

# 27<sup>th</sup> ANNUAL LOUISIANA EDUCATIONAL DIAGNOSTICIANS' CONFERENCE

## Roux de LEDA “A Melting Pot of Diagnosticians”

October 6-7, 2016  
Lafayette, Louisiana  
Doubletree by Hilton Hotel

### Thursday, October 6, 2016

7:15 – 8:00 **Registration and Complimentary Continental Breakfast**

8:00 – 8:30 **Pledge of Allegiance**

**Invocation:** Karen Becnel, LEDA Vice President

**Welcome:** Mary Ellen Hamner, LEDA President

**Introduction of Keynote Speaker:**  
Rayette Chaisson, LEDA President-Elect

**Keynote  
Salon D**  
8:30-9:45  
(Part 1)

### **Cost Benefit Analysis for Utilizing Three Tiers of Support in Changing Challenging Behavior**

Presenter: Dr. Laura Riffel

10min.Break

9:55-11:30  
(Part 2)

Dr. Laura A. Riffel has over 30 years of experience as a classroom teacher, resource teacher, state program leader, director of a day clinic, and a parent. She has taught general education and special education in these settings. Dr. Riffel has studied general education, special education, behavioral interventions, applied behavior analysis, and cognitive and multiple disabilities. She currently is the director of Behavior Doctor Seminars and travels the world sharing behavioral ideas with others who work with children with challenging behaviors. Her website is [www.behaviordocor.org](http://www.behaviordocor.org) and her email is [caughtyoubeinggood@gmail.com](mailto:caughtyoubeinggood@gmail.com).

Dr. Riffel's presentation will include two parts. The first part before the break will focus on the Ten Rules of Behavior and the second part will focus on Interventions at all Three Tiers. Participants will learn:

- Positive behavior support techniques for dealing with behaviors that are impeding the ability of the classroom teachers to deliver instruction for all children when some children are dealing with ADHD, ASD, LD, and ODD.
- Maintaining proactive responses rather than reactive responses is an arduous task. Participants will learn techniques that enable them to stay in frontal cortex while responding to student behaviors.

11:30-1:00 **Lunch----- On your own**

*Session I  
Salon D*

## **Quantum Secrets for Creating a Quality Life for Learners with Autism**

1:00-2:30

Dr. Laura Riffel

[caughtyoubeinggood@gmail.com](mailto:caughtyoubeinggood@gmail.com)

Participants will learn:

- Stories from the Real World with Interventions that Work
- Dr. Riffel and her family lived with an adult with autism, bi-polar condition, obsessive compulsive disorder, and intellectual disabilities- she will share stories
- Dr. Riffel ran a day clinic for learners who were not successful in other programs
- Autism Spectrum Disorders are now recognized by the Center for Disease Control to be prevalent in one out of every 88 births. (1 in 54 boys) (2012) This translates to an increased need in understanding the spectrum for the regular classroom, special education classroom, and any other organization that has children for clients.
- Provide information on interventions for access to sensory input and escape from sensory overload.
- Maximize communication efforts by utilizing Picture Exchange Communication Symbols (PECS), Sign Language, Visual Schedules, Object Schedules, and Now/Then Schedules.
- Social stories in a unique PowerPoint format with audio and visual output for the learner.
- Potty Training techniques for children with autism.
- Transition difficulties are one of the most frequently cited problems for children with autism spectrum disorder. Participants will learn techniques to make transitioning as easy as ABC.
- Academic skills are often underplayed in children with autism. This presentation will focus on ways to teach Spelling, Venn Diagrams, Math, and Reading at higher levels.
- Calming activities for children with autism spectrum disorder; what works and what doesn't.

**Session I**  
**Salon E**  
1:00-2:30

## **Administering Standardized Tests with Adaptations and Keep Validity Intact**

Dr. Gloria Maccow

[gloria.maccow@pearson.com](mailto:gloria.maccow@pearson.com)

Dr. Maccow is an Assessment Training Consultant with Pearson. Trained as a school psychologist at Texas A&M University and at the University of Florida, Dr. Maccow worked for two years as Supervisor of Psychological Services and for several years as a school psychologist with Guilford County Schools in North Carolina. She provided training for graduate students in school psychology at Indiana State University and at Illinois State University, and she worked as a psychologist in private practice in Greensboro, NC. She is licensed by the state of NC as a Health Services Provider-Psychologist.

This presentation will describe the adaptations to standard administration procedures that would be necessary when standardized achievement tests are administered to students with physical, language, or sensory limitations. The presenter will consider how specific modifications and accommodations will impact interpretation of the test results.

As a result of this presentation, participants will be able to

1. List the demands of tasks that assess academic achievement.
2. Choose modifications that would be appropriate for a student with specified physical, language, or sensory limitations.
3. Describe how to adapt standard administration procedures for a student with special needs.

**Session I**  
**Ashland**  
**Room**  
1:00-2:30

## **Functional Vision Assessment and It's Role in Identifying the Visually Impaired**

Dr. Barry McDaniel, Ph.D.

[drbarrymcdeaniel@gmail.com](mailto:drbarrymcdeaniel@gmail.com)

Dr. Barry McDaniel has over 37 years of educational diagnostic experience with 23 years focusing on the educational assessment and needs for students with visual impairments (blind and partially sighted). He trained for educational diagnostics at Baylor University in Waco, TX and visual impairments at Vanderbilt University in Nashville, TN. Dr. Barry McDaniel was the 2011 LACED Educational Diagnostician of the Year, and has been a Nationally Certified Educational Diagnostician for the past 5 years. He served as the Louisiana School for the Visually Impaired Educational Diagnostician for twenty years, and currently is employed at the Lighthouse Louisiana in New Orleans, LA as a teacher of the visually impaired and educational diagnostician. He is currently on LEDA's Board of Directors and serves as its Parliamentarian.

Participants will learn:

- Components of the Functional Vision Assessment (FVA)
- Role of the Teacher of the Visually Impaired
- Components of Louisiana Bulletin 1508 to qualify students as Visually Impaired

2:30-3:00

### **Break – Refreshments Provided**

*Session II  
Salon D*

### **Proactive Strategies for Learners with Emotional Behavior Disorders**

3:00 – 4:30

Dr. Laura Riffel

[caughtyoubeinggood@gmail.com](mailto:caughtyoubeinggood@gmail.com)

Participants will learn:

- Research-based strategies for working with learners who struggle.
- Replacement Behaviors to Help Learners with Emotional Behaviors Self-regulate
- Providing skills for basing interventions on the function of the behavior rather than the emotional reactions that typically occur.
- Maximizing research based interventions that will work with many children in many settings.
- Step-by-step instructions for implementing the use of interventions for low self-esteem, oppositional defiant disorders, attention deficit hyperactive disorders, learning disabilities, class clowns, dress code violators, escape artists, and many others.
- Rewiring the Hardwire: Proven strategies for overriding the reactive behaviors of adults to strategies which are more proactive. Avoid falling into behaviors that feed target behaviors...Learn the necessary skills for working with children who use behavior for the functions identified.

*Session II  
Salon E*  
3:00 – 4:30

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**Session II**  
**Ashland**  
**Room**  
3:00 – 4:30

## **Maintaining Balance in an Unbalance World**

Dr. Kay McDaniel, Ph.D.

[kaymcdaniel@cox.net](mailto:kaymcdaniel@cox.net)

Dr. Kay McDaniel has 34 years of experience in postsecondary education. She has 18 years of teaching experience at community and technical colleges in Arkansas and Louisiana. For the last 16 years, she served in administrative positions at Capital Area Technical College which merged with Baton Rouge Community College (BRCC) in 2013. Dr. McDaniel is currently serving as the Campus Administrator of the BRCC, Port Allen Campus until her retirement on October 31, 2016.

Dr. Kay has completed the Louisiana Development Academy and Leadership Development Institute. She was named Louisiana Technical College – District II's Outstanding Administrator of the Year in 2005. In 2013, Dr. McDaniel received an Award of Recognition for her years of service to Capital Area Technical College and the Louisiana Technical and Community College System.

She earned a Bachelor's degree in Business Education from Arkansas Tech University, a Master's degree in Vocational Education from the University of Arkansas, a Specialist Degree in Business Education from the University of Southern Mississippi, and a Ph.D. in Vocational Education from Louisiana State University.

Kay and her husband Barry have two grown sons, Michael and Waid, and three beautiful grandchildren, Sydney, Chase, and Taryn.

Participants will learn:

- Defining Balance
- Recognizing how Technology can affect your balance
- Learn how to restore balance in your life

**Area- TBA**  
4:45-6:00

### **LEDA Business Meeting**

- Election of Officers
- Recognition of Ed. Diagnosticians and years of service

*Door Prizes*

6:30 – 9:30

### ***Social in the Vermilion Ballroom (1<sup>st</sup> Floor)***

**\*\*\*\*\* Please come and enjoy a delicious buffet over-looking the banks of the beautiful Vermilion River. For your entertainment Just In Audio Visual – Justin Martin will provide music for easy listening and Karaoke. A cash bar will also be provided.**

## **Friday, October 7, 2016**

7:15-8:00

### **Registration and Complimentary Continental Breakfast**

**Keynote**

**Salon D**

8:00-9:30

### **The Neuropsychology of Reading Disorders**

Steven G. Feifer, D.Ed., ABSNP

[feifer@comcast.net](mailto:feifer@comcast.net)

15 min. break

**Steven G. Feifer, DEd, ABSNP** is an internationally renowned speaker and author in the field of learning disabilities, and has authored six books on learning and emotional disorders in children. He has 19 years of experience as a school psychologist, and was voted the *Maryland School Psychologist of the Year* in 2008, and awarded the 2009 *National School Psychologist of the Year*. Dr. Feifer is a diplomate in school neuropsychology, and currently works as a faculty instructor in the ABSNP school neuropsychology training program. He continues to evaluate children in private practice at the Monocacy Neurodevelopmental Center in Frederick, MD, and consults with numerous school districts throughout the country. Dr. Feifer has authored two tests on diagnosing learning disabilities in children; the FAR and the FAM, both published by PAR.

9:45-11:30

This workshop will examine reading from a brain-based educational perspective, and classify developmental reading disorders into four distinct subtypes. There will be a discussion matching each reading subtype with scores of evidence-based interventions. The use of neuropsychological assessment addressing multiple cognitive constructs including phonological processing, working memory, executive functioning, and orthographical processing will be discussed as the primary means to both assess and remediate learning disorders in children. Lastly, the *Feifer Assessment of Reading (FAR)* battery, a comprehensive and innovative new reading test designed to examine the underlying cognitive and linguistic processes that supports proficient reading skills, will be introduced to both educators and psychologists. The expected learner outcomes are:

- 1) Examine current literacy rates in the United States and the effectiveness of the *No Child Left Behind* legislation.
- 2) Discuss the four universal truths of reading and explain why relying solely upon IQ scores, or a curriculum based measurement approach, can be misleading when identifying reading disorders in children.
- 3) Introduce a brain-behavior model of reading by examining specific neural circuits which underscore phonological development, orthographic development, and comprehension skills.
- 4) Discuss four subtypes of reading disabilities from a brain-behavioral perspective, and link scores of evidenced based interventions and relevant classroom strategies to address each subtype.

11:00 – 11:30

**Break**

*Salon C*

11:30 – 1:00

## **Luncheon and Installation of Officers**

*Door Prizes*

1:00 – 1:30

**Break**

*Session I*

*Salon D*

1:30 – 3:00

### **The Feifer Assessment of Reading (FAR)**

Steven G. Feifer, D.Ed., ABSNP

[feifer@comcast.net](mailto:feifer@comcast.net)

This workshop will introduce the Feifer Assessment of Reading (FAR), an educational neuroscience test of reading designed to examine the underlying cognitive and linguistic processes that support proficient reading skills. The FAR is comprised of 15 individual subtests measuring various aspects of phonological development, orthographical processing, decoding skills, morphological awareness, reading fluency, and comprehension skills. The instrument is unique in that it helps educators determine not only the presence of a reading disorder, but also determines the specific subtype as well. There will be a detailed discussion of each of the FAR's reading index scores, as well as nine key reading comparisons along with relevant reading observations. The FAR was constructed to assist practitioners in determining why an individual student is struggling in reading and to inform intervention selection based upon a neuroscientific learning paradigm.

*Session I*

*Salon E*

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1:30 – 3:00

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*Session I*  
*Ashland Room*  
1:30 – 3:00

## **Maintaining Balance in an Unbalance World**

Dr. Kay McDaniel, Ph.D.

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Participants will learn:

- Defining Balance
- Recognizing how Technology can affect your balance
- Learn how to restore balance in your life

*Salon D*  
3:00 – 3:05

**Door Prize      \$100**

**HAVE A SAFE JOURNEY HOME AND  
THANK YOU FOR ATTENDING THE  
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