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**Texas Association of School Psychologists**

**TASP SUMMER INSTITUTE 2022**

**JUNE 23-24, 2022**

**Port Isabel/South Padre Island, TX**

**RE**

*Connecting  
Integrating  
Building*

**SCHOOL SUPPORTS FOR  
CHILDREN'S MENTAL HEALTH**

Department of  
Human Development  
& School Services  
UTRGV



## Summer Institute Program

**JUNE 23-24, 2022**

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**2022 SUMMER INSTITUTE**

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FREQUENTLY ASKED QUESTIONS



# AGENDA

## Thursday, June 23, 2022

8:00 a.m. - 8:15 a.m. WELCOME

8:15 a.m. – 11:30 a.m. KEYNOTE  
**Transforming Adversity into Strength**  
*Jeanine Fitzgerald*

11:30 a.m. - 12:30 p.m. Lunch On Your Own

12:30 p.m. – 2:30 p.m. **FS01: Telling the Story Differently**  
Featured Sessions *Jeanine Fitzgerald*

**FS02: Tales From the Other Side of the Conference Table**  
*Amber Harris, SSP, NCSP*

2:30 p.m. – 2:45 p.m. Break

2:45 p.m. – 4:45 p.m. **FS03: Preventing Vicarious Trauma and Burnout Through Self-Care**  
Featured Sessions *Rachel Team, Ph.D. & Olivia Perez, LSSP, NCSP*

**FS04: Accompanying Immigrant Youth on their Mental Health Journeys in U.S. Public Schools**  
*Tania Torres, LMSW & Elizabeth Garcia, LMSW*

## Friday, June 24, 2022

8:30 a.m. - 10:30 a.m. **FS05: Death Loss in Your School Community: Tools for When “It” Happens**  
Featured Sessions *Cindy Perez Waddle, M.Ed., LPC, & Lisa Moreno, M.Ed., M.A., LPC, RDT, CSC, NCC, IPT-CST, Children’s Bereavement Center*

**FS06: Considering Culture in Mental Health Treatment of Hispanic and Latino Children and Youth**  
*Christine Miranda, Ph.D. & Erick Senior, M.A., National Hispanic and Latino Mental Health Treatment and Transfer Center*

# AGENDA

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

10:45 a.m. - 12:45 p.m. **Featured Sessions**

**FS07: Filling Your Toolbox: Grief Therapy Strategies & Resources**

*Cindy Perez Waddle, M.Ed, LPC, & Lisa Moreno, M.Ed., M.A., LPC, RDT, CSC, NCC, IPT-CST, Children's Bereavement Center*

**FS08: Engaging and Treating Hispanic and Latino Children and Adolescents in School Mental Health Settings**

*Christine Miranda, Ph.D. & Erick Senior, M.A., National Hispanic and Latino Mental Health Treatment and Transfer Center*

## Pre-Recorded Sessions (On-Demand)

**FS09: Brains@Risk: The Alarm has Sounded**

*Jeanine Fitzgerald*

**FS10: Children's Grief: Lesson Plans, Stories, and Activities to Support Adaptive Coping**

*Dr. Melissa Heath*

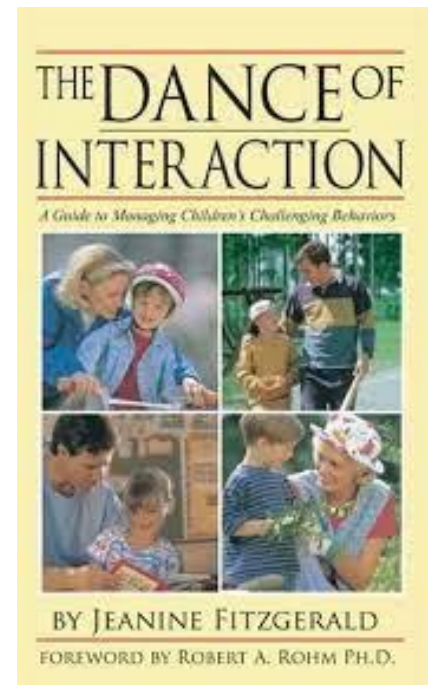


# KEYNOTE SESSION

## Transforming Adversity into Strength

***Jeanine Fitzgerald***

We are living in uncertain times, a type of natural disaster no one saw coming. Life as we knew it was disrupted and the daily routines that felt all too natural were suddenly a thing of the past. The natural disaster was named COVID-19. Stress, distress, and trauma became the norm. Many started to feel as if there was no tomorrow. Many sought protection and comfort. It has been two years for us, however we have one in five students who live in circumstances of three or more adverse experiences every day, often feeling powerless, frightened, and vulnerable. This keynote examines the principle that behavior is not the problem but a symptom of the unsolved problem and effective approaches to ensure transformational coping and a tipping of the scale from vulnerability to resilience.



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



# FEATURED SESSIONS

## **FS01: Telling the Story Differently**

*Jeanine Fitzgerald*

As was stated by the Surgeon General, during a Mental Health Summit, "we are needlessly diagnosing and medicating children because we have created structures that do not meet their developmental, social and emotional needs." While some children arrive in our classroom with a self-image of competence, others enter believing they are incompetent. This child becomes preoccupied with self-preservation and not learning the required benchmarks. The ability to persist through adversities and to keep going despite the challenges diminishes to learned helplessness, which manifests as behaviors and emotional expression that compromise safety or gives rise to apathy. This session examines how to shift the conditions of an environment from a culture of despair to a culture of honoring and empowerment. There is a different way to tell the story!

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

## **FS02: Tales from the Other Side of the Conference Table**

*Amber Harris, SSP, NCSP*

Drawing from her experience as a parent of a child with Autism and a school psychologist, the presenter will share a personal story of what it is like to be on the other side of the conference table and testimonies from other parents who are not in the field, with a focus on what is helpful to parents and what is not as helpful in eligibility and IEP meetings. The presentation will also include tools for strengths-based collaboration as well as free and low-cost tools to facilitate the process; questions-based report writing to provide an integrated and comprehensive approach to documenting a picture of the whole child; and provide collaborative self-determination tools to increase student input in the evaluation and IEP development.

**Intended NASP Domains:** *Consultation and Collaboration; Family-School Collaboration Services*

# FEATURED SESSIONS

## **FS03: Preventing Vicarious Trauma and Burnout Through Self-Care**

*Rachel Team, Ph.D. & Olivia Perez, LSSP, NCSP*

Vicarious (secondary) trauma is described as the transfer and acquisition of negative emotional and dysfunctional cognitive states due to prolonged and extended contact with those who have been previously traumatized (Motta, 2012). School mental health workers and teachers can experience secondary trauma reactions from the children with whom they work. Vicarious trauma can lead to burnout for school mental health workers. With record numbers of professionals leaving the school systems and school psychology in general, support and prevention strategies are needed to prevent burnout. In addition to vicarious trauma, the additional stressors on the school psychologist increase the risk of burnout. This session will discuss techniques and skills for preventing secondary trauma for school mental health workers as a component to prevent burnout. Additional self-care and burnout prevention strategies will be taught, discussed, and practiced within this session.

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

## **FS04: Accompanying Immigrant Youth on their Mental Health Journeys in U.S. Public Schools**

*Tania Torres, LMSW & Elizabeth Garcia, LMSW*

This session focuses on the specific need's immigrant youth in public schools face with a focus on accompaniment from the perspective of the Young Center for Immigrant Children's Rights Child Advocate paradigm. The presentation will provide general information about observed cultural needs and demographics of immigrant children navigating the US public school system. The session will address the complex trauma the children often carry alone. This presentation grounds itself in the belief that all children are children—individualized treatment for immigrant youth advances equitable care of all children we support.

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

# FEATURED SESSIONS

## **FS05: Death Loss in Your School Community: Tools for When “It” Happens**

*Cindy Perez Waddle, M.Ed., LPC, & Lisa Moreno, M.Ed., M.A., LPC, RDT, CSC, NCC, IPT-CST, Children’s Bereavement Center*

The training will prepare attendees on to start a crisis plan when responding to a school-related death. Participants will be able to identify development issues of grieving children. Participants will also identify various ways schools can respond to grieving children and identify special considerations for the death of school staff, death by homicide or suicide. Resources for parents, professionals and caregivers will be provided.

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

## **FS06: Considering Culture in Mental Health Treatment of Hispanic and Latino Children and Youth**

*Christine Miranda, Ph.D. & Erick Senior, M.A., National Hispanic and Latino Mental Health Treatment and Transfer Center*

Sensitivity and knowledge of ethnic diversity, cultural norms and forms distress is central to assessing and providing mental health services to culturally diverse populations. This workshop will describe and explain the specific mental health needs of Hispanic and Latino youth through an understanding of their cultural backgrounds, values, characteristics, and contexts.

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



# FEATURED SESSIONS

## **FS07: Filling Your Toolbox: Grief Therapy Strategies & Resources**

*Cindy Perez Waddle, M.Ed., LPC, & Lisa Moreno, M.Ed., M.A., LPC, RDT, CSC, NCC, IPT-CST, Children's Bereavement Center*

This presentation will prepare participants to understand a child's perception of grief as it relates their developmental age and identify age-appropriate communication. The training will introduce helping professionals to J. William Worden's Four Tasks of Mourning. Participants will engage in experiential learning, as they practice hands-on techniques to help grieving youth. Resources for parents, professionals and caregivers will be provided.

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

## **FS08: Engaging and Treating Hispanic and Latino Children and Adolescents in School Mental Health Settings**

*Christine Miranda, Ph.D. & Erick Senior, M.A., National Hispanic and Latino Mental Health Treatment and Transfer Center*

This workshop will provide understating of best practices in the engagement and treatment phase of school based mental health treatment with Hispanic and Latino students.

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

# ON-DEMAND SESSIONS

## **FS09: Brains@Risk: The Alarm has Sounded**

*Jeanine Fitzgerald*

We all adapt to our world in ways that help us survive. When a child has layers of challenges to face, this can manifest as survival behavior. The child will externalize or internalize. What we observe on the surface: the explosiveness or withdrawal, the academic challenges, difficulties attending or concentrating, and the rigid needs to control can later show up as depression, eating disorders, substance abuse or self-harm. However, underneath the behavior is a brain doing its best to ensure survival by sacrificing some tasks for the sake of others. Exposure to adversity in childhood increases the risk of negative outcomes. When the adversity is perceived as traumatic, it becomes toxic to the brain. This session explores proven approaches that enrich a brain that has been compromised by genetics or early life experiences.

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

## **FS10: Children's Grief: Lesson Plans, Stories, and Activities to Support Adaptive Coping**

*Dr. Melissa Heath*

When youth experience the death of a loved one, support from caring adults helps children cope with intense feelings associated with grief. Even though death is an inevitable part of living, many adults feel uncomfortable talking about death and often shield children from the harsh reality of death. This presentation provides information about supporting bereaved children. Sharing carefully selected stories with children creates opportunities to talk about death and offers adaptive coping strategies to address grief. Openly talking about death and loss, particularly in the context of a warm and supportive relationship, supports children in understanding feelings and adaptively coping with those feelings. This presentation reviews a selection of children's books and discusses K-6 grade lesson plans, activities, and resources that address four basic tasks of grief: accepting the reality of death; facing the pain associated with loss; adjusting to change; and remembering/memorializing the deceased loved one.

# KEYNOTE BIO

## Jeanine Fitzgerald

Jeanine draws on more than 40 years of professional experience to empower teachers and parents to achieve more with children “at risk.” With experience as a certified teacher and mental health professional she understands the promise of every child, as well as the diversity of their needs. As a certified Human Behavior Consultant and Specialist, and Owner of The Fitzgerald Institute of Lifelong Learning, Jeanine specializes in research-based strategies in educational leadership, relationship-building, motivation, preventing the factors that compromise the fulfillment of a child’s maximum potential and implementing positive interventions in “real life” settings. She understands the daily struggles and frustrations of educators and parents and honors the “hero within” each individual she has the privilege to work alongside.



Jeanine has worked with thousands of children, professionals and parents across the country. In addition, Jeanine has taught at the college level and presented on the multiple campuses and is currently teaching a graduate course at Union University. She is recognized on the federal level as an approved trainer in the fields of education, disabilities, and mental health. She has also published *The Dance of Interaction* and a national training program entitled *Education with Insight*. She is currently putting the finishing touches on her second and third books, *Educating the Heart and Through the Eyes of a Child*. Jeanine has appeared on public television in four states, and currently has airtime in her home states.



# SPEAKER BIOS

**Elizabeth Garcia, LMSW** is the Social Worker at the Young Center's Harlingen, Texas location. In 2018, Elizabeth interned with International Rescue Committee (IRC) in Dallas as an Academic Coach in the Youth Department. Elizabeth worked with refugee high school students to establish personal and academic goals for the academic calendar year. In 2019, Elizabeth became a Child Advocate to unaccompanied minors in federal custody.

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**Amber Harris**, is an Assistant Professor in Psychology at the University of Louisiana at Monroe with 15 years of experience in school psychology. She serves on the LSPA and NASP Board of Directors. Inspired by personal and professional experiences with Autism, she cofounded the Autism Society of North Louisiana.

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**Melissa Heath, Ph.D. is a** retired Professor from Brigham Young University's School Psychology Program, researches school-based crisis intervention, including suicide prevention; children's grief; and bibliotherapy that addresses children's social emotional needs. She communicates research findings in practical language and provides guidance that is easy to implement across settings.

# SPEAKER BIOS

**Dr. Christine Miranda**, MPHE, Ph.D. is the Associate Director of the National Hispanic and Latino MHTCC. Dr. Miranda focuses on providing technical assistance and resources to aid school-based mental health providers serving Latino children and youths. She has over 15-years of track in community-based research and health disparities research affecting Hispanic and Latino communities.

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**Lisa Moreno, M.Ed., M.A., LPC, RDT, CSC, NCC, IPT-CST**, is a Licensed Professional Counselor, Registered Drama Therapist, and a Certified School Counselor. Her extensive background as an educator has equipped her with the knowledge and experience to support the grieving student by helping advocate their needs. She currently specializes in providing grief support to children and their families at CBC-RGV.

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**Cindy Perez Waddle, M.Ed, LPC, RPT**, is a Licensed Professional Counselor and Registered Play Therapist. She has worked as a counselor in the non-profit sector, including working with refugee minors from Central America. Presently, she specializes in providing grief support to children and their families.

# SPEAKER BIOS

**Erick Senior, M.A.**, is currently the Training and Content Specialist for the National Hispanic and Latino Mental Health Technology Transfer Center with experience providing bilingual-bicultural mental health services. He holds a master's degree in Psychology from The New School for Social Research and is completing his Ph.D. in Clinical Psychology.

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**Dr. Rachel Team** is a LSSP, 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.

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**Tania Torres, LMSW**, is the Managing Social Worker for the Young Center and a provisionally licensed therapist in group private practice. Tania has advocated for immigrant youth for 13 years and was an educator for 6 years. Education: BA in Latin American History/Master of Science in Clinical Social Work from UT Austin.

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**Olivia Vargas Perez, LSSP, NCSP**

Olivia Vargas Perez has over 20 years of experience serving children with disabilities. Her areas of expertise encompass special education law, psychological and behavioral assessment, and best-practice implementation of academic and behavioral interventions. She is the owner of IdentiFIE, a special education consulting firm.



# FACTS & FAQ

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

For the 2022 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 23, 2022. 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 23, 2022.

## **What is TASP's cancellation policy?**

Cancellations made by June 1, 2022 will receive a refund LESS an administrative fee, AFTER the event. Cancellations made after June 1, 2022 will NOT be refunded. 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 extension 215. Credit card refunds will be credited to the card used for purchase. Membership dues and donations (CALC, GPR, etc.) are non-refundable.

## **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 10, 2022 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.

# FACTS & FAQ

## 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. 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, the Council's rules, or professional responsibility. Also, out of the 40 required hours, another 6 hours must be in the area of cultural diversity. Acceptable cultural diversity hours include, but are not limited to professional development regarding age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socio-economic status. Lastly, at least half of the required 40 hours must be obtained from or endorsed by a provider listed in Council 463.35(c). Please note, pursuant to Board rule 463.35(d), the Council does not pre-approve professional development hours. If you have any questions, please contact TASP's Professional Development Chair or visit the Texas Behavioral Health Executive Council

## 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 26th, 2022.

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 23rd, 2022.

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](#).