



Association of School  
Psychologists of Pennsylvania  
Promoting best practices in school psychology.

# Association of School Psychologists of Pennsylvania & Pennsylvania State University

## 2021 Fall Conference

November 3 & 4, 2021

In partnership with the Midwestern Intermediate Unit IV, Act 48 credits will be reported to the Pennsylvania Department of Education. ASPP has been approved by the Pennsylvania State Board of Psychology (Provider Number: PY-000001-L) and the National Association of School Psychologists (Provider Number: 1036) to offer continuing education for psychologists. This program qualifies for such continuing education. ASPP maintains responsibility for this program and its content.

## **Welcome to the 2021 ASPP/Penn State University Fall Conference**

Once again, it is time for the annual Fall Conference. While we were hopeful we would be able to meet in person, we recently decided it is safest to again hold our Fall Conference virtually. Although we will not be gathering in person with colleagues this year, we will continue to offer an exciting virtual selection of professional development sessions. Workshops will include a variety of 90-minute and 3-hour sessions to meet the professional development needs of school psychologists and other related professionals.

We have simplified registration to include both days for all registrants. In addition, we are continuing to offer a package deal for training institutions and students so that they may benefit from all that our conference has to offer!!

We will continue to offer the full-day Events Robert G. Bernreuter lecture, Joseph French lecture, Carl DiMartino Ethics lecture, and many other lectures and workshops by your colleagues from across the Commonwealth. With workshops geared towards MTSS, interventions, emotional and mental health, and other important topics relating to the practice of school psychology, our 2021 Fall Conference is sure to be a valuable two days of professional development and is not to be missed!!

**We look forward to “seeing” you this November!**

ASPP Conference Planning Committee --

Dr. David Lillenstein, NCSP; Jim Glynn, NCSP; Dr. Shirley Woika, NCSP

Wednesday, November 3, 2021

**9:00 am to 12:00 pm – Robert G. Bernreuter Lecture**

**12:00 pm to 1:00 pm – Lunch on your own!**

**1:00 pm to 4:00 pm – Bernreuter Lecture Continued**

**Increasing Equity in School Discipline: Practical Strategies and Tools ---  
Dr. Kent McIntosh - University of Oregon**

Racial and ethnic disproportionality in school discipline is a pressing challenge across the country. Based on findings from recent empirical research, this full-day workshop will focus on a promising multiple component approach emphasizing five interrelated areas to reduce disproportionality through school-wide and classroom strategies. Participants will leave with new skills and action plans for their schools to enhance equity.



Kent McIntosh, PhD is the Philip H. Knight Chair of Special Education at the University of Oregon and Director of Educational and Community Supports, a research unit in the College of Education. His current research focuses on implementation and sustainability of school-based interventions, reducing racial discipline disparities, and integrated academic and behavior support. He is lead author of over 80 peer reviewed journal articles, presenter of over 50 keynote addresses, and principal or co-investigator of over \$60 million in federal grant funding. He is Co-Director of the *Center on Positive Behavioral Interventions and Supports* and lead of the Center's Equity Workgroup, as well as a founding member of the PBIS-SCP Canada Network and a member of the Board of Directors of the Association for Positive Behavior Support.

Thursday, November 4, 2021

## 9:00 am to 10:30 am — Morning Session 1

### **Assessing and Addressing Sensory Processing**

(NASP Domains 2,3,7)

Sensory integration and processing concerns have been identified in children and youth with various disabilities, with challenges being expressed across school and other related educational environments. Assessment of these concerns can now take place across the lifespan, ranging from 4 months through adulthood, as recent tools are now available. The purpose of this session is to introduce participants to the latest assessment for identifying sensory integration and processing differences that impact function.

Dr. Douglene Jackson, OTR/L - Assessment Consultant - WPS

### **Cognitive Predictors of Indirect Bullying in Adolescents**

(NASP Domains 6,10)

Few research investigations have specifically examined the cognitive predictors of indirect bullying. However, panelists who have been authors of three studies conducted to examine the relationship of different conceptualizations of cognitive functioning to indirect bullying (relational and social aggression) will each present his or her viewpoint of the contributions of each of the investigations, with the resulting information synthesized for understanding and preventing relational and social aggression by identifying potential perpetrator profiles. The purpose of the presentation is to analyze different cognitive correlates of indirect bullying, and participants will benefit from understanding the different motivations to perpetrate this type of bullying.

Dr. Laura Crothers, NCSP - Professor - Duquesne University

Dr. Jared Kolbert - Professor - Duquesne University

Dr. Ara Schmitt, NCSP - Professor - Duquesne University

Dr. Tammy Hughes - Professor - Duquesne University

## **Strategic and Intensive Interventions in Mathematics - PART 1**

(NASP Domains 1,3)

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. In this session, school psychologists will enhance their skill sets for: identifying key features of evidence-based strategic and intensive intervention in mathematics, interpretation of CBA and CBM data to inform intervention, research-based practices for intensifying interventions, and aligning intervention to the instructional hierarchy. Additionally, resources for free, open-access strategic and intensive mathematics interventions will be highlighted.

Dr. Erika Kaurauder, NCSP - Educational Consultant - PATTAN-Harrisburg

Jared Campbell - Educational Consultant - PATTAN-Harrisburg

Dr. Drew Hunter - Educational Consultant - PATTAN-Harrisburg

## **Teacher Support: Tele-Coaching and Motivational Interviewing - PART 1**

(NASP Domains 1,2,3,4,5,6,9)

Teachers need more support than ever before. Collaborative evidence-based strategies exist, and school psychologists are uniquely trained and positioned to deliver those services. This mini-skills session will provide a brief orientation to teacher coaching research, specifically an overview of the Classroom Check-Up Model (CCU), which embeds Motivational Interviewing (MI) as the relational process and change mechanism. This past year, we were all challenged with the abrupt shift to remote instruction and service-delivery, but the CCU and MI piloted via teleconsultation provided evidence that these approaches could be useful in supporting teachers through difficult circumstances and at a distance. Three cases will be presented as examples of how short-term use of the CCU model increased teacher use of behavior-specific praise, opportunities to respond, and student engagement in online or hybrid classrooms. Specific aspects of the CCU process will be modeled, with opportunities to practice MI microskills. Lessons learned from utilizing CCU and MI through tele-coaching, implications, limitations, and possible future directions for research will also be discussed. Participants will leave the session with specific tools for teacher coaching, virtual or in-person, to support teachers and increase student engagement.

Dr. Lauren Kaiser - Professor - Millersville University of PA

Katherine Schoener - Student - Millersville University of PA & Harford County Public Schools

Danielle Taylor - Student - Millersville University & Palmyra Area School District

Sadie Wentland - Student - Millersville University & Central Dauphin School District

## **Transforming Social-Emotional Learning with Challenging Students in Difficult Times - PART 1**

(NASP Domains 2,3,4,5,6,7,10) (Ethics - 30 mins)

This workshop provides hands-on training in a process that will help to quickly assess current conditions with learners, strengthen engagement, and promote social-emotional learning while intervening with challenging students in difficult circumstances and beyond. In this workshop, participants will experience psychological flexibility for themselves and then use the ACT Matrix (Acceptance and Commitment Therapy and Training) to promote productive learning and mental health by sharing the process with their

students and colleagues. Participants will have the opportunity to practice the ACT Matrix point of view and walk away with a powerful tool they can use immediately.

The ACT Matrix as developed by Dr. Kevin Polk will be presented as a visual-verbal tool that promotes psychological flexibility and resilience for meeting challenges, overcoming obstacles, and coping with the daily struggles of living and learning. The Matrix is an evidence-based approach that establishes a collaborative point-of-view for school psychologists, teachers, specialists, administrators, and learners of all ages. It is easy to implement and promotes psychological safety for both individuals and groups.

Phil Tanaglia - Licensed Psychologist/School Psychologist - Evolving Solutions (Private Practice)

## **10:45 am to 12:15 pm — Morning Session 2**

### **Strategic and Intensive Interventions in Mathematics - Part 2 - continued from AM Session 1**

(NASP Domains 1,3)

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. In this session, school psychologists will enhance their skill sets for: identifying key features of evidence-based strategic and intensive intervention in mathematics, interpretation of CBA and CBM data to inform intervention, research-based practices for intensifying interventions, and aligning intervention to the instructional hierarchy. Additionally, resources for free, open-access strategic and intensive mathematics interventions will be highlighted.

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Katherine Schoener - Student - Millersville University of PA & Harford County Public Schools  
Danielle Taylor - Student - Millersville University & Palmyra Area School District  
Sadie Wentland - Student - Millersville University & Central Dauphin School District

## **Gender Support Plans: Development & Implementation**

(NASP Domains 2,4,6,7,8,10)

This presentation will provide participants with a basic understanding of terms used in the LGBTQ community regarding sexual orientation and gender expression to enable more credible and comfortable discussion between students and adults. Participants will also be offered a legal basis regarding the basic rights of people in the LGBTQ community to better understand the rationale for implementing Gender Support Plans. Additionally, presenters will share first-hand experiences of how they mobilized stakeholders in an effort to emphasize the process of creating a Gender Support Plan over the actual document itself, thus helping school teams avoid unilateral decision making. Finally, the presentation will provide a sample template that is currently used in the development and implementation of a Gender Support Plan for students that identify as transgender or nonbinary at the high school level.

Shannon Dressler - School Psychologist - Upper St. Clair School District  
Dr. Dan Beck - Assistant Principal - Upper St. Clair School District High School

## **Remote School Psychology: Best Practices in Tele-Assessment**

(NASP Domains 1,10)

Tele-Assessment provides advantages, but it is also fraught with potential pitfalls. With more assessments being delivered online, school psychologists need to understand the pros and cons and how to ensure validity and reliability. The goal of the session is to walk away understanding all the good and bad of tele-assessment, understanding how to account for and mitigate the bad, and the space for more research.

Stephanie Taylor - Clinical Director - Presence Learning, Inc.

## **Transforming Social-Emotional Learning with Challenging Students in Difficult Times - PART 2 - continued from AM Session 1**

(NASP Domains 2,3,4,5,6,7,10) (Ethics - 30 mins)

This workshop provides hands-on training in a process that will help to quickly assess current conditions with learners, strengthen engagement, and promote social-emotional learning while intervening with challenging students in difficult circumstances and beyond. In this workshop, participants will experience psychological flexibility for themselves and then use the ACT Matrix (Acceptance and Commitment Therapy and Training) to promote productive learning and mental health by sharing the process with their students and colleagues. Participants will have the opportunity to practice the ACT Matrix point of view and walk away with a powerful tool they can use immediately.

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**LUNCH BREAK --- 12:15-1:00 --- On your own, but join us  
online for the NASP President Lunch Keynote!!**

***Dr. Laurie Klose - NASP President***

***“Engaging Hearts and Minds and NASP Update“***

The keynote will include NASP updates and resources. Dr. Klose 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.

**1:00 pm to 2:30 pm – Afternoon Session 1**

**The Data-Driven School: How to Implement Equitable MTSS - PART 1**

(NASP Domains 1,5,8,10) (Ethics - 30 mins)

This session will provide participants with advanced training and guided practice in using a system-level problem-solving model for creating a data-driven school. Attendees will have opportunities for discussion and guided practice in using data-analysis teaming forms within a team meeting and in interpreting data typically documented on such forms. Strategies for identifying and developing data leaders within schools who can facilitate this type of systems-level data-driven equitable decision making will also be discussed.

Dr. Jason Pedersen, NCSP - School Psychologist - Derry Township School District

**Joseph French Lecture: Enhancing Mental and Behavioral Health Supports within MTSS**

(NASP Domains 4,6,10)

This presentation will guide practitioners to locate, critically analyze, and select evidence-based programs and to identify feasible strategies for implementation. Following NASP’s guidelines for tiers of school-based mental and behavioral health supports, attendees will learn about indirect service delivery approaches through coordination of social emotional learning programs, universal screening tools and procedures, coordination of trauma-informed practices through PBIS implementation, data analysis to address disparities, facilitation of the selection and implementation of advanced tier student interventions, and efficient function-based intervention planning. For each approach, presenters will address (a) the evidence base for the approach, (b) available options and resources for implementing the approach, (c) steps for implementing the approach, and (d) a case example illustrating the implementation of the approach.

Dr. Rachel Eisenberg, NCSP - Consulting & Research Psychologist - Devereux Center for Effective Schools

Dr. Laura Rutherford, NCSP - Consulting & Research Psychologist - Devereux Center for Effective Schools

Dr. Lisa Thomas, NCSP - Assistant Director - Devereux Center for Effective Schools

Dr. Lyndsie Erdy, NCSP - Training & Consulting Specialist - Devereux Center for Effective Schools

## **What does OCD really look like: A panel with OCD Pennsylvania - PART 1**

(NASP Domains 2,4,6)

This Presentation will have three distinct parts: The first section will cover a comprehensive overview of OCD. The second section will discuss evidence-based treatment protocols for OCD and what they entail. This section will also discuss how the treatment protocol components can be translated in IEP and 504 plans. The third section will go over case examples and discuss practical tools and translation for teachers and school counselors. Finally, the presentation will end with a Q and A, giving the participants an opportunity to dialogue with the OCD specialists.

Laura Merclean, LCSW - Board Member - OCD Pennsylvania

Dr. Nick Flower - Clinical Psychologist & President, OCD Pennsylvania

Elizabeth Richie - Retired Educator, OCD Survivor and OCD Advocate

Andrea Sheckler, LPC - Private Practice & Board Member, OCD Pennsylvania

## **Effective, Efficient, and Equitable: Classwide Intervention - PART 1**

(NASP Domains 1,3,5,6)

The purpose of this workshop is to train participants on how to implement classwide intervention. Classwide intervention is an efficient and equitable instructional practice that improves the accuracy of screening decisions and student academic performance when the majority of students in a classroom are below the risk criterion on a screening measure. Participants will learn how to use screening data to determine when classwide intervention should be implemented and how to use screening data to match an appropriate classwide intervention to the stages of the learning hierarchy. Protocols for interventions will be provided and modeled to the participants.

Dr. Drew Hunter - Educational Consultant - PATTAN-Harrisburg

Dr. Erika Kaurauder, NCSP - Educational Consultant - PATTAN-Harrisburg

Jared Campbell - Educational Consultant - PATTAN-Harrisburg

## **Carl DiMartino Ethics Lecture: Emotional Disturbance: Ethically and Legally Compliant Intervention, Assessment, and Identification Practices for Multidisciplinary Teams During the Post Pandemic Era - PART 1**

(NASP Domains 1,4,5,6,10) (Ethics - 90 mins)

Emotional Disturbance assessment practices remain variable among school psychologists. Individual practices vary and bias can impact decisions from the time the child is referred for intervention to the point when the multidisciplinary team determines special education eligibility. Further complicating matters, COVID-19 and related consequences including school closures and remote instruction have resulted in an increase in mental health needs among youth and have impacted many facets of education including physical presence in a school building. School psychologists are charged with determining what level of emotional and behavioral needs constitute eligibility under IDEA, despite atypical schooling

circumstances with limited legal guidance. These differences among other factors make Emotional Disturbance eligibility determination complex for multidisciplinary teams. Accounting for ethically and legally compliant practices as well as best practices in prevention, intervention, and assessment, the presenters will tackle this complex IDEA category. Participants will learn about ethical decision making when faced with challenging situations such as evaluating students during the post-pandemic era. They will learn to achieve a high level of collaboration and legal compliance, adhering to ethical guidelines when intervening, evaluating, and making eligibility determinations for students with social, emotional, and behavioral needs. Emphasis will be placed on professional ethical obligations including reduction of disproportionate practices, bias reduction in assessment, and best practices in assessment, all through a legally compliant lens.

Dr. Jessica Dirsmith, NCSP - Professor - Duquesne University  
Rebecca Heaton Hall, Esq. - Attorney - Weiss Burkhardt Kramer

## **2:45 pm to 4:15 pm — Afternoon Session 2**

### **The Data-Driven School: How to Implement Equitable MTSS - PART 2 - continued from PM Session 1**

(NASP Domains 1,5,8,10) (Ethics - 30 mins)

This session will provide participants with advanced training and guided practice in using a system-level problem-solving model for creating a data-driven school. Attendees will have opportunities for discussion and guided practice in using data-analysis teaming forms within a team meeting and in interpreting data typically documented on such forms. Strategies for identifying and developing data leaders within schools who can facilitate this type of systems-level data-driven equitable decision making will also be discussed.

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Dr. Nick Flower - Clinical Psychologist & President, OCD Pennsylvania  
Elizabeth Richie - Retired Educator, OCD Survivor and OCD Advocate  
Andrea Sheckler, LPC - Private Practice & Board Member, OCD Pennsylvania

### **Level Up Consultation for the Black Community - Ethical and Culturally Competent Practices**

(NASP Domains 2,8,10) (Ethics - 90 mins)

In response to the impact of COVID-19 and the civil unrest in the Black community, it is important for practitioners to provide ethical and culturally competent services. This presentation plans to support practitioners in 1) engaging in culturally competent consultation pedagogy to validate the lived experience of Black school psychology graduate students and their clients, 2) identifying ecologically-centered consultation strategies, and 3) defining allyship and social justice agency by using the lens of culturally competent consultation

Tiffany Jenkins -- School Psychologist/independent - Authentically Black Services, LLC  
Dr. Keeshawna Brooks, NCSP - Professor - Chicago School of Professional Psychology  
Dr. Tierra Ellis, NCSP - CEO, Ellis Psychological Services/Co-owner, Authentically Black Services, LLC  
Chastity Saucer, LCSW - Doctoral Candidate in School Psychology - University of Texas at Austin

## **Effective, Efficient, and Equitable: Classwide Intervention - PART 2 - continued from PM Session 1**

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disproportionate practices, bias reduction in assessment, and best practices in assessment, all through a legally compliant lens.

Dr. Jessica Dirsmith, NCSP - Professor - Duquesne University  
Rebecca Heaton Hall, Esq. - Attorney - Weiss Burkhardt Kramer

## **Applications of Transdiagnostic Mental Health Innovations**

(NASP Domains 4,6,8,10)

As schools look to enhance their advanced-tier systems of support for mental and behavioral health needs, advances in transdiagnostic theory and practice offer direction and advantages over problem-specific (focal treatment) approaches. This session will introduce participants to the principles and practical applications of transdiagnostic approaches (including core dysfunction, common elements, and principle-guided paradigms) as they relate to school-based mental and behavioral health service delivery at Tiers II and III within multi-tiered systems of support frameworks. Beginning with transdiagnostic theories of mental health processes, covering common empirically supported approaches to prevention and intervention, and ending with a focus on usable transdiagnostic innovations in the realm of school-based efforts, this session will equip participants with the foundational knowledge of both theory and applied research to critically analyze current mental and behavioral health systems and plan system development within their own organizations.

Dr. Brittany Zakszeski, NCSP - Training & Consulting Specialist - Devereux Center for Effective Schools  
Dr. Barry McCurdy, NCSP - Professor - Philadelphia College of Osteopathic Medicine

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## **Why join ASPP?**

ASPP is committed to providing its members the following benefits:

A link between national and state associations.

Annual regional fall workshops and spring conference at reduced fees.

A collective voice for professional concerns and dissemination of information.

Unified power in soliciting the assistance of state legislators and regulatory agencies and in making known the needs and opinions of school psychologists.

Current information within the profession as provided by the Insight and the Association website, including information about upcoming events, professional best practices, state and national happenings, accomplishments of our members, and new or updated products and publications relevant to the profession.

Support for the ethical practice of school psychology, in part through ASPP's adoption of NASP's standards and ethics, as well as consultation with members regarding the delivery of school psychology services to Pennsylvania's children.

Networking opportunities at conferences, including a members' reception at NASP's annual convention.

Support for shaping and defining the future of our professional roles.

## **What can you offer to ASPP?**

Your membership to enhance ASPP's collective strength in numbers.  
Your active participation in Association activities for professional development.  
Your service as an Association officer or committee member.  
Your commitment to the goals of ASPP and support to fulfill the objectives of the Association.  
Your help in advancing and promoting best practices.

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## **NASP Practice Model Domains of Practice**

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Intervention and Instructional Support to Develop Academic Skills
- Domain 4: Intervention and Mental Health Services to Develop Social and Life Skills
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Preventative and Responsive Services
- Domain 7: Family-School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical and Professional Practice

## REGISTRATION FORM

Please return completed registration form to:

Association of School Psychologists of PA  
c/o Jim Glynn  
425 Deerfield Drive  
Cranberry Twp, PA 16066-4023

Name/Title \_\_\_\_\_

Home Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Telephone/Cell \_\_\_\_\_ Email \_\_\_\_\_

You can also visit [www.aspponline.org](http://www.aspponline.org) to register online and use PayPal.

### Full Conference Registration

### BOTH Days

ASPP Member	\$ 150
Non-Member*	\$ 225*
ASPP Student Member	***FREE***
Student Non-Member*	\$ 25*
ASPP member - Retiree	\$ 75*
University **	\$ 150**

\* Includes 1 year membership through 6/30/22 upon receipt of completed membership application.

\*\* Includes Act 48 credits for the professor who registers for this option - includes permission to view in groups by students and faculty without having to pay for individual registrations.

NOTE - All registrations include access to online recordings of all presentations via the members only section of the website. Please complete and return the membership application with conference registration.

TOTAL AMOUNT ENCLOSED: \_\_\_\_\_

Return completed registration form with event selections

## Event Selections

\*\*\*\*\* Please check the sessions you are attending \*\*\*\*\*

### **Wednesday – November 3**

Morning Session – 9:00 am – 12:00 pm

Afternoon Session – 1:00 pm – 4:00 pm

- Bernreuter Lecture – Increasing Equity in School Discipline: Practical Strategies and Tools**

### **Thursday – November 4**

Morning Session 1 – 9:00 am – 10:30 am — select ONE:

- Assessing and addressing sensory processing**
- Cognitive Predictors of Indirect Bullying in Adolescents**
- Strategic and Intensive Interventions in Mathematics - PART 1**
- Teacher Support: Tele-Coaching and Motivational Interviewing - PART 1**
- Transforming SEL with Challenging Students in Difficult Times - PART 1**

Morning Session 2 – 10:45 am – 12:15 pm — select ONE:

- Strategic and Intensive Interventions in Mathematics - Part 2 - cont'd from AM Session 1**
- Teacher Support: Tele-Coaching and Motivational Interviewing - PART 2 - continued from AM Session 1**
- Gender Support Plans: Development & Implementation**
- Remote School Psychology: Best Practices in Tele-Assessment**
- Transforming Social-Emotional Learning with Challenging Students in Difficult Times - PART 2 - continued from AM Session 1**

LUNCH KEYNOTE - 12:15 pm - 1:00 -- Eat and listen

- Dr. Laurie Klose - NASP President - Engaging Hearts and Minds and NASP Update**

Afternoon Session 1 – 1:00 pm – 2:30 pm — select ONE:

- The Data-Driven School: How to Implement Equitable MTSS - PART 1**
- Joseph French Lecture: Enhancing Mental and Behavioral Health Supports within MTSS**
- What does OCD really look like: A panel with OCD Pennsylvania - PART 1**
- Effective, Efficient, and Equitable: Classwide Intervention - PART 1**
- Carl DiMartino Ethics Lecture: Emotional Disturbance: Ethical and Legally Compliant Intervention, Assessment, and Identification Practices for Multidisciplinary Teams During the Post Pandemic Era - PART 1**

Afternoon Session 2 - 2:45 – 4:15 pm — select ONE:

- The Data-Driven School: How to Implement Equitable MTSS - PART 2 - continued from PM Session 1**

- ❑ **What does OCD really look like: A panel with OCD Pennsylvania - PART 2 - continued from PM Session 1**
- ❑ **Level Up Consultation for the Black Community - Ethical & Culturally Competent Practices**
- ❑ **Effective, Efficient, and Equitable: Classwide Intervention - PART 2 - continued from PM Session 1**
- ❑ **Carl DiMartino Ethics Lecture: Emotional Disturbance: Ethical and Legally Compliant Intervention, Assessment, and Identification Practices for Multidisciplinary Teams During the Post Pandemic Era - PART 2 - continued from PM Session 1**
- ❑ **Applications of Transdiagnostic Mental Health Innovations**

## Conference General Information

### **Registration Fee:**

The conference registration fee covers session attendance on each day of paid registration. Early registration is advised. Non-members are welcome to register but encouraged to join ASPP for professional reasons as well as a reduced fee.

### **Continuing Professional Development Credits:**

In partnership with the Midwestern Intermediate Unit IV, Act 48 credits will be reported to the Pennsylvania Department of Education. ASPP has been approved by the Pennsylvania State Board of Psychology (Provider Number: PY-000001-L) and the National Association of School Psychologists (Provider Number: 1036) to offer continuing education for psychologists. This program qualifies for such continuing education. ASPP maintains responsibility for this program and its content.

### **Cancellation/Dissatisfaction Policy:**

Cancellation requests must be made in writing to: Jim Glynn, 425 Deerfield Dr., Cranberry Twp, PA 16066-4023 and postmarked no later than 10/31/21 to receive a refund minus a \$25 processing fee. Cancellation refunds will be sent within 4 weeks after the conference. If you are dissatisfied with any aspect of the conference or presentations, please provide feedback on the participant satisfaction form. In addition, ASPP requests that grievances or concerns regarding the conference be addressed to Dr. David Lillenstein at 717-443-2361 or [dlillenstein@hershey.k12.pa.us](mailto:dlillenstein@hershey.k12.pa.us)