

Wednesday Sessions

NASP Strategic Priorities and Activities: Involvement as Prevention

Lisa Kelly-Vance

The NASP President-Elect will share information about strategic priorities and activities that impact members and the profession. Information about NASP resources and how members can become more involved will be presented.

1. Participants will learn about NASP's strategic priorities.
2. Participants will learn about what NASP is doing for members.
3. Participants will learn about NASP resources and how to get involved in the work of the association.

Put Down Your Rock, Sisyphus! It's time to Start Engaging in Systems-Level Consultation

Paul Baker

The challenges effecting our students and schools may seem to many school psychologists as too numerous and daunting. 'While these "boulders" are big, school psychologist have a particular skill set and are uniquely positioned to help. This session serves as an introduction to any school psychologist interested in engaging in consultation for systems level change.

1. Learn the basics of system and organizational change.
2. Learn how to employ consultation skills at the systems and organizational level.
3. Develop a mini action plan for systems change for the school or school district.

Special Needs Financial Planning

Todd Metcalf

This presentation is an introduction to financial planning for families with special needs. I will discuss the importance of planning and the different legal tools available to assist families. I will explain what a special needs trust is, why it's needed, and how to fund it.

1. Planning issues for the child and for the family
2. Legal tools for special needs planning (including special needs trusts)
3. How to fund special needs trusts (gifts, beneficiary designations, life insurance)

KYREADS: Dyslexia, What Do I Need to Know

Allison Slone

Kentucky is moving forward to provide an appropriate education for students with dyslexia. Attend this session to gain a deeper understanding of the learning difference, how to accommodate for it, and prepare yourself for future legislation and mandates.

1. Gain a deeper understanding of dyslexia and the warning signs
2. Learn what to do and what not to do in the classroom for children with dyslexia
3. Learn about recent dyslexia legislation and KDE Dyslexia Task Force Recommendations

Mini Session A: Inclusive Crisis Interventions: Serving Students with Developmental Disabilities

Sarah Ochs, Kaitlyn Ferries

Students with developmental disabilities may have difficulty fully expressing themselves. Following a crisis at school (e.g., death of a classmate, natural disaster), it is important to adopt an individualized crisis response. Too often, nonverbal students or those with developmental disabilities get overlooked. This presentation will provide practical suggestions for how to intervene with students with developmental disabilities following a crisis.

1. Participants will be able to discuss the current challenges facing students with developmental disabilities in schools.
2. Participants will be able to identify gaps in current crisis intervention plans.
3. Participants will be able to identify strategies to develop or improve existing crisis response efforts.

Mini Session B: Green Ribbon Schools

Al Hodapp

Focused on STEM (science, technology, engineering, math), Green Ribbon Schools support three pillars: (1) reduce environmental costs; (2) improve health and wellness; and (3) effective environmental education (U.S. Department of Education, 2017). From 2011 to 2017, 340 schools and 56 school districts have been designated as Green Ribbon Schools.

1. Attendees will learn about Green Ribbon Schools and the benefits of nature
2. Attendees will learn about 14 Green Ribbon Schools and examples of their accomplishments
3. Attendees will receive a bibliography of ecofriendly children's books

Mini Session C: Impact of Attempting to Multi-Task on Self-Selected Exercise Intensity

Jordan Mauch, Carrie French

The primary purpose was to determine the effect of varying levels of cognitive load (CL; i.e., multi-tasking) on self-selected exercise intensity. Engaging in exercise and cognitive tasks simultaneously lowered self-selected exercise intensity. These results have applied implications for both physical education classes as well as academic classrooms. Results of this study also raises questions about the appropriateness of recommending physical tasks as treatments for certain disorders within the context of learning or the classroom.

1. Understand what multi-tasking really is (task switching).
2. Understand how multi-tasking negatively impacts performance and efficiency.
3. Discuss the appropriateness of recommending physical tasks as treatments for certain disorders within the context of learning or the classroom.

Tattered Teddies

Donna Bowyer

Suicide behavior in children age 12 and younger is a subject of growing concern for those who work with children. Suicidal thoughts and attempts in children have sometimes been overlooked, denied or ignored. This workshop provides information and offers practical approaches for those working with children who are 12 years old or younger and who may be at risk of suicide.

Tattered Teddies workshop is an interactive half-day workshop that includes group discussions, mini lectures and case studies.

1. Develop an understanding of how children's perception of death may influence their attraction to life or to death, and how to talk to children and caregivers about suicide.
2. Identify a child's protective factors, and the risk factors that may endanger his/her life. Recognize the 'invitations' or warning signs for children at risk of suicide.
3. Acquire intervention strategies for children at risk of suicide through interactive case studies.

School-Based Threat Assessment

Todd Savage

Threat assessment in schools is a best practice in terms of mitigating risk and providing students with the prevention, intervention, and postvention services they need through this session, participants will have opportunities to increase their awareness and knowledge related to threat assessment, as well as gain access to tools to help guide the process.

1. To augment participants' awareness and knowledge related to threat assessment in schools, including legal matters
2. To expose participants to best practices in school-based threat prevention, risk assessment, intervention, and postvention
3. To provide participants with tools and resources to guide the threat assessment process in schools

Tier 2 Intervention Strategies: Putting More Tools in Your Tool Kit

Lisa Kelly-Vance

This session will assist practitioners in improving their implementation of Tier 2 practices with an emphasis on learning additional small group and prevention strategies for improving students' social, emotional, behavioral and academic skills. Participants will learn implementation and evaluation techniques. Case examples will be provided.

1. Participants will learn new strategies for implementing and evaluating small group and other Tier 2 interventions.
2. Participants will learn about effective Tier 2 programs including implementation and outcomes.
3. Participants will develop advocacy strategies for Tier 2 practices.

How to Support Youth Transitioning from Juvenile Detention Facilities to Schools

Sarah Ochs, Victoria Connor

Approximately 87,000 youth are detained in a detention center, alternative placement, or correctional institution (Office of Juvenile Justice and Delinquency Prevention, 2017). Youth who transition out of the juvenile justice system often struggle to reintegrate into their school or community. Recommendations to support this population will be discussed, including a trauma-informed approach. Diversity considerations will be discussed.

1. Participants will be able to discuss the current challenges facing youth transitioning out of a juvenile detention facility and the long-term impact on life outcomes.
2. Participants will be able to identify strategies to develop or improve existing transition plans.
3. Participants will be able to define a successful transition using an outcome orientation.

Ethics of Telehealth in Schools

Dan Florell, Michael McClellan

Telehealth in the schools has been rapidly expanding in school psychology. However, most school psychologists are unaware of how telehealth can be practiced and what issues are raised when services become virtual. This session will review the major concepts to consider before providing telehealth services.

1. Participants will be able to identify services that can be provided by telehealth in the schools.
2. Participants will be able to describe issues that need to be considered when deciding to be a virtual school psychologist.
3. Participants will be able to describe common legal and ethical pitfalls when using telehealth.

Thursday Sessions

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Using PREPaRE in Small, Rural School Districts

Deana Caldwell

In March of 2017, Estill County Schools suffered two crises within 7 days. The first being a natural disaster of 100 mph straight-line winds that affected several students and families. One week later, one of their school principals was found dead in his home during the school day. How the district used the PREPaRE model to support children, families and community will be outlined and discussed for these crisis events. Trigger warning applies as details from this crisis event will be discussed at length.

1. A brief overview of key principles from the PREPaRE model.
2. Participants will understand how crisis preparedness, mitigation, and response is crucial across a continuum of severity in crisis events.
3. Presenter will discuss problem solving skills specifically related to small districts struggling with person power during a crisis event.

Gender Diversity 2.0

Todd Savage

Gender diversity in schools is increasingly a matter with which school psychologists are faced and sought out for guidance. This session highlights essential background information, tools, and strategies the SP needs to assist in this process.

1. To enhance participants' awareness related to gender identity and gender diversity matters in schools
2. To introduce tools participants can use to accommodate gender diverse individuals and to assess systems
3. To highlight strategies participants can employ in schools to support gender diverse students

Using the Autism and Low Incidence Classroom Observation Tool for Improving Programs for Students with Moderate to Severe Intellectual Disability

Rob Pennington

In this session, participants will learn how to use a program evaluation tool to assess areas in which to support programs for individuals with severe disability.

1. Articulate quality indicators for programs serving students with severe disabilities and ASD
2. Describe a process for using the ALCOT to select targets for teacher behavior change

Social Emotional Learning: A Model that Works for ESSA

Selina Oliver

Students with well-developed social-emotional skills spend more time on task and more time helping others, resulting in a decrease in negative behavior and a significant increase in learning and academic achievement. This workshop will explore CASEL-aligned social emotional learning and the impact on ESSA sensitive outcomes.

1. Learners will identify the relationship between social emotional learning and ESSA Outcomes.
2. Learners will identify the key components of CASEL-aligned social emotional learning.
3. Learners will review evidence-based tools for social emotional learning and intervention.

A Behavior Analytic Approach to Teaching Communication

Robert Pennington

In this session, participants will learn a framework and some basic strategies for promoting communication competencies for students with severe disabilities and ASD.

1. Articulate a behavior analytic framework work for teaching communication skills
2. Identify tools for the assessment of communicative repertoires
3. Identify basic strategies for teaching and facilitating communication

Mindfulness Practices for Learning

Allison Nelson, Kara Davies

Mindfulness allows us to be present in our everyday experiences without judgment so that we can respond to our environment more meaningfully. This interactive training session will provide participants with information regarding the physiological basis behind mindfulness, strategies that can be utilized to develop and enhance their personal mindfulness practice, and classroom based activities that can be implemented with students of various age ranges and developmental levels.

1. Gain knowledge of research-base for the use of mindfulness in education.
2. Acquire strategies that can be used to develop and enhance personal mindfulness practice.
3. Learn school-based activities that can be implemented with a range of level and ability.

Working with Struggling ELs: Intervention and Evaluation Tools

Shawna Gilbert, Skip Cleavinger, Gabriela Alfaya

English Learners (ELs) are doing “double the work” of their native English-speaking class peers, because they are learning the content and the language of content at the same time. So, when an EL struggles to acquire English and content knowledge and skills, it is very difficult to discern if those struggles are due to factors related to language acquisition or a disability. Presenters will explore the process of collecting evidence to assist educational teams in making the determination – language or disability.

1. Understand the Tier I, II, and III instructional services and supports that are correlated with EL student success and vitally important in answering the language versus disability question.
2. Understand how to use interpreters for evaluations and meetings.
3. Express an understanding of the key components of a valid “protocol” for making the “language versus disability” determination.

Ethics for School Psychologists: Resisting Influence and Understanding Sources of Procedural Requirements

Laurie Klose

In this session, participants will practice using a problem-solving model to address ethical issues, discuss and examine various sources of influence that can contribute to ethical dilemmas, and discuss accepted and evolving standards and principles pertaining to different scenarios. Lively discussion will be encouraged!

1. Practice using a problem-solving model to address ethical issues.
2. Discuss and examine various sources of influence that can contribute to ethical dilemmas.
3. Discuss accepted and evolving standards and principles pertaining to different scenarios.

Early Childhood and Mental Health: School Psychologists Impacting the Early Years

Lisa Kelly-Vance

The purpose of this workshop is to provide information about addressing mental health in young children. Participants will learn strategies they can implement with preschoolers and their families that prevent problems and reduce existing concerns. Case examples will be provided.

1. Participants will learn about common mental health concerns in early childhood.
2. Participants will learn prevention and intervention strategies to promote mentally healthy young children.
3. Participants will learn how to help families help their children improve mental health factors.

Meeting in the Middle: Responding to Mental Health Social-Emotional Needs in the School Setting

Mackenzie Leachman, Kristin Studle

This presentation will review current practices and movements regarding school-based mental health support. A collaborative model of care among school-based support staff will be presented. Participants will explore examples of social-emotional curriculums and discuss how to integrate practice into MTSS. Best practices and practical ethical/legal considerations when using a collaborate model will be reviewed.

1. Increase awareness of school-based mental health initiatives in Kentucky schools.
2. Demonstrate an understanding of school-based data to help measure outcomes, as well as understanding the role of school-based professionals supporting mental health needs
3. Develop a deeper understanding of best practices regarding collaborative care and practical ethical/legal considerations

Human Trafficking Street Signs and Recruitment Methods

Allyson Taylor

This presentation focuses on the recruitment methods used to pull students into sex and labor trafficking, how we as professionals can recognize the signs and how the trauma of victims manifests itself.

1. Understand that human trafficking is happening every day in our communities and how to identify victims and at-risk individuals
2. Recognize the signs of recruitment and involvement in sex and labor trafficking.
3. Understand the trauma suffered by victims of trafficking and how we can help to identify the problem and seek help.

Mini Session A: Lone Rangers: Successfully Navigating the Challenges of Rural Psychology

April Bowersox

Nearly ½ of Kentucky's 120 counties are rural. Many of the school psychologists serving these districts, do so as "Lone Rangers", and face unique challenges. In this session, I will share tools and strategies that I have found valuable in helping me serve students, families, and educational professionals as a Lone Ranger without losing my sanity.

1. Participants will gain knowledge of organizational tools to streamline parts of the student evaluations to create more time for consultation or counseling.
2. Participants will be provided with self-advocacy strategies to aid in role expansion in their districts
3. Participants will learn how to use networking and self-care strategies to decrease burnout.

Mini Session B: Sources of Strength: Building Resilience in Middle & High Schools

Alayna McDade, Diane Herrick, Bethanie Opell

Sources of Strength is a community and campus-wide suicide prevention and health promotion program. From this presentation, the audience will be introduced to the eight protective factors (Sources of Strength) as well as resources that help students overcome problems in their lives. Resources to request Sources of Strength training for their schools will also be provided.

1. Raise awareness of the eight protective factors (Sources of Strength) that help students and staff build resilience
2. Provide audience with resources that help students overcome problems in their lives
3. Reinforce positive attitudes about seeking help for problems and focusing on hope, help, and strength

From the Patrol Car to the Classroom

Joe Bargione

Presentation will discuss the collaboration project between the Jefferson County Public Schools and Louisville Metro Police Department to limit the impact of exposure to domestic violence has on students. Data will be shared to show how the project is being used as a change agent.

1. Participants will learn about a collaboration project between a school district and police department to combat the impact of exposure of domestic violence has on students.
2. Participants will learn how data from the project is shared between the two agencies, used to develop training for school employees and community leaders, and link students to resources and services.
3. Participants will learn what factors to consider when developing this type of collaboration with local law enforcement agency.

Friday Sessions

Suicide Prevention, Risk Assessment, and Intervention: Essential Information and Tools for the School Psychologist

Todd Savage

School psychologists play a significant role in school-based suicide prevention, intervention, and postvention efforts. This session is designed to increase the participants' awareness and knowledge on the subject as well as to provide them with tools to guide the process.

1. To augment the participant's knowledge related to youth suicide, including legal matters
2. To increase the participant's knowledge regarding suicide prevention, intervention, and postvention in schools
3. To provide the participant with tools they can use to guide youth suicide risk assessment

When Students Don't Respond to Effective Classroom Instruction: Data-based Problem-Solving Applied to Academically & Behaviorally Challenging Students

Paul Baker

Education is a challenging endeavor with an ever-diversifying group of learners. When provided with effective differentiated academic instruction and effective classroom management most children should succeed. When this is not the case, it is critical that schools use a multidisciplinary problem solving process that engages in a data-based problem solving process to effectively match concerns to interventions.

1. Participants will learn about using a problem-solving process that links to research-based instruction and/or interventions.
2. Participants will also learn about how to provide consultation to teachers so that the instructional changes or targeted interventions are implemented with integrity and success.
3. Finally, participants will find out how to establish assessment and intervention baseline data in case more intensive instruction or interventions are needed later.

Ethics for School Psychologists: Resisting Influence and Understanding Sources of Procedural Requirements

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2. Discuss and examine various sources of influence that can contribute to ethical dilemmas.
3. Discuss accepted and evolving standards and principles pertaining to different scenarios.

Mindfulness-Based Stress Reduction

Terri Kendall

Mindfulness is focused attention to the present without attaching negative thoughts to that moment. It is very helpful in dealing with stress and overwhelming emotions. Participants will learn about the usefulness of mindfulness-based stress reduction and how it applies to themselves and the people in their lives. Some strategies will be provided to show participants how to implement in their personal lives as well as in their professional lives when dealing with students and staff.

1. Learn about mindfulness based stress reduction
2. Learn applications for daily life
3. Learn strategies for personal and professional relationships

Early History of School Psychology

Dan Florell

The field of school psychology has evolved due to various social changes. It can be easy for school psychologists to lose sight of why we practice the way we do. This session will review the early history of the field and the events that shaped our current practice.

1. Participants will be able to identify significant legislation and court cases that shaped the practice of school psychology.
2. Participants will be able to see the impact of social changes on the formation of the current schooling system.
3. Participants will identify significant figures in the field of school psychology.

Understanding the New Position Statement on Challenging Behavior and Young Children

Jessica Hardy

This session will present information on the new position statement on challenging behavior and young children, developed by the Division for Early Childhood of the Council for Exceptional Children. Learn more about the position statement and discuss implications for practice, policy, and advocacy.

1. Participants will understand the scope of the position statement.
2. Participants will understand the relevance of the position statement to their practice.
3. Participants will discuss the importance of advocacy around appropriate supports for young children with challenging behavior.

Bibliotherapy for Grieving Students

Bethanie Opell, Penny Mills

School psychologists frequently work with children affected by a loved one's death. Participants will be introduced to children's books and discuss K–6 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 the deceased loved one.

1. Overview of grief reactions when working with young students
2. Introduction to bibliotherapy with regard to grief and young students.
3. Increase awareness of children's books used for grief