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TEXAS ASSOCIATION
OF SCHOOL
PSYCHOLOGISTS

29th Annual Fall Convention



November 4-6, 2021 Sheraton Austin Georgetown
Georgetown, TX

WS01: Assessment of English Language Learners: Evidence-based evaluation and best practice, *Dr. Samuel Ortiz*

This presentation provides a review of the relationship among linguistic, cognitive, and academic development and the application of research regarding EL evaluation within a practical, systematic framework. Specific procedures are presented which permit any evaluator to conduct assessments of English learners that generate valid data to support conclusions and diagnostic decisions regarding English learners. Topics include: understanding bias in testing; issues regarding test score validity; advantages and disadvantages of typical methods for evaluating English learners; the importance of “true peer” comparisons, research foundations and use of the Culture-Language Test Classifications and Interpretive Matrix, integration of the Ortiz PVAT in conducting EL evaluations. The knowledge and skills gained will be useful to practitioners at all levels and provides a solid base for engaging in evaluation of English learners that constitutes defensible and current best practices.

Objectives:

- Understand the true nature of bias in testing as a function of construct validity.
- Identify the two main variables that affect test score validity for English learners
- Identify the limitations of various approaches to testing English learners and the extent to which validity is undermined by cultural and linguistic factors.
- Apply research findings in a manner that permits a “true peer” comparison for English learners
- Learn how to apply and use the Culture-Language Test Classifications and Interpretive Matrix as a method for evaluating the extent to which cultural and linguistic factors may have compromised the validity of test performance and results.
- Integrate the Ortiz PVAT to enhance the quality and diagnostic validity of testing
- Use a systematic process for evaluation of English learners that constitutes current best practice

Participant skill level: Intermediate to Advanced

Intended NASP Domains: Data-Based Decision Making and Diversity in Development and Learning

WS02: Reveal Their Story: Using the Strength-Based MIGDAS-2 Approach to Autism Evaluations, *Dr. Marilyn Monteiro, LP, LSSP*

Participants in this workshop learn to incorporate the MIGDAS-2 strength-based approach to their school-based autism evaluations. The scope of the process--from parent, teacher, and student interviews to narrative report writing—will be covered in this session. Participants will view sample interviews across age and ability levels, and learn to structure sensory-based student diagnostic interviews that are a fit for the autism spectrum brain style. Small group discussions will provide opportunities to apply the strength-based language with case examples. Narrative report samples will be provided for participants to apply in their autism assessment work in schools.

Objectives:

- Use the MIGDAS-2 system and protocols to engage children and adolescents in interactive clinical interviews that highlight areas of strengths and differences
- Gain essential tools to conduct a sensory-based diagnostic interview with individuals whose communication skills range from verbally fluent to functionally nonverbal using the MIGDAS-2 system and protocols
- Use the MIGDAS-2 system to organize diagnostic observations and describe individuals in positive and descriptive terms across age and ability levels
- Integrate the use of the MIGDAS-2 process with the use of at least three additional measures, such as autism-specific behavior rating scales and the ADOS-2
- Develop individualized Brain Style Profiles across age and ability levels
- Use the Visual Framework to discuss the diagnosis with parents

Workshop Level: Advanced

Intended NASP Domains: Data-Based Decision Making, Consultation and Collaboration, Interventions and Mental Health Services to Develop Social and Life Skills and Family, School, and Community Collaboration

SESSION DESCRIPTIONS PRE-CONVENTION WORKSHOPS

Thursday Keynote: BHEC/TSBEP Update, *Darrel Spinks*, Executive Director of the Behavioral Health Executive Council

This session will provide attendees with updates from the Texas State Board of Examiners of Psychologists and the Texas Behavioral Health Executive Council.

Objective:

- Participants will gain an understanding of regulatory updates from the state licensing board as well as implications for practice.

Participant level: Introductory, Intermediate and Advanced

Intended NASP Domain: Legal, Ethical, and Professional Practice

Friday Keynote: It's Always About the Children: Educators Bringing Their Whole Selves to the Profession, *Dr. Charles Barrett*

Charles Barrett often says, “teachers are special people who take care of other people's children as if they were their own.” Given the myriad challenges facing all educators—principals, central office administrators, school counselors, school social workers, school psychologists—more than ever before, everyone needs encouragement. Using personal experiences as a child with a stutter, and anecdotes that inform his teaching and clinical practice, Charles will inspire and motivate attendees to view their respective roles serving children through the lens of purpose, which leads to passion, and ultimately unlocks the potential of young people.

Objectives:

- Participants will be able to describe how purpose and passion are salient to their roles as school psychologists and educators.
- Participants will be able to describe the importance of relationships and incorporating a strength-based paradigm when serving students, families, schools, and communities as educators.
- Participants will be able to describe the importance of addressing systemic barriers that prevent opportunity and access to students

Participant level: Introductory, Intermediate and Advanced

Intended NASP Domains: Family, School, and Community Collaboration, Equitable Practice for Diverse Student Populations and Legal, Ethical, and Professional Practice

Saturday Keynote: Engaging Hearts and Minds and NASP Update, *Dr. Laurie McGarry Klose*, NASP President

The keynote will include NASP updates and resources. I will also discuss how Engaging Hearts and Minds of children and youth, adults with whom we work, and systems in which we serve can provide a foundation for engaging in meaningful and effective services and proactive change.

Objectives:

- Increase understanding of meaningful engagement of all members of the school environment as a strategy for enhancing student outcomes.
- Learn how NASP is addressing member needs
- Learn about NASP resources, activities, and advocacy efforts

Participant level: Beginner, Intermediate and Advanced

Intended NASP Domains: Consultation and Collaboration, Academic Interventions and Instructional Supports, Mental and Behavioral Health Services and Interventions, School-Wide Practices to Promote Learning, Services to Promote Safe and Supportive Schools

SESSION DESCRIPTIONS

KEYNOTES

FS01: The Power of One: Meeting the Needs of LGBTQ+ Students, *Tracy Hobbs and Amy Cannava*

The climate of acceptance of LGBTQ+ individuals is slowly improving in the United States, but many schools remain biased, discriminatory, and exclusive toward LGBTQ+ individuals. Educators have much work to do to make schools equitable and affirming for all youth, including LGBTQ+ youth. In particular, school psychologists are charged with upholding professional ethics and best practices to protect the dignity and rights of LGBTQ+ youth, ensuring an equal educational opportunity. NASP has a long-standing commitment to advocacy efforts which create safe and inclusive schools for all students. This presentation will give attendees an opportunity to explore their own beliefs around issues which affect LGBTQ+ youth, provide background information (including risk factors), and will provide concrete actions that can be taken by school psychologists to create WAIPER Schools. Local and national resources related to meeting the needs of LGBTQ+ youth will be identified and shared with attendees.

Objectives:

- Participants will gain knowledge of ethical considerations related to serving LGBTQ+ youth in our schools, reflecting on their own beliefs/biases around inclusion and equity, identifying and minimizing potential barriers to serving this at-risk population.
- Participants will identify risk factors facing LGBTQ+ youth and how these impact mental health, development, and school performance.
- Participants will be empowered to develop and utilize skills and resources to implement inclusivity, supportive practices, and the mental health supports of LGBTQ+ youth.

Workshop level: Introductory

Intended NASP Domains: Equitable Practices for Diverse Student Populations

FS02: Legal and Ethical Best Practices Regarding Manifestation Determinations, *Carl Corbin*

The presentation will review the laws and regulations associated with the Individuals with Disabilities Education Act (“IDEA”) governing special education student discipline with detailed discussion on convening manifestation determination meetings. The workshop will be delivered through a PowerPoint presentation with supplemental materials to include excerpts from legal decisions.

Objectives:

- Learn the legal requirements governing the behavior and discipline needs of special education students
- Understand the legal basis governing special education behavior, discipline, and manifestation determination meetings.
- Develop the skills to complete a legally defensible manifestation determination meeting.

Workshop level: Introductory, Intermediate and Advanced

Intended NASP Domains: Data-Based Decision Making and Accountability & Legal, Ethical, and Professional Practice

SESSION DESCRIPTIONS
FEATURED SESSIONS

FS03: Evaluating Deaf and Hard of Hearing Learners in Mainstream Settings, *Peter K. Isquith, Ph.D*, Deaf and Hard of Hearing Program, Boston Children's Hospital, HMS

Co-authors: Matthew Fasano-McCarron, Psy.D., Rachel Landsman, Psy.D., and Terrell A. Clark, Ph.D., Deaf and Hard of Hearing Program, Boston Children's Hospital, HMS

Students with communicatively significant hearing loss increasingly attend regular classrooms, and many are referred for assessment. Myriad additional risk and resilience factors become important that are not a typical part of evaluations with hearing students, and assessment tools and methods may require accommodations and modifications. This practical skills workshop will help prepare practitioners to evaluate students who are Deaf or hard of hearing across the grade spectrum, and know when to seek further consultation and referral.

Objectives:

- Know what to do when asked to assess students who are Deaf or hard of hearing
- Identify relevant risk and resilience factors
- Methodically select and adapt assessment tools and methods
- Write about student profiles of strengths and weakness with appropriate caveats
- Know when it is appropriate to seek additional expertise in working with DHH students

Workshop level: Beginner, Intermediate and Advanced

Intended NASP Domains: Data-based Decision Making and Equitable Practices for Diverse Student Populations.

FS04: From Paper to Practice: Sensible Strategies for School-Based Counseling, *Stephanie Kneedler and Ragan Aaron*

This workshop will focus on practical counseling strategies for the school psychologist. We'll discuss school-based counseling eligibility considerations, development of observable and measurable IEP counseling goals. Presenters will review facilitation techniques and provide and practice usable strategies and activities for individual and group counseling in the school setting. Social and cultural considerations in school-based counseling will also be discussed.

Objectives:

- Help participants develop observable and measurable counseling IEP goals based on evaluation data
- Attendees will be able to effectively facilitate activities and conversation in school-based counseling sessions
- Participants will be able to apply counseling strategies to support the use of the NASP Practice Model and the provision of mental health services to students in schools

Workshop level: Beginner to Intermediate

Intended NASP Domains: Data-Based Decision Making, Interventions and Mental Health Services to Develop Social and Life Skills, Preventive and Responsive Services & Diversity in Development of Learning

FS05: Graduate Student Series, Jesseca Jackson

This will be a panelist session with opportunities for Q&A from attendees. Panelist participants will be early, middle, and late career LSSPs who will answer questions related to licensure, Praxis, early career must knows, a day in the life of an LSSP, etc.

SESSION DESCRIPTIONS
FEATURED SESSIONS

FS06: Best Practices for Social Justice in Schools, *Dr. Charles Barrett*

Having been recently adopted as a strategic goal of the National Association of School Psychologists (NASP), this session will discuss the significance of social justice to all aspects of school psychology and education, including research, practice (prevention and intervention), teaching, advocacy, and policy. Practical suggestions for embedding a social justice paradigm into school-based services for students, families, schools, and communities will be provided and resources to support professional learning about social justice will be highlighted.

Objectives:

- Participants will be able to describe what social justice is and why it is meaningful to the equitable practice of school psychology.
- Participants will be able to describe the social justice implications related to various areas of school psychology practice (e.g., prevention, intervention, counseling, and assessment).
- Participants will learn how to infuse social justice principles into school and systems wide policy decisions to meet the needs of marginalized groups.

Workshop level: Introductory, Intermediate and Advanced

Intended NASP Domains: Mental and Behavioral Health Services and Interventions, School-Wide Practices to Promote Learning, Services to Promote Safe and Supportive Schools, Family, School, and Community Collaboration, Equitable Practice for Diverse Student Populations, Research and Evidence-Based Practices and Legal, Ethical, and Professional Practice

FS07: Practical Implementation of the NASP Practice Model: A Roadmap to Achieving Excellence in School Psychological Services Delivery, Brook Roberts, LSSP

*featuring panelists from local Texas school districts

This session will provide a deep dive into the NASP practice model and how to begin implementing its organizational principles in your district. Information regarding how to advocate for these principles and standards in your district will be shared. Participants will also learn effective implementation strategies and be provided with tips on how to use the Excellence in School Psychological Services recognition program as a self-assessment tool. Panelists from Texas school districts recently recognized for their excellence in School Psychological Service Delivery by NASP will discuss the implementation of the practice model’s organizational principles in their school districts. Whether you are a lone school psychologist in your district or part of a team of 100, this session will provide tools for increasing your district’s capacity to offer comprehensive services.

Objectives:

- Participants will deepen their understanding of the NASP practice model and the benefits of applying the organizational principles in their school districts.
- Participants will learn practical tips for advocating for the NASP practice model’s organizational principles in their school districts.
- Participants will learn the successes and hurdles faced by Texas school districts who have committed to implementing the NASP practice model in their school districts.

Workshop level: Intermediate, Advanced

Intended NASP Domains: Legal, Ethical and Professional Practice, and School-Wide Practices to Promote Learning

FS08: Recruiting and Training Non-Traditional Students in School Psychology to Address Shortages: Research, Practical, and Ethical Considerations, *Dr. Sarah Mire*

*featuring special guests Dr. Elise Hendricker, Dr. Shannon Viola and Dr. Melanie Lemanski, University of Houston-Victoria

Shortages in School Psychology are an ongoing concern for our field and, most importantly, have implications for children and schools. There are many opportunities to bring together practitioners, researchers, and trainers to address the issues that perpetuate shortages, however. This session will highlight current, Texas-specific research conducted by colleagues at University of Houston-Victoria that focuses on recruiting and supporting non-traditional students as one approach to addressing shortages. We will also explore best practices in facilitating connections between graduate students and school districts as it relates to practicum and internship sites and supervision. Attendees will also have an opportunity to provide feedback to TASP regarding the potential creation of a research committee and its role within the organization and profession.

Objectives:

1. Learn about current, Texas-specific research related to recruiting new school psychologists.
2. Understand barriers and facilitators in recruitment, particularly for non-traditional students.
3. Explore concrete ways to strengthen connections between training programs and field-based sites for recruitment and retention efforts, including both practical applications and research collaboration possibilities.

Workshop Level: Introductory, Intermediate and Advanced

Intended NASP Domains: Research and Evidence-Based Practice and Legal, Ethical, and Professional Practice

SESSION DESCRIPTIONS
FEATURED SESSIONS

FS09: Beyond the Rainbow: School-Based Mental Health Supports for LGBTQ+ Youth, *Tracy Hobbs and Amy Cannava*

LGBTQ youth are often classified as a homogeneous group, but the diversity among and within them is more distinct than many people realize. The need for school-based mental health supports for LGBTQ youth is evident in higher rates of unhappiness, drug use, school dropout, truancy, suicide, harassment, family discord, and reduced self-referral rates. Despite the need and demand, few resources are available to use in a counseling format. During this session, strategies to encourage and foster resiliency in these at-risk students will be presented along with a counseling program designed to empower school-based mental health staff to serve as advocates for LGBTQ youth and to provide counseling support for students in grades 6–12. Resources will be identified and participants will leave with the ability to effectively advocate for sexual minority and gender-diverse youth as well as implement an innovative counseling program within their own schools to support these students.

Objectives:

- Participants will identify risk factors facing LGBTQ+ youth which can affect mental health and learn strategies to minimize long-term consequences of the risk factors while affirming self-worth, validity, and value.
- Participants will learn about resources and strategies to utilize in meeting the mental health needs of LGBTQ+ youth through Affirmative Practices.
- Participants will be empowered to effectively advocate for services to meet the needs of LGBTQ+ youth in our schools and provide school-based counseling services.

Workshop Level: Intermediate

Intended NASP Domains: Equitable Practices for Diverse Student Populations

FS10: Assessing Racially and Ethnically Minoritized Students, *Dr. Charles Barrett*

Participants will be exposed to comprehensive, evidence-based, and practitioner friendly assessment models to effectively differentiate between language difference and disability (particularly Specific Learning Disability) for English Learner (EL) students and Attention Deficit Hyperactivity Disorder (ADHD) for Black students. Additionally, participants will develop the skills necessary to effectively design culturally responsive assessment batteries to assess racially and ethnically minoritized students' cognitive abilities, academic skills, and social, emotional, and behavioral functioning. Related to ADHD, specific emphasis will be placed on how rater characteristics influence diagnostic decisions. An interactive workshop with multiple opportunities for active engagement, participants will be encouraged to consider the manner in which data are gathered throughout the assessment process and inform next steps for children and adolescents. Implications for school-based psychological practice and influencing practice and policy decisions in local school divisions related to serving racially and ethnically minoritized students and families will be discussed.

Objectives:

- Participants will develop the necessary skills to make data-based decisions in order to more effectively serve racially and ethnically minoritized (REM) students and families
- Participants will develop the necessary skills to design appropriate batteries to assess REM students' cognitive abilities and academic skills
- Participants will develop the necessary skills to influence practice and policy decisions in their local school divisions related to teaching and assessing REM students
- Participants will discuss best practice recommendations for the comprehensive assessment of Attention Deficit Hyperactivity Disorder
- Participants will discuss how rater characteristics such as race, acculturation, and SES influence diagnostic decisions
- Through the lens of social justice, participants will discuss the implications for equitable school based psychological practice and policy

Workshop level: Introductory, Intermediate and Advanced

Intended NASP Domains: Data-Based Decision Making, School-Wide Practices to Promote Learning, Equitable Practice for Diverse Student Populations, Research and Evidence-Based Practices and Legal, Ethical, and Professional Practice

SESSION DESCRIPTIONS

FEATURED SESSIONS

FS11: Introduction to Trauma-Informed Schools, *Dr. Christina Conolly*

Participants will gain awareness of issues associated with trauma and the strategies that can be used to engage students in learning. We will review concepts on how trauma impacts the brain, adverse childhood experiences, and how to review building practices from a trauma-informed lens.

Objectives:

- Learn about the relationship between crises and traumatic experiences
- Learn about Adverse Childhood Experiences (ACEs) and their impact on students
- Learn about specific strategies to support students who have experienced trauma

Workshop level: Introductory

Intended NASP Domains: Mental and Behavioral Health Services and Interventions, School-Wide Practices to Promote Learning, and Services to Promote Safe and Supportive Schools

FS12: Ethical and Empirical Perspectives on Cognitive Assessment, *Dr. Ryan Farmer*

Despite widespread use, interpretation of cognitive assessment results varies drastically amongst school psychologists. In addition, technological advancement has led to a number of novel approaches to cognitive ability test administration and interpretation. This session will explore the available evidence regarding cognitive ability tests, the constructs they measure, their utility in school psychological practice from an ethical and empirical lens.

Objectives:

- Attendees will review updates to evaluating and classifying intellectual disability.
- Attendees will review evidence relating to the interpretation of scores from common cognitive ability tests.
- Attendees will become familiar with strengths and limitations of remote assessment of cognitive abilities.
- Attendees will consider cognitive assessment use through an ethical lens and become familiar with the intersection between ethics and evidence for practice

Workshop level: Introductory

Intended NASP Domains: Data-Based Decision Making and Legal, Ethical and Professional Practice

FS13: The Cognitive and Psychosocial Implications of Epilepsy for Students, Families and Teachers, *Dr. Robb Matthews*

Seizures represent a physically and emotionally challenging neurological disease for the students, their families, and teachers. When seizures become pathological in nature they represent epilepsy. One out of 105 one hundred and fifth children worldwide are diagnosed with epilepsy during the first 10 years of life, with the highest incidence rate observed during infancy, making epilepsy is the most common neurological disease in children. Understanding how the child's brain is affected by epilepsy as well as the impact of related treatments assists LSSPs with planning appropriate evaluations and interventions from early childhood through to graduation. This workshop will focus on building a working knowledge of epilepsy, its impact on students, and strategies for planning as the student progresses through school.

Objectives:

- Participants will recognize epilepsy specific terms and their application
- Participants will be able to classify seizures by type and location
- Participants will be able to consider important cognitive and psychosocial factors in their conceptualization and planning for individuals with epilepsy

Workshop level: Introductory and Intermediate

Intended NASP Domains:

SESSION DESCRIPTIONS
FEATURED SESSIONS

MS01: Using Mindfulness to Improve Well-Being and Reduce Burnout in Schools, *Caroline Mousa, Brian Dang, Bradley Smith, and Syed Rizvi*

Burnout is a pervasive problem amongst educational professionals. Participants will learn foundational mindfulness and well-being concepts and practice mindfulness skills. We will review the research on the dual factor model of mental health, eudaimonic and hedonic well-being, and the positive effects of mindfulness on well-being and reducing burnout. We will deliver lessons based on the Mindfulness Ambassador Program (Esat et al., 2021) to equip school psychologists with mindfulness skills and provide the opportunity to immediately practice these skills. MAP will also be discussed as an example of how to further propagate the benefits of mindfulness to improve well-being of students, teachers, and other members of the school community.

Objectives:

- distinguishing between hedonic and eudaimonic well-being
- understanding and using mindfulness practices to prevent/address burnout
- learning how to propagate the benefits of mindfulness to improve both one's own well-being and that of students and colleagues

Workshop level: Introductory

Intended NASP Domains: Interventions and Mental Health Services to Develop Social and Life Skills and Preventative and Responsive Services.

MS02: Supervision in School Psychology - What, Who, and How, *Ashley Arnold, M.A., LSSP, NCSP, ChiChi Allen, Ph.D., LSSP, NCSP, Katy ISD and Jenna Becker, LSSP, Frisco ISD*

Supervision provides significant learning opportunities for both supervisees and supervisors at all levels of practice of school psychology. NASP posits that supervision is a distinct professional competency area and supervisors should be knowledgeable about the science of supervision and be skillful in its practice; however, many school psychologists report not having had such a training in their graduate course work or subsequent continuing education. Supervisees may also be unaware of what to expect from clinical supervision. This mini-skills session will provide a review of legal and ethical rules and guidelines for supervision, best practices of supervision, and examples of how some districts are supervising interns and practicum students.

Objectives:

- Review TSBEP rules and NASP guidelines providing supervision in school psychology
- Review best practices of supervision of LSSP interns and practicum students
- Learn examples of how LSSP internship and practicum programs are structured in Texas school districts
- Identify opportunities and effective techniques of supervision, mentoring, and peer consultation in your own district

Workshop level: Introductory, Intermediate and Advanced

Intended NASP Domains: Legal, Ethical, and Professional Practice

SESSION DESCRIPTIONS
MINISKILLS SESSIONS

POSTERS

Friday November 5th at 4:30PM

Antidepressant Discontinuation Syndrome: What Teachers and School Psychologists Should Know, *Macri Walton*, Baylor University

Breaking the Cycle: Adverse Childhood Experiences and the Efficacy of Current Early Childhood Interventions, *Hi'ilani Potemra*, Trinity University

Finding a Path in Wilderness: Systematic Review of Early-Childhood Leadership Guidelines for Social-Emotional Development of Young Children, *Leonora Ryland*, Baylor University

Adolescent Anxiety in the Age of COVID-19: Evidence-Based Interventions, *Eamon Stewart and Vicole Nguyen*, Baylor University

Leaning into the Struggle: Review of Behavioral Consultation in Title 1 Elementary Schools, *Leonora Ryland and Caroline Blach*, Baylor University

POSTER SESSIONS

Dr. Samuel Ortiz is Professor of Psychology at St. John's University, New York. His Ph.D. is in clinical psychology from the University of Southern California with postdoctoral training in bilingual school psychology from San Diego State University. He served as Visiting Professor/Research Fellow at Nagoya University, Japan, as Vice President for Professional Affairs of APA Division 16 (School Psychology), as Chair of APA's, Committee on Psychological Tests and Assessment, as member of the Coalition for Psychology in Schools and Education, and as member of APA Presidential Task Force on Educational Disparities. Dr. Ortiz serves on various editorial boards and is an expert on a variety of topics including nondiscriminatory assessment, evaluation of English learners, Cross-Battery Assessment (XBA), and learning disabilities. He is author of the Ortiz PVAT, X-BASS v2.0, and his books include "Assessment of Culturally and Linguistically Diverse Students: A practical guide," and "Essentials of Cross-Battery Assessment, 3rd Edition."

Dr. Marilyn Monteiro, a licensed psychologist and licensed specialist in school psychology, is a Texas-based expert in the area of autism spectrum brain style differences. She maintains an independent practice that specializes in supporting individuals with autism spectrum differences and is the author of the MIGDAS-2 qualitative evaluation measure.

Tracy Hobbs has been a school psychologist in Michigan for 41 years and is currently a NASP Strategic Liaison; he previously served as NASP's LGBTQI2-S Committee Co-Chair, Interest Group Development Coordinator, Leadership Development Committee Chair, and the Michigan NASP delegate. Tracy is a trainer and educational consultant for the Michigan Department of Education's LGBTQ+ Student Project, a member of NEA's National Training Program on Safety, Bias, and GLBT Issues, and nationally certified trainer for HRC's Welcoming Schools program. For five years, Tracy was the faculty advisor for his high school's GSA.

Amy Cannava is in her 19th year of practice as a school psychologist specializing in marginalized youth. She is Chair of NASP's LGBTQI2-S Committee and a requested speaker at local and national conferences. She consults with school districts, group homes, juvenile justice facilities, universities, and parents on affirmative and inclusive practices for queer and gender diverse youth, facilitates LGBTQ+ peer support and counseling groups, and volunteers for numerous local Boards. Amy is the faculty sponsor for her high school's GSA and is the community sponsor for a cross-county Pride Prom which garnered national attention. She has authored book chapters for NASP on LGBTQIA+ youth, worked with The Trevor Project, GLSEN, Gender Spectrum, HRC, PBS Frontline, and Project Thrive representing NASP. A former crisis counselor for The Trevor Project, Amy remains passionate about working with LGBTQ+ youth and considers them to be an amazing inspiration.

Carl D. Corbin of School and College Legal Services of California graduated from Gallaudet University with a Psy.S. in school psychology, worked over five years in public school districts as a school psychologist, has a LEP (inactive) and NCSP, and obtained his law degree at University of California, Berkeley Law.

Peter K. Isquith, Ph.D., is a Licensed Psychologist with specialty in developmental neuropsychology who evaluates students in schools across New England. He is also a Senior Attending Neuropsychologist with the Deaf and Hard of Hearing Program at Boston Children's Hospital where he is an Instructor in Psychiatry at Harvard Medical School. He completed his BA in speech and hearing sciences and psychology at the University of Michigan and his doctorate in child clinical psychology and law at the State University of New York at Buffalo. His research focuses on the development and disorders of self regulation across the lifespan. Peter is author of several works on the topic and is co-author of the Behavior Rating Inventory of Executive Function (BRIEF) family of instruments, the PostConcussion Executive Inventory (PCEI), the Tasks of Executive Control (TEC), and more to come.

SPEAKER BIOS

Stephanie Kneedler (she/her/hers) has a specialist degree in school psychology from Texas State University and is earning her doctorate in school psychology at Loyola University Chicago. Stephanie has practiced in Texas and Washington. Stephanie serves on the assessment committee for the Washington State Association of School Psychologists and diversity committee for the Washington Virtual Academies.

Ragan Aaron is the Director of Clinical Services at San Marcos Treatment Center, a psychiatric residential treatment center for children and adolescents. Ragan is a Licensed Professional Counselor and Registered Play Therapist. She has presented at a number of state and regional conferences on topics including trauma-informed care and utilizing experiential and expressive interventions within individual, group, and family therapy.

Charles Barrett, PhD, NCSP is an award-winning school psychologist and graduate educator. He's held various leadership positions with the National Association of School Psychologists (NASP) and frequently speaks to a variety of audiences about promoting positive outcomes for children. Charles holds degrees in English, psychology, human development, and school psychology.

Ashley Arnold, M.A. LSSP, NCSP is an Assessment Consultant with Western Psychological Services (WPS). She has 17 years of public-school experience, including supervising graduate students and school psychologists in several public schools in Texas. Ashley is a Past President of the TASP and current Texas Delegate for NASP. Her passions are assessment, supervision and advocating for school psychological services.

Jenna Becker is a school psychologist for Frisco ISD, where she has worked for the past 5 years. She enjoys supervising pre-practicum and practicum students, as well as interns. She is currently the Area 1 representative on the TASP Board and has previously served as the Convention Chair.

Chiharu (ChiChi) Allen, Ph.D. LSSP, NCSP is a TASP area representative for Area 3. She currently serves as an LSSP Program Supervisor for Katy ISD. She is passionate about helping LSSPs find their "why" work and providing support, mentoring, and supervision to LSSPs, LSSP interns, and practicum students.

Caroline Mousa is a second year doctoral student in the University of Houston's school psychology program. She is interested in the research and practice of mindfulness and their effects. She has led meditations and taught mindfulness lessons to school and university populations.

Brian Dang's mindfulness and meditation practices began as part of his Buddhist upbringing. As a high school biology teacher, he became interested in equipping students and teachers with skills to improve their well-being. Fast forward a couple of years, and now Brian is a second-year doctoral student at the University of Houston. In his free time, he climbs rocks, reads poetry, and pets his cats.

Bradley H. Smith, Ph.D. is a professor at the University of Houston in the Department of Psychological, Health, and Learning Sciences. He began practicing yoga since 2005, completed RYT-200 teacher training, and has published with his students on school-based yoga and public health approaches to yoga and mindfulness.

SPEAKER BIOS

Dr. Laurie McGarry Klose is the owner and CEO of RespectED, a consulting firm that provides services to schools and families. She has worked as a faculty member at Trinity University and Texas State University, including serving as the Director of Assessment for the Clinic for Autism Research, Evaluation and Support and University Assessment and Counseling Clinic. In addition, she worked as a campus and district-based school psychologist for 12 years in California, Massachusetts and Texas. Along with service on numerous state and national committees, Laurie's leadership positions include President of Texas Association of School Psychologists, Texas Delegate to the National Association of School Psychologists, South Eastern Delegate Representative to the Board of Directors of NASP, and the Chair of the NASP Ethics and Professional Practices Board. Laurie is the 2021-22 President of National Association of School Psychologists.

Christina Conolly, Psy.D, NCSP, is the Director for Psychological Services with the Montgomery County Public Schools in Maryland. Dr. Conolly has authored articles on school crisis prevention and intervention. She is a member of the NASP School Safety & Crisis Response Committee and coauthor of the PREPaRE Workshop 1.

JOB FAIR

Friday November 5th at 4:30PM

Is your district looking to hire candidates and advertise the amazing services you offer students? Join us at the Job Fair! School districts can register for a table at the Job Fair by completing the registration form found on our convention webpage. Limited spots are available. Sign up now to guarantee your space!

CHILDREN'S ASSISTANCE FOR LIVING COMMITTEE (CALC) SUPPORT PROJECT

SIMPLE SPARROW FARM

Simple Sparrow is a trauma-informed care farm that provides farm education and evidence-based therapeutic tools for all ages, backgrounds, and abilities to Learn+Grow+Heal through safe relationships in a caring compassionate community.

Donate to our CALC organization when completing your registration or when attending convention!

To find out more about Simple Sparrow Farm visit their website:
<https://simplesparrow.farm/>

ANNOUNCEMENTS

HOW DO I REGISTER FOR SESSIONS?

Note: TASP has transitioned to open registration and sessions will be available on a first come, first serve basis. To ensure the best availability, attendees are encouraged to arrive early or on time at the session of their choice. Attendee QR codes will be scanned upon entrance to document attendance, which is necessary in order to receive credit for continuing professional development (CPD). Once the session reaches the allowable room capacity limit, the session will be closed and additional attendees will not be allowed to enter the session. As in the past, attendees MUST be scanned within the first 15 minutes of the session in order to be counted present.

WHERE ARE THE SESSION HANDOUTS?

Session handouts will be posted online prior to the convention. Handouts will be posted as they are made available to TASP by the speakers. TASP WILL NOT print session handouts.

HOW DO I KNOW IF THIS SESSION COUNTS FOR ETHICS OR DIVERSITY?

Although intended NASP domains are listed for each session, it is the responsibility of each individual licensee to determine if CPD sessions meet the requirements of the TSBEP's rules on cultural diversity and ethics. Pursuant to TSBEP Rule 461.11, licensees of TSBEP are required to complete a minimum of 40 hours of professional development during each two year period they hold a license. The hours must be directly related to the practice of psychology. Of these 40 hours, a minimum of 6 hours must be in the area(s) of ethics, Board Rules of Conduct, or professional responsibility. Also, out of the 40 required hours, another 6 hours must be in the area of cultural diversity. Areas of cultural diversity include, but are not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. Lastly, at least half of the required 40 hours must be obtained from or endorsed by a provider listed in Board rule 461.11(c)(3). Please note, pursuant to Board rule 461.11(b), the TSBEP does not pre-approve professional development hours. If you have any questions, please contact [TASP's Professional Development Chair](#) or visit [TSBEP](#).

WHO DO I CONTACT IF I REQUIRE ADA ACCOMMODATIONS?

If you require any of the special services (such as closed captioning) covered under American with Disabilities Act of 1990 (Public Law 101-336, Section 102), please send your requirements in writing no later than October 4, 2021 to TASP Fall Convention ADA Requirements, 14070 Proton Road Dallas, TX 75244, by calling (972) 233-9107, or by emailing the [TASP Business Manager](#)

FREQUENTLY ASKED QUESTIONS

WHAT IS TASP'S CANCELLATION POLICY?

Cancellations made on or before October 21, 2021 will receive a refund LESS an administrative fee, AFTER the event. Covid-19 related cancellations made on or after October 22, 2021 will receive a 50% refund of registration costs. Cancellations may be made in writing to TASP, 14070 Proton Road, Dallas, TX 75244, by emailing the TASP Business Manager, or by calling (972) 233-9107. Credit card refunds will be credited to the card used for purchase. Membership dues and donations (CALC, GPR, etc.) are non-refundable.

WHAT DO I NEED TO DO TO RECEIVE PROOF OF CPD?

Obtaining Proof of Continuing Professional Development (CPD) Policy: It is the responsibility of each participant to have the QR code on their name badge scanned by a session assistant at the room entry door within 15 minutes of the beginning of the session. Scanners will not be available after the first 15 minutes of a CPD session. Only participants that are scanned within 15 minutes of the start of the session AND submit the electronic evaluation for that session by 11:59 PM on November 7, 2021, will receive proof of CPD. No proof of CPD will be issued for participants who sign in after 15 minutes of the start of the session OR submit their electronic evaluation AFTER November 7, 2021. Proof of CPD will be emailed to the participant's email address that is associated with their TASP account by November 14, 2021.

WHAT SAFETY PROTOCOLS WILL BE IN PLACE AT THE CONVENTION?

Based on current Covid-19 conditions around the state of Texas, TASP anticipates requiring the use of facial coverings while attending all convention events. If you have questions regarding appropriate facial coverings, please consult CDC recommendations on selecting appropriate facial coverings. TASP will continue to evaluate the health conditions around the state and communicate any changes to these protocols, if needed, via email. Please attend to all convention communication as convention approaches in the event that changes are announced.

CDC guidance can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>