

Resources from the Overview of Evidence-Based Writing Assessment and Intervention presentation (6/2017):

- [Presentation Slides](#)
- [Resources and References](#)

Resources from the Math Intervention presentation:

- [Dr. Powell Math Presentation Slides](#)
- [Tier 1 - Math WISE](#)
- [Tier 1 - PALS](#)
- [Tier 2 - Fractions](#)
- [Tier 2 - Word Problems](#)

Information from the WJ-IV presentation:

- [WJ-IV-Cognitive](#)
- [WJ-IV-Achievement](#)
- [WJ-IV-Oral Language](#)
- [WJ-IV Overall Info](#)
- [WJ-IV Online Scoring and Reporting FAQ](#)
- [WJ-IV Scoring and Reporting Compared to WJ-III](#)
- [RPI Interpretation Chart](#)

KTEA-3, 8/29/2014 [Handout](#)

WISC-V on Q-Interactive, 8/29/2014 [Handout](#)

Enhancing the Education of Student with Higher Functioning Autism Spectrum Disorder - Dr. Frank Sansosti, 4/15/10
([Handout](#))

The Neuropsychology of Emotional Disturbance - Dr. Steven Feifer, 3/20/2009
([Handout](#))

Pediatric Bipolar Disorder presentation- Dr. Steven Jewell, 3/3/08
([Handout](#))

Handouts from the 1/11/08 KAASP meeting, all documents are in PDF format:

Attention Deficit Disorder: Diagnosis and Management in Primary Care - Dr. Tim Brown, PharmD
([Handout](#))

Kids and Antidepressants: Do They Play Nice Together? - Dr. Tim Brown, PharmD
([Handout](#))

Handouts from the KAASP/CASP Response To Intervention (RTI) presentation (9/22/06), all documents are in PDF format:

RTI Overview - Dr. Cathy Telzrow ([Handout](#))

A Paradigm for Improving Performance for All Learners and Identifying Students with SLD - Dr. Telzrow
([Full Presentation](#)) ([Print Friendly Version](#))

RTI: Selected References - Dr. Telzrow
([Handout](#))

The District Perspective - Sharon Humphrey
([Full Presentation](#)) ([Print Friendly Version](#))

Practical Applications - A School Psychologist's role in a District-Wide Response to Intervention Initiative - Dana Marolt
([Full Presentation](#)) ([Print Friendly Version](#))

Building Wide Support for Successful RTI - Bobbi Ingraham
([Full Presentation](#)) ([Print Friendly Version](#))

