Decision Making

Learning Objectives

1. Participants will consider an assessment framework that leads to deeper understanding of how assessment scores reflect underlying cognitive, emotional, and environmental factors.
2. Participants will be able to analyze assessment data through a critical lens to differentiate between students with similar scores but distinct learning needs.
3. Participants will develop skills in writing concise, student-centered reports and strategies to create targeted, individualized recommendations that support meaningful educational outcomes.

8:00-10:50 am

Assessment to Intervention to Assessment: Using Data to Make a Difference (3 CEs) Matthew Burns, Ph.D.

School psychologists are expert data-based decision makers in schools and are often consulted with to address the needs of students with intense learning needs. This session will discuss how to use data to address the reading and math needs of students and to determine the effects of interventions. We will examine data and case studies to obtain the session objectives.

Domain 1: Data-Based Decision Making

Learning Objectives
From this workshop, participants will be able to:

1. Use data to identify intervention targets for individual students.
2. Intensify unsuccessful interventions based on student need.
3. Implement a comprehensive progress monitoring system that can inform both intervention and SLD identification.

8:00-10:50 am

The Role of the School Psychologist in Supporting Resilience, Wellbeing, and Mental Health (3 CEs) Elvira Medina-Pekofsky, MS, CAS

This presentation will address the different roles that school psychologists can assume during the implementation of state-mandated resilience, mental health, and safe-schools initiatives. Participants will become familiar with the data-based collaborative problem-solving process used to identify system-wide and student-specific needs. They will preview best practices and resources to build effective multi-tiered systems of support for resilience, mental wellness, and school safety. The presenter will share how her school district has effectively engaged school psychologists in the collaborative implementation of resilience, school mental health, and safe-schools best practices.

Domain 6 Services to Promote Safe & Supportive Schools

Learning Objectives

1. Participants will describe state-mandated resilience, mental health, and safe-schools initiatives.
2. Participants will identify possible roles they can assume during the implementation of state-mandated resilience, mental health, and safe-schools initiatives.
3. Participants will identify early warning indicators, risk factors, wellness challenges, and concerning behaviors considered when developing multi-tiered systems of support that promote resilience, mental health, and school safety.
4. Participants will become familiar with best practice models and resources for school mental health services that may be used within their school system to improve students' resilience, wellbeing, mental health, and safety.

IGNITE
The Future of School Psychology

11:00-11:50 am

Legislative Updates 2025: Hot Topics (1 CE) Austin Cole, Ph.D.

This session provides a concise overview of 2025 legislative updates shaping school psychology practice in Florida. Participants will explore policy changes and regulatory developments with direct impact on ethical and legal responsibilities. Emphasis will be placed on interpreting new requirements, protecting professional integrity, and applying updated statutes to everyday decision-making. Practical strategies will be shared to help practitioners maintain compliance, address complex ethical dilemmas, and integrate current laws into effective, responsible, and principled school-based psychological services.

Domain 10 Legal, Ethical & Professional Practice

Learning Objectives

1. Identify recent state legislative changes relevant to school psychology practice and service delivery.
2. Analyze the ethical and legal implications of new education and mental health policies.
3. Apply legislative updates to ensure compliance with relevant regulations and professional codes of ethics.
4. Integrate advocacy strategies that reflect current legislative priorities and professional responsibilities.
5. Evaluate how legislative changes impact ethical decision-making in school-based contexts.

1:00 – 2:20 pm

From What's Wrong to What's Strong: Building Strength-Based Habits (1 CE) – Byron McClure, D.Ed.

School psychologists are pulled in many directions. It is easy to get stuck in a cycle of spotting what is missing or what is wrong, because that is how we are trained. This session focuses on shifting that lens. We will look at why our brains naturally default to problems and how to retrain that habit so we can see strengths in students, teams, and ourselves, even in difficult situations.

Using realistic school-based scenarios, participants will practice identifying student strengths and their own professional strengths, then learn a framework for making this a daily habit. The session will also provide practical strategies for reframing challenging behaviors, weaving strengths into assessment and intervention planning, and supporting teams in broadening how they see students.

You will leave with concrete tools you can use right away and a renewed sense of energy for the work ahead. These strength-based habits are simple to learn and powerful in how they can change the way we approach evaluations, consultations, and collaboration.

Domain 5 School Wide Practices to Promote Learning

Learning Objectives
By the end of this session, participants will be able to:

1. Describe how to identify and apply their own professional strengths when working with students and school teams.
2. Explain the research on why strength-based thinking leads to better outcomes and communicate these concepts to colleagues and families.
3. Demonstrate specific techniques for spotting strengths in students, reframing challenging behaviors, and applying a daily habits framework to their evaluations and interventions.

2:30-5:20 pm

What I Learned About Intelligence Tests Over 50 Years as a School Psychologist (3 CEs) Jack Naglieri, Ph.D.

The last century has been dominated by a group of intelligence tests that have changed the course of many people's lives. These individually and group-administered tests are considered one of psychology's greatest contributions (Matarazzo, 1972), based on the work of Binet, Simon (1911), and Terman (1916). I suggest that it is time for a new generation of intelligence tests. A "second-generation" intelligence test should be one that was developed using a different approach altogether. It must be built on a theory—one based on brain function—and have both theoretical and practical validity. I will discuss a shift that has been building over the last several decades—one that reaches beyond traditional intelligence tests by embracing an approach founded on a specific theory of intelligence based on neurocognitive functions. This approach is for those who have noticed the limitations of traditional intelligence tests and want a test that (a) reveals the strengths and weaknesses that explain why a student fails (or succeeds); (b) is equitable across languages and educational opportunity; (c) informs us how to use neurocognitive strengths to mitigate neurocognitive weaknesses; (d) and provides information teachers can use to match neurocognitive profiles to academic instruction. These goals can be achieved if we are willing to embrace a definition of intelligence based on brain function and a test designed to measure the constructs defined by the theory. I will present what I have learned over 50 years as a school psychologist who studied and created intelligence theory and intelligence tests.

Domain 1 Data Based Decision Making & Accountability

Learning Objectives

1. Describe the historical evolution of intelligence testing, including contributions from Binet, Simon, and Terman, as well as the impact of traditional intelligence assessments on individuals and education.
2. Analyze the limitations of conventional intelligence tests and explain how a neurocognitive approach provides a more equitable and insightful understanding of student strengths and weaknesses.
3. Evaluate the theoretical foundation of second-generation intelligence tests, examining their practical validity and application in educational settings.
4. Demonstrate how neurocognitive strengths can be leveraged to mitigate weaknesses, providing real-world strategies for educators and psychologists.
5. Compare traditional intelligence tests with second-generation intelligence tests, identifying key differences in methodology, purpose, and outcomes.

IGNITE
The Future of School Psychology

FSP
IGNITE The Future of School Psychology

Essential MTSS Practices for Multilingual Learners (3 CEs) June Zillich, Ed.D.

2:30-5:20 pm

This presentation will address the "Why" and practical evidence-based practices behind the MTSS framework to inform instruction, interventions, and diagnostic evaluations that serve our culturally and linguistically diverse student populations. The role of School Psychologist (whether monolingual and/or multilingual) will be emphasized as Instructional Consultant to ensure that instructional practices for Multilingual Learners (ML) are aligned and operationalized with the Individuals with Disabilities Education Act (IDEA) federal law describing Appropriate Instruction and/or Exclusionary Factors at each tier of service delivery. The skill sets of data-driven decisions, progress monitoring, structured reading, language acquisition, explicit instruction, and ultimately the question of "disability or language difference" will be conveyed.

Multilingual Learners (ML) continue to face significant challenges to access high-quality instruction. In 2022, 67% of ML in the US failed to reach the basic mastery level in reading as measured by the National Assessment of Education Progress (NAEP). Furthermore, data shows significant increase of special education identification IDEA, Part B, and MLs remain more likely to drop out of school and not receive a diploma (U.S. Department of Education, OSEP, 2022). The need to obtain high quality instruction, specifically in reading and language acquisition for our MLs, calls for critical and innovative changes with practice; therefore, many states and local agencies have adopted the Multi-Tiered Support (MTSS) preventative framework. Although MTSS shows promise with evidence-based outcome data, further delineation and integration to align with cultural and linguistic methodologies needs to apply to the tiered service delivery system.

Domain 8 Equitable Practices Diverse Student Populations

Learning Objectives

1. Participants will describe how the MTSS framework with tiered system of supports, data driven decisions, and progress monitoring informs appropriate instruction and addresses exclusionary factors by tiers.
2. Participants will analyze how structured reading, integrated with English language acquisition and comprehensible input, provides appropriate instruction and intervention match to benefit multilingual learners.
3. Participants will practice & demonstrate practical applications and specific assessment dynamics within a tiered framework to inform instruction, interventions, and provide the groundwork of comprehensive multilingual evaluations that clearly delineate disability from language difference.

ASD Assessments with Preschoolers: Toys, Measures & Best Assessment Practices (2 CE) Alessandra Chiesa, Ph.D.

2:30-4:20 pm

Presentation on assessing preschoolers with suspected ASD (1) before preschool enrollment or (2) once enrolled in preschool and before Kindergarten. Focus on practical assessment tips including recommended toys, play-based assessment approaches, and assessment measures. Presentation will include case vignettes.

Domain 1 Data Based Decision Making & Accountability

Learning Objectives
Participants will enhance their psychoeducational assessment practices for suspected ASD in preschool students by discussing & reviewing:

1. current research data related to ASD including the updated ASD prevalences rates reported by the Center for Disease Control in 2025
2. current Florida state and federal guidelines related to preschool service options, including Florida's "Early Steps Extended Option" that went into effect July 1, 2025
3. recommendations on toys to use as part of a play-based assessment
4. identify steps and standardized measures to collect data to complete a comprehensive psychoeducational evaluation
5. review the state of Florida's ASD educational eligibility and other educational eligibility considerations specifically applied to preschoolers

IGNITE
The Future of School Psychology