



Missouri Association of School Psychologists **2021 Fall Conference**

September 23rd and 24th, 2021
Virtual Conference

Keynote: *Engaging Hearts and Minds* and NASP Update
Featuring: Laurie Klose, Ph.D. - NASP President

Featuring 13 Great Breakout Sessions

TOPICS INCLUDE:

Classwide and Schoolwide Interventions

Social Justice and Equitable Practices

Intensive Academic Interventions

Mental Health

Cognitive Assessment

Behavioral Interventions

Autism in Early Childhood

and so much more...



About the Keynote Speaker - *Laurie Klose, Ph.D.*

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.

Keynote Topic

Thursday, September 23, 2021

9:00 am – 11:45 am

Engaging Hearts and Minds and NASP Update

Presented by: Laurie Klose, Ph.D., 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.

Learning Objectives:

Participants will:

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

Day One Schedule

Start	End	Event
8:30	9:00	Welcome and Introductions
9:00	10:20	Keynote - Part 1
10:20	10:30	Break
10:30	11:45	Keynote - Part 2
11:45	12:45	Lunch on your own
12:45	1:00	Awards and Prizes
1:00	2:00	Breakout Sessions 1 and 2
2:00	2:10	Break
2:10	3:10	Breakout Session 3 and 4
3:10	3:20	Break
3:20	4:20	Breakout Sessions 5 and 6
4:20		Day One Ends- Check out your local Happy Hours!

Day Two Schedule

Start	End	Event
7:45	8:30	MASP Membership Meeting
8:30	9:30	Breakout Sessions 7, 8, and 9
9:30	9:40	Break
9:40	10:40	Breakout Sessions 10 and 11
10:40	11:00	Door Prizes and Break
11:00	12:00	Breakout Sessions 12 and 13
12:00		Conference Concludes - Thank you for joining us! Please complete conference evaluation forms
<p><i>Thursday Evening</i></p> <p>Connect with colleagues in your region at one of our Happy Hours in St. Louis, Kansas City, or Columbia.</p> <p>With FREE appetizers, t-shirts, and fun swag from MASP</p> <p>Check out our website, facebook, or twitter pages for details!</p>		

Break-Out Sessions

Thursday, September 23, 2021

1:00pm - 4:20pm

Session Choices (1:00-2:00pm)

1. Socially Just School Psychology Practices: Why and How

Presented by: Leandra Parris, PhD, William & Mary University

This presentation will provide a brief overview of a social justice framework for school psychological services, as well as barriers and facilitators to integrating social justice into practice. Suggestions for addressing barriers, creating change, and engaging in activism will be provided. Attendees will be provided the opportunity to develop their own action plan across each dimension of social justice and level of advocacy.

Learning Objectives:

1. Obtain knowledge related to social justice dimensions within school psychology
2. Gain knowledge of how to address barriers to engaging in social justice as a school psychologist
3. Create an action plan to help outline next steps towards socially just practices and advocacy.

2. Ethics for School Psychologists: Challenges and Opportunities (Pt 1 of 2)

Presented by: Laurie Klose, Ph.D., NASP President

This session will focus on the ways the National Association of School Psychologists' 2020 Principles for Professional Ethics address ethical responsibilities of school psychologists. Resources will be presented and utilized to take a problem-solving approach to resolving ethical dilemmas. Scenarios will be discussed that are relevant to practice in the current climate of crisis response related to the pandemic, the intersection of law, procedure and unspoken rules, and other related issues raised by practitioners throughout the state. Be prepared to participate, learn something new and take away tools to make your professional functioning more ethical and just.

Learning Objectives:

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, particularly related to equity, access, social justice and anti-racist policies and actions.
3. Discuss accepted and evolving standards and principles pertaining to different scenarios in the current school and community environments.

Thursday Session Choices (2:10-3:10pm)

3. Tier 3 Problem Analysis for Reading and Math

Presented by: Matthew Burns, PhD and McKinzie Duesenberg, MEd, PhD Candidate, University of Missouri

“I’ve already tried everything and nothing worked!” How often do school psychologists hear that statement during problem-solving team meetings or individual consultations? This interactive session will provide an in-depth problem-analysis framework that school psychologists can use to recommend next steps for reading and math interventions that are not leading to student growth. The framework relies on data that are already collected as part of a screening and progress-monitoring system and are easily interpreted.

Learning Objectives:

1. Participants will be able to identify if a student is not initially learning a new skill, not retaining it, or not generalizing it.
2. Participants will be able to recommend assessments to find out where in the learning process the breakdown is occurring.
3. Participants will be able to recommend interventions to address where in the learning process the breakdown is occurring

4. Ethics for School Psychologists: Challenges and Opportunities (Pt 2 of 2)

Presented by: Laurie Klose, Ph.D., NASP President

This session will focus on the ways the National Association of School Psychologists’ 2020 Principles for Professional Ethics address ethical responsibilities of school psychologists. Resources will be presented and utilized to take a problem-solving approach to resolving ethical dilemmas. Scenarios will be discussed that are relevant to practice in the current climate of crisis response related to the pandemic, the intersection of law, procedure and unspoken rules, and other related issues raised by practitioners throughout the state. Be prepared to participate, learn something new and take away tools to make your professional functioning more ethical and just.

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Thursday Session Choices (3:20-4:20pm)

5. Implementing Universal Mental Health Screening in Schools

Presented by: Nick Lazechko, Ed.S. and Sarah Owens, Ph.D., Boone County Schools Mental Health Coalition

A presentation about implementing Universal Mental Health Screening in schools. We will discuss why to do it and how to do it. Potential roadblocks will be explored. Participants will learn tips, tricks, and strategies for school-wide mental health screening and intervention planning.

Learning Objectives:

1. Participants will learn that Universal Mental Health Screening is a necessary piece of the education process.
2. Participants will gain understanding of how to foster staff buy-in for screening
3. Participants will learn how to use mental health data from screening

6. What Data do School Psychologists Use to Identify Disabilities?

Presented by: Matthew Burns, PhD and McKinzie Duesenberg, MEd, PhD Candidate, Heba Abdelnaby, Monica Romero, and Mallory Stevens

State laws mandate types of data that multidisciplinary evaluation teams (MET) use to identify different disabilities. The presentation will show the results of multiple studies that examined the data included in school psychology evaluation reports from four states to determine the extent to which each predicted if the MET identified a disability or not. Results suggested that identification of specific learning disabilities, intellectual disabilities, and autism may not have followed best practices or state law. We will also discuss ways to ensure sound identification practices for school psychologists.

Learning Objectives:

1. Participants will be able to outline common disability identification practices that are not consistent with state laws.
2. Participants will be able to examine their own practice to ensure they are facilitating decisions that are consistent with law and best practices.
3. Participants will be able to implement an identification model that avoids common errors and aligns with regulations and research.

Breakout Sessions
Friday, September 24th, 2021
8:30am-12:00pm

Session Choices (8:30-9:30am)

7. Medicaid Reimbursement for School Psychologists

Presented by: Ashton Triplett, School Psychologist, Kansas City Public Schools

This presentation will educate school psychologists and districts on Medicaid reimbursement in Missouri for school psychological services, including assessment and direct therapeutic services. The discussion will focus on who can bill, what can be billed, and how to bill for different services.

Learning Objectives:

1. Attendees will know who can bill Medicaid.
2. Attendees will know what you can bill to Medicaid.
3. Attendees will know how to bill Medicaid.

8. Achieve, Behave, Belong: A Schoolwide Approach to Fostering All Students' Academic, Behavioral & Social-Emotional Development

Presented by: Lisa Young, SSP, NCSP Special School District and Chris Colgren, PhD, Rockwood School District

Creating an environment in which all students achieve academic success, meet behavioral expectations, and feel a sense of belonging is a matter of providing integrated and responsive instruction. By integrating the teaching of academic, behavioral, and social-emotional skills within all aspects of the educational program and remaining responsive to the varied needs of the entire student population, schools create learning environments in which all students achieve, behave, and belong. Whether you are new to RtI/MTSS or an experienced practitioner, the insights and resources offered will provide the guidance needed to increase the effectiveness of your processes and practices.

Learning Objectives:

1. Identify essential academic standards, behavioral expectations, and social-emotional competencies to be universally taught to all students
2. Use a Problem Solving Process to identify and respond to students' lagging academic, behavioral, and social-emotional skills.

3. Establish processes and practices for developing and implementing intervention plans to target students' lagging skills

9. Cognitive Assessment in the Evaluation of Specific Learning Disabilities

Presented by: Daniel Hajovsky, Ph.D., Texas A&M University and W. Joel Schneider, Ph.D., Temple University

Cognitive ability tests are often included in diagnostic psychological assessments in school settings for the evaluation of specific learning disabilities (Benson et al., 2019). This session will involve a discussion of recent developments of the theory and practice of cognitive assessment, and the interpretative flexibility afforded by different instruments. We demonstrate the value-added benefit of using cognitive assessment judiciously to make valid decisions to inform placement and treatment.

Learning Objectives:

1. Participants will understand recent developments in CHC theory and how it applies to assessment and interpretation
2. Participants will learn about the interpretative flexibility afforded by the three most popular IQ tests (WISC-V, KABC-II NU, WJ IV)
3. Participants will examine how cognitive assessment results can clarify identification and treatment outcomes using a case example

Friday Session Choices (9:40-10:40am)

10. Equitable Practices for Emergent Bilinguals

Presented by: Monica Romero, M.A., University of Missouri

The increasing numbers of students representing a variety of language backgrounds in United States schools necessitate that school psychologists are prepared to support their academic skill development. Using a multi-tiered system of support (MTSS) framework, this session offers the best practice recommendations for meeting the academic needs of Emergent Bilinguals (EBs) by providing culturally and linguistically responsive instructional services. Implications for socially just practices that promote equitable outcomes will be discussed.

Learning Objectives:

1. Participants attending this session will learn the stages of language development to support Emergent Bilinguals.
2. Participants attending this session will acquire information about implementing culturally and linguistically responsive practices for Emergent Bilinguals.
3. Participants attending this session will learn the important considerations for understanding Emergent Bilinguals.

11. Signs & Symptoms of Autism Spectrum Disorder in Early Childhood

Presented by: Jena K. Randolph, PhD, University of Missouri, Thompson Center for Autism and Neurodevelopmental Disorders

This session will provide information on early signs of possible autism in young children that can be considered "red flags" of developmental concerns. This presentation will include discussion of additional considerations school-based evaluations of ASD. Resources to support understanding of autism and of the screening/referral process for clinical evaluations will be discussed.

Learning Objectives:

1. Participants will be able to identify "red flags" that indicate a concern for potential ASD.
2. Participants will be able to identify additional considerations for conducting school-based evaluations of ASD.
3. Participants will be able to identify resources to support understanding symptoms, screening, and the clinical evaluation process.

Friday Session Choices (11:00am-12:00pm)

12. Planning for Resilience: Best Practices in School Crisis Prevention and Intervention

Presented by: Hannah West, PhD, BCBA - Mid-America Mental Health Technology Transfer Center

Schools face a myriad of barriers to developing and implementing effective school crisis planning. This has resulted in many schools waiting for a crisis to occur before adequately preparing. While some events cannot be predicted (i.e., worldwide pandemic), we can control how we support students through all crises with effective and comprehensive crisis planning. This session will provide resources for educators as they develop and refine their school's crisis plan based in best practices, with emphasis on suicide prevention/intervention and reintegration. Participants will also learn how to access training and technical assistance from the Mid-America Mental Health Technology Transfer Center.

Learning Objectives:

1. Identify the five Rs for best practice in school crisis planning and response
2. Increase access to resources for crisis planning

3. Describe how to access additional training and technical assistance from the Mid-America MHTTC as desired

13. A Positive Behavior Classroom Intervention Coached by School Psychologists

Presented by: Jacky Williams, M.Ed. and Howard Wills, PhD, Juniper Gardens Children's Project; and Amanda Boyce, Ed.S., North Kansas City Schools

CW-FIT is a research-based classroom management program that is proven to increase academic engagement and reduce problem behavior in general and special education classrooms. Coaches share their experiences bringing CW-FIT to scale through the CW-FIT District Coaching Model. Practitioners will learn effective coaching strategies to implement a classroom management intervention across schools, specifically CW-FIT.

Learning Objectives:

1. Be familiar with the CW-FIT intervention including basic knowledge of implementation and supporting evidence.
2. Utilize effective coaching strategies to implement a classroom management intervention across schools and/or districts, specifically CW-FIT.
3. Participants learn about free training and implementation supports to effectively introduce CW-FIT to teachers in their schools and/or district.

MASP 2021 Fall Conference Registration Information

To avoid late fees, please register by September 16, 2021

Name: _____

Address: _____

Phone Number: _____ Email: _____

Current Position: _____ School District: _____

Cost:

- MASP member \$45.00 (payment after 9/16/21: \$65.00)
- Non-Member \$90.00 (payment after 9/16/20: \$80.00-join as a member and save)
- Student Member \$25.00 (payment after 9/16/21: \$40.00)
- Student Non-Member \$40.00 (payment after 9/16/21: \$55.00-join as a member and save)

Please list ADA accommodations, if needed (please attempt to notify registrar at least 20 days prior, so that appropriate accommodations can be arranged):

Ways to Register:

Online Registration: <https://maosp.wildapricot.org/event-4266462>

By Mail:

Please mail checks (payable to MASP) and registration form to MASP Treasurer/Conference Registrar:

Michele Augustin 328 Perceval Drive Weldon Spring, MO 63304

For questions on payment, call Michele Augustin at (314) 680-6004 or email masptreasurer@gmail.com

Changes and Cancellations:

Refunds (less a \$25 processing fee) will be granted until September 15th, 2021; no refunds will be issued following this date. No refunds will be made in the case of non-attendance. Substitutions will be accepted (with approval through Conference Registrar-MASP members must substitute for MASP member or pay the difference).

MASP is approved by the National Association of School Psychologists to offer continuing education for school psychologists. MASP maintains responsibility for the program. You must stay the entire session, in order to receive your CPDs.