

# TASP Summer Institute

*Moving School Mental Health Forward Together*

South Padre Island Convention Center

June 22-23, 2023



## Summer Institute Program

JUNE 22-23, 2023

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2023 SUMMER INSTITUTE

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# AGENDA

## Thursday, June 22, 2023

8:00 a.m. - 8:15 a.m.	WELCOME
8:15 a.m. – 11:30 a.m.	KEYNOTE <b><i>Together We Thrive: Toward a Multidisciplinary Approach to Supporting Comprehensive School Mental Health Services</i></b> <i>Kris Scardamalia, PhD, LSSP</i>
11:30 a.m. - 12:45 p.m.	Lunch On Your Own
12:45 p.m. – 2:45 p.m. Featured Sessions	FS01: <b><i>Pathways to Juvenile Justice Involvement and What to Know About Working with the Juvenile Probation</i></b> <i>Kris Scardamalia, PhD, LSSP</i>  FS02: <b><i>Addressing Mental Health Issues in Students with Autism</i></b> <i>Tonya Paulette, EdD, LSSP, LPC</i>
2:45 p.m. – 3:00 p.m.	Break
3:00 p.m. – 5:00 p.m. Featured Sessions	FS03: <b><i>Time is Now: Understanding the Importance of Addressing Mental Health and Substance Use Within a School Setting</i></b> <i>Diane Arms, MA</i>  FS04: <b><i>Children's Mental Health in Texas</i></b> <i>Luanne Southern, MSW</i>

# AGENDA

## Friday, June 23, 2023

8:30 a.m. - 10:30 a.m.

Featured Sessions

FS05: ***Reducing School Violence Using Proactive Multidisciplinary Approaches***

Rachel Team, PhD, LSSP, Diane Arms, MA; J. Rocky Romero, PhD, LMSW; Nichole Henderson, MEd, LPC

FS06: ***Supervisor Series: Addressing the Mental Health Needs of Practicum and Internship Graduate Students***

Jenna Becker, LSSP; Christy Chapman, PhD, LSSP, BCBA, LBA; Kassi Gregory, PhD, LSSP

10:30 a.m.-10:45 a.m.

Break

10:45 a.m. - 12:45 p.m.

Featured Sessions

FS07: ***The Intersection of Racism, Discrimination and Mental Health in Children and Youth of Color***

J. Rocky Romero, PhD, LMSW

FS08: ***Addressing Children's Trauma through the Handle with Care Program***

Diana Centeno, Sylvia Gamboa, Sergeant Michael Brooks, & Thomas Dromgoole

## Pre-Recorded Sessions (On-Demand)

FS09: ***Surviving or Thriving? Personal Well-being Strategies for School Mental Health Professionals***

Kris Scardamalia, PhD, LSSP

FS10: ***Clinical and Cultural Considerations Working with Youth who Have Intellectual/Developmental Disabilities (I/DD)***

Brian D. Tallant, LPC, NADD-CC

# KEYNOTE SESSION

## ***Together We Thrive: Toward a Multidisciplinary Approach to Supporting Comprehensive School Mental Health Services***

***Kris Scardamalia, PhD, LSSP***

Three years of upheaval in education have created staff shortages and significant increases in student needs, a challenge for schools with limited resources and personnel. A multi-disciplinary approach to school mental health can streamline systems, maximize resources, and provide a network of camaraderie and support that enhances well-being.

The federal government funds many Technical Assistance support centers, yet many educators remain unaware of many existing tools. This session will provide an overview of several resource networks. Participants will explore the *SHAPE System*, a web-based platform with tools and resources to support school mental health quality improvement. The *MHTTCs* guides for resource mapping and gaps analyses will be highlighted as well as strategies for coordinating the intersecting roles of school psychologists, counselors, social workers, and mental health clinicians. We are strongest when we are working together; join me for a morning of visualizing the best version of your schools and districts.

**Intended NASP Domains:** *Data-Based Decision Making and Accountability; Consultation and Collaboration; Research and Program Evaluation*

**Workshop Skill Level:** *Introductory*



# FEATURED SESSIONS

## ***FS01: Pathways to Juvenile Justice Involvement and What to Know About Working with the Juvenile Probation*** *Kris Scardamalia, PhD, LSSP*

The School-to-Prison Pipeline is a familiar phrase to educators but less familiar are the practices in schools and juvenile justice settings that sustain the “pipeline”. Schools are a primary point of support and intervention for students but also can be the source of risk factors for a student’s contact with juvenile justice; school-based behaviors often lead to a student’s first contact with the justice system. In particular, students eligible for special education under the ED designation or otherwise struggling with mental health are at an increased risk. While schools and juvenile justice systems share students, the systems are often strongly siloed with little regular communication or coordination. Collaboration and coordination between schools and juvenile justice is an important factor in students’ success. This session seeks to demystify the juvenile justice system and provide participants with an understanding of how schools can partner with juvenile justice agencies for better student outcomes.

**Intended NASP Domains:** *Consultation and Collaboration*  
**Workshop Skill Level:** *Introductory*

## ***FS02: Addressing Mental Health Issues in Students with Autism*** *Tonya Paulette, EdD, LSSP, LPC*

This presentation will address the need to expand our understanding of co-occurring mental health conditions in students with Autism, strategies for addressing symptoms, and how practitioners are seeking to meet these needs in the school setting. In addition, considerations regarding students’ transition to higher education will be discussed.

**Intended NASP Domains:** *Interventions and Mental Health Services to Develop Social and Life Skills; Preventative and Responsive Services*  
**Workshop Skill Level:** *Introductory, Intermediate and Advanced*

# FEATURED SESSIONS

## ***FS03: Time is Now: Understanding the Importance of Addressing Mental Health and Substance Use Within a School Setting***

*Diane Arms, MA*

In 2020, 6.7% of American adults—about 17 million people—had both a substance use disorder and a mental health disorder, a condition medical professionals refer to as “co-occurring disorders” (CODs). When it comes to adolescents up to 45% with mental health disorders have a co-occurring substance use disorder and up to 65% or more of youth with substance use disorders also have a mental health disorder. Comorbidity is the rule rather than the exception with substance related disorders. In spite of this, co-occurring disorders is often difficult to recognize due to the etiology of the diseases. For this reason, it is important that school professionals understand how to identify co-occurring disorders in students and in parents involved within the primary and secondary school systems.

**Intended NASP Domains:** *Consultation and Collaboration, Interventions and Mental Health Services to Develop Social and Life Skills*

**Workshop Skill Level:** *Introductory*

## ***FS04: Children’s Mental Health in Texas***

*Luanne Southern, MSW*

This presentation will provide an update on what is happening in children’s mental health. Updates will be given on the Texas Child Mental Health Care Consortium, information about funding for children’s mental health as a result of the 88th Texas legislative session, and data and information about implementation of the Texas Child Health Access Through Telemedicine (TCHAT) school-based telehealth initiative.

**Intended NASP Domains:** *Interventions and Mental Health Services to Develop Social and Life Skills*

**Workshop Skill Level:** *Intermediate*



# FEATURED SESSIONS

## **FS05: *Reducing School Violence Using Proactive Multidisciplinary Approaches***

Rachel Team, PhD, LSSP; Diane Arms, MA; J. Rocky Romero, PhD, LMSW; Niki Henderson, MEd, LPC

School Psychologists are often called on to respond to and support campuses during school violence and following crisis events. This session is designed for the panel of multidisciplinary presenters to address specific community and preparatory partnerships that can be used to reduce school violence on campuses. The presenters will use real life examples from their vast experiences responding to school and community violent events. Specific resources for reducing school violence through disaster response, trauma-informed care, and use of multidisciplinary approaches will be discussed. Additional discussion of fostering resilience and setting a roadmap for recovery will be presented.

**Intended NASP Domains:** *Preventive and Responsive Services; Legal, Ethical, and Professional Practice*

**Workshop Skill Level:** *Intermediate*

## **FS06: *Supervisor Series: Addressing the Mental Health Needs of Practicum and Internship Graduate Students***

Jenna Becker, LSSP; Christy Chapman, PhD, LSSP, BCBA, LBA; Kassi Gregory, PhD, LSSP

Today's graduate students are more stressed than ever. This session aims to expand your supervision toolbox to support practicum and internship student mental health. This is the first installment of the Supervisor Series. It will provide attendees with systemic resources for addressing supervisee mental health, cover scenario-based examples of implementation, and discuss tools and resources available to enhance your supervisory skillset. This will be an interactive Q&A leadership panel.

**Intended NASP Domains:** *Consultation and Collaboration*

**Workshop Skill Level:** *Intermediate*

# FEATURED SESSIONS

## **FS07: *The Intersection of Racism, Discrimination and Mental Health in Children and Youth of Color***

*J. Rocky Romero, PhD, LMSW*

According to the latest US Census data, Latinos represent 18% of the total US populations. The process of self-identification will vary among Latinxs according to family history, immigration experience, skin color, meanings attached to history of colonization, acculturation and other variables. In the United States, 92% of Blacks, 78% of Latinxs, 75% of Native Americans, and 61% of Asian Americans have reported experiencing racial discrimination in the form of racial slurs, violence, threats, and harassment. Conceptually, discrimination is considered a social stressor that gives rise to psychological distress, especially among marginalized populations such as racial/ethnic minorities and women. This notion is further evidenced by studies that point to an intersection between race, ethnicity and experiences of racism and oppression. Given the complexities of ethnic and racial identification among Latinxs, along with experiences of current and historical oppression, it is imperative that clinicians adopt a culturally humble approach to working with Latinxs with mental health challenges.

**Intended NASP Domains:** *Interventions and Mental Health Services to Develop Social and Life Skills; Diversity in Development of Learning*

**Workshop Skills Level:** *Introductory*

## **FS08: *Addressing Children's Trauma through the Handle with Care Program***

*Diana Centeno, Sylvia Gamboa, Sgt. Michael Brooks, & Thomas Dromgoole*

In this day and age, many children are exposed to trauma in their life outside of school and school personnel never find out about what happened. As a result, students are often impacted by this trauma and have behavioral issues in schools that are often attributed to other motives. Handle with Care (HWC) is an innovative program that includes law enforcement and schools as well as mental health professionals within and outside of schools, when necessary. This panel presentation will describe the program and the benefits it can have for our children.

**Intended NASP Domains:** *Consultation and Collaboration, Interventions and Mental Health Services to Develop Social and Life Skills; Preventive and Responsive Services*

**Workshop Skill Level:** *Introductory*

# FEATURED SESSIONS

## **FS09: *Surviving or Thriving? Personal Well-being Strategies for School Mental Health Professionals***

*Kris Scardamalia, PhD, LSSP*

School-based mental health (SBMH) staff play important roles in supporting student mental health, often working with students, families, and other educators to address their fears, concerns and helping them cope with stressful events. In addition, SBMH staff routinely work long days and often report feeling overwhelmed by juggling many job responsibilities with insufficient resources. Collectively, these stressors are impacting SBMH staff mental health in significant ways, further contributing to personnel shortages. Understanding what chronic stress, burnout, and compassion fatigue feel and look like is an important first step to developing a self-care plan that targets our individual needs and lifestyles. In this session, participants will learn about tools to explore their personal stress symptoms and gauge their current coping mechanisms. Participants will learn about preventative and responsive coping strategies that can be incorporated into daily routines. Finally, participants will learn about tools and strategies to develop a self-care plan

**Intended NASP Domains:** *Preventive and Responsive Services*

**Workshop Skill Level:** *Intermediate*

## **FS10: *Clinical and Cultural Considerations Working with Youth who Have Intellectual/Developmental Disabilities (I/DD)***

*Brian D. Tallant, LPC, NADD-CC*

In this session, participants will become acquainted with the myths and facts associated with youth who have an Intellectual/Developmental Disability (IDD), as well as understand the disproportionate rates of abuse and trauma experienced by youth with IDD. Additionally, participants will become familiar with the concept of diagnostic overshadowing and how it frequently impacts approaches to care to youth with IDD. The importance of developing cultural competence as it relates to Intellectual and Developmental Disabilities, will be emphasized. Finally, participants will be introduced to foundational clinical adaptations to assessment and treatment of youth with IDD within a biopsychosocial model.

**Intended NASP Domains:** *Interventions and Mental Health Services to Develop Social and Life Skills; Diversity in Development of Learning; Legal, Ethical, and Professional Practice.*

**Workshop Skill Level:** *Intermediate*



# KEYNOTE BIO

## Kris Scardamalia, PhD, LSSP

Dr. Scardamalia earned her doctorate in School Psychology from UT Austin. She is an Assistant Professor at the National Center for School Mental Health in Baltimore where she provides technical assistance to states and school districts on improving comprehensive school mental health programming with a particular focus on educator well-being.

Dr. Scardamalia's research builds on her extensive experience as a school psychologist working with high needs youth and their families. In addition to providing services for traditional public school campuses, Dr. Scardamalia has worked as a school psychologist in juvenile justice settings including juvenile detention and post-adjudication residential treatment. Dr. Scardamalia has conducted research on factors influencing determinations of special education eligibility under the disability category of emotional disturbance. Her current research focuses on the intersection of the public education, juvenile justice, and mental health systems and their contribution to the disproportionate number of minorities impacted by the school to prison pipeline. Dr. Scardamalia's research addresses universal prevention and intervention through her work on the development of a modularized, classroom based, social emotional learning curriculum and through her research on district-wide strategies to reduce exclusionary discipline practices. In addition to conducting school-based research, she provides training, technical assistance, and consultation support to school districts and educational leaders at local, state, and national levels.



# SPEAKER BIOS

**Diane Arms, MA**, is the Director of Community Behavioral Health oversees the Center for Co-Occurring Disorders at The Council on Recovery. Her MA Degree in Clinical Psychology is from UTEP. She's facilitated leadership meetings resolving systemic issues, successfully implemented programs such as Transition Age Youth, assisting transitioning clients from children to adult services. She's a senior fellow of the American Leadership Forum, a graduate of Mujeres de HACE, and a trainer for NHLMHTTC.

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**Sergeant Michael Brooks** has worked for the Harlingen Police Department for over 20 years. He is currently responsible for the implementation of Handle with care for his police department and works closely with Harlingen CISD.

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**Diana Centeno** began her career as an Adult Probation Officer, with Bexar County. She then transitioned into the educational system and now has almost 25 years' experience in the educational setting. While in SAISD created law enforcement partnerships where she was instrumental in bringing in the Handle with Care program from West Virginia to San Antonio and Brownsville.

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**Jenna Becker, LSSP**, is a school psychologist in Frisco ISD where she currently supervises interns. She has also supervised pre-practicum and practicum students. She has presented at the TASP Fall Convention on the topic of internship supervision. Jenna attended Baylor University for her undergraduate degree and Texas State for her specialist. She has served on the TASP Board in multiple roles, including Convention Chair and Area 1 Representative. Jenna is the current TASP President.

# SPEAKER BIOS

**Christy Chapman, PhD, LSSP, BCBA, LBA**, is a School Psychologist and Board Certified and Licensed Behavior Analyst. She is currently in the public school district role of Lead School Psychologist/BCBA and serves as adjunct faculty for both the School Psychology and Applied Behavior Analysis programs at Texas Tech University. Dr. Chapman has served on the TASP Executive Board for the past 6 years and is the current President-Elect.

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**Thomas Dromgoole** has focused on information technology and development solutions for over 20 years. He has worked within this industry providing his expertise to a wide variety of clients across a broad range of industries. Thomas began his career with Education Service Center Region 11 in October 2005. In the last 17 years, Thomas has played an intricate role in the technical advancement of software development within the Education Service Center, as well as the professional development of special projects like Handle with Care.

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**Sylvia Gamboa, MS**, has served over twenty years in education as a teacher and counselor. She currently serves as the Director of Guidance and Counseling for Harlingen Consolidated Independent School District. She earned a Bachelor of Arts in English from the University of Texas Pan American and further pursued her studies earning a Master of Science Degree in Psychology with a Certification in Counseling and Guidance at Texas A&M University-Kingsville. Additionally, she completed the Integrated Leadership Principal Preparation Program through Region One ESC.



# SPEAKER BIOS

**Kassi Gregory, PhD, LSSP**, is a school psychologist with 12 years in public education. She just graduated with her Ph.D. in Educational Psychology from Texas Tech University in May 2023. Kassi will return to her alma mater, West Texas A&M University, as an assistant professor this fall.

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**Niki Henderson, Med, LPC**, is the Director of Recovery Services for Uvalde Consolidated Independent School District. She is a Licensed Professional Counselor with a Bachelor's degree in Psychology, Master's degree in Education, and is currently pursuing a doctorate degree in School Psychology from Texas Tech University. Prior to her employment with Uvalde CISD, Mrs. Henderson worked in criminal justice and community-based mental health settings.

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**Tonya Paulette, EdD, LSSP, LPC**, holds an Ed.D. from the University of Texas Rio Grande Valley, a M.A. in Psychology from Stephen F. Austin State University, and a B.S. in Psychology from Texas A&M University. She has 25 years of experience working with individuals with disabilities, including school districts and higher education where she was a college counselor and Disability Services director.

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**J. Rocky Romero, PhD, LMSW**, is the CEO and owner of JR Romero & Associates, a company he started 21 years ago that focuses on behavioral health program development, program evaluation, consultation, and specialized training. Dr. Romero completed his doctoral studies at the University of New Mexico in Language, Literacy and Sociocultural Studies (LLSS) with a focus on analyzing legal discourse related to Spanish colonization while applying a critical race theory lens and has been a licensed clinical social worker for 22 years. He has been a trainer and consultant for the NHLMHTTC for the last 13 years.

# SPEAKER BIOS

**Luanne Southern, MSW**, works at the University of Texas System as the Executive Director of the Texas Child Mental Health Care Consortium. She has extensive experience in health and human services within the government, non-profit, philanthropic, academic, and private sectors at the national, state and local level.

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**Brian D. Tallant, LPC, NADD-CC**, is Associate Director at Rocky Mountain Human Services in Denver as well as the owner of Neuordiverse Communities, LLC. He's been a counselor and administrator in the community mental health field for close to 30 years as well as a trainer and consultant nationally and internationally. He is a contributing member of the National Child Traumatic Stress Network and serves on the Board of Directors of NADD, an association for individuals with developmental disabilities and mental health needs.

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**Rachel Team, Ph.D., LSSP**, is an Associate Professor of Psychology, and the Director of the Specialist in School Psychology Program at Abilene Christian University. She is currently TASP's Chair of the School Safety and Crisis Committee. Rachel has intervened in numerous individual and multiple school-wide crises and teaches crisis courses at ACU. She enjoys preparing students to intervene in the event of a crisis.

# FACTS AND FAQ'S

## **What is the process for attending live Zoom sessions?**

For the 2023 Summer Institute, live sessions will only be available in person.

## **What is the process for attending pre-recorded Zoom sessions?**

There are two sessions that are on the schedule that are pre-recorded and will be available the first day of Summer Institute, June 22, 2023. You will access them on TASP's online learning platform. Upon completion of a pre-recorded session, you must complete the session's short quiz AND the corresponding session evaluation in order to receive credit. Session evaluation forms will only be made available upon review of the entirety of the pre-recorded session. Upon completion of the session, session quiz, and its corresponding evaluation form, your Continuing Professional Development (CPD) certificate will be made available.

## **Are all Summer Institute sessions available to me via recording?**

Registrants will have access to the pre-recorded sessions. Sessions will be available for viewing through July 28, 2023.

## **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 June 9, 2023 to TASP Summer Institute ADA Requirements, 14070 Proton Road Dallas, TX 75244, by calling (972) 233-9107 extension 215, or by emailing the TASP Business Manager.

## **Are CPDs available to counselors, social workers, etc.?**

As noted above, if you are licensed under the Texas Behavioral Executive Council, professional development sessions are not pre-approved or pre-evaluated. You can follow the process below to have proof of CPD. All other professionals can also follow the process below to obtain the sessions on their transcript as proof of attendance as well.



# FACTS AND FAQ'S

## **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 463.35, licensees of TSBEP are required to complete a minimum of 40 hours of professional development during each renewal period they hold a license. Please note, pursuant to Board rule 463.35(h), the Council does not pre-evaluate or pre-approve professional development providers or hours. If you have any questions, please contact TASP's Professional Development Chair or visit the Texas Behavioral Health Executive Council's website.

## **What do I need to do to receive proof of CPD?**

In order to maintain its status as NASP Approved Professional Development Provider, the following are the requirements of attendees wishing to receive CPD credits:

For live sessions, participants will have CPD credits for a session added to their TASP Transcript if they complete the following:

1. Sign in and be seated in the session room no later than 15 minutes after the session begins.
2. Attend the session in its entirety.
3. Complete the post-session evaluation for the specific session no later than 11:59PM on June 30th, 2023.

For recorded sessions, participants will have CPD credits for a session added to their TASP Transcript if they complete the following:

1. View the entirety of the session recording.
2. Complete the session's Post-Test with a minimum score of 75%.
3. Complete the post-session evaluation for the specific session no later than 11:59PM on July 28th, 2023.

It is the responsibility of each participant to meet the above requirements if they wish to have the record of CPD credit on their transcript. Proof of CPD will be added to the participant's 'My CPD Transcript' on the TASP website following the cut-off dates noted above. For help in accessing your CPD Transcript, please see the [tutorial video here](#).