Association of School Psychologists of Pennsylvania & Pennsylvania State University

2019 Fall Conference

November 6 & 7, 2019

Ramada Inn and Conference Center
State College, PA

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 2019 ASPP/Penn State Fall Conference

Once again, it is time to gather in State College, PA for professional growth and collegial sharing. This year we continue to offer a variety of workshops to meet the needs of professionals including school psychologists and many other related professionals. There are opportunities to gather and reconnect with colleagues and network with new ones. Events include the Robert G. Bernreuter lecture, Joseph French lecture, SPOTY lecture, the FREE Annual Beef & Brew, and the ASPP Auction/NASP Children’s Fund Raffle. In all, the Fall Conference is sure to be a valuable time of professional development and not to be missed!!

We look forward to seeing you in November!

ASPP Conference Planning Committee – Dr. David Lillenstein, NCSP; Jim Glynn, NCSP; Dr. Shirley Woika, NCSP

Wednesday, November 6, 2019

7:30 am to 8:30 am — Coffee & Continental Breakfast & Registration
8:30 am to 11:30 am — Morning Sessions

• Assessment, Planning, and Intervention for Transition-Age Students •
  (NASP Domains 2,3,4)

This presentation will focus on increasing school psychologists’ skills for assessing, planning, and intervening with transition-age students. Topics covered will include appropriate assessments; how these assessments may inform the transition grid; activities, goals, and SDI’s in a student’s IEP; as well as brief counseling and consultation techniques. Also discussed will be the role of community agencies in supporting students. Following this presentation, participants will be able to identify assessments and their purpose in guiding intervention, aid IEP teams in designing measurable goals relevant to a student’s transition needs, and better understand how and when to involve community agencies.

Dr. Tina Brown – School Psychologist – Lancaster-Lebanon IU #13
Dr. Amy Roth – Social Worker – Lancaster-Lebanon IU #13

• SPOTY 2017: To Tier 3 and Beyond! From Intervention to IDEA Identification •
  (NASP Domains 1,2,4,5,6,8,10)

Presented by a school psychologist (SPOTY 2017), behavior analyst, and school attorney, this workshop will discuss the collaboration of the professions to promote student well-being through prevention, intervention, and assessment. With a focus on prevention and intervention endeavors, as well as evaluating and servicing children with emotional and behavioral disabilities in a legally compliant and ethically sound manner, there will be a comprehensive review of intensive behavioral interventions, functional behavioral analyses, positive behavior support plans, legally aligned assessment, and
a review of case law trends for the identification of students under the Individuals in Education Improvement Act’s (IDEA) category, Emotional Disturbance (ED). While accounting for best practices, ethical obligations, and legal compliance, assessment guidance will be provided for each aspect of this disability category.

Dr. Jessica Dirsmith, NCSP – School Psychologist – State College Area School District (SPOTY ’17)  
Rebecca Hall, Esq – Attorney – PREVAIL Educational Solutions & Weiss Burkhardt Kramer  
Dr. Eric Bienek, LBS, BCBA-D – Professor – Slippery Rock University

• Joseph French Lecture – Disciplinary Equity: School Psychologists as Change Agents •  
  (NASP Domains 1,2,6,8)

School psychologists are in a unique role in schools, as they can serve as data stewards, consultants, and coaches. When analyzing data sources, school psychologists are often viewed as experts in helping school teams understand and problem solve system-level outcomes. Given the nature of the school psychologists role, there is an opportunity to serve as significant change agents with regard to disproportionality in discipline. National statistics suggest students of color, students with disabilities, and students of varying sexual orientations are more likely to receive disciplinary actions that are exclusionary and perpetuate school-to-prison pipelines. This session will introduce school psychologists to equitable MTSS, as well as ways to self-reflect and determine their abilities to recognize implicit and explicit bias in their school infrastructure. Additionally, participants will be provided with scenarios and data to experience how to engage school teams in problem solving around disproportionality. Concepts including vulnerable decision points, the cultural proficiency continuum, and the ladder of inference will be described. It is expected that participants will gain new knowledge around equity in discipline and acknowledge the importance of their role in mitigating disproportionate outcomes.

Dr. Nikole Hollins, NCSP – School Psychologist/Educational Consultant – PaTTAN Harrisburg  
Dr. Jason Pedersen, NCSP – School Psychologist – Derry Township School District

• Connecting the Science of Reading to the Practice of School Psychology within an MTSS Framework •  
  (NASP Domains 1,2,3)

The purpose of the presentation is to deepen school psychologists’ knowledge of the science of reading and its application to our practice, specifically within an MTSS framework. The presentation will also explore our role as school psychologists in the early screening, identification, and intervention for students with dyslexia. Participants will walk through a case study of a first-grade student, which includes benchmark and progress monitoring data, a review of assessment tools, and how the data was used to guide instructional decision making. Nearly 4 in 10 students lack the skills necessary to be proficient readers. This session will help school psychologists distinguish between
a lack of appropriate, scientifically-based reading instruction and a specific learning disability.

Dr. Angela McMasters, NCSP – School Psychologist – Armstrong School District

• **Trauma from the Inside Out: Brain Development and Practical Strategies for Schools**
  (NASP Domains 1,2,6)

  This presentation will focus on ways to integrate research on trauma, neurocognitive development and school climate to offer practical strategies for school psychologists to advance trauma-informed practices in their districts and schools. The presenters will provide working definitions of trauma and trauma-informed practices. Presenters will provide participants with an understanding of best practices in trauma-informed practices, and provide information related to brain development and how trauma affects learning and the brain. Participants will gain an understanding how individual behavioral responses can represent trauma responses in the brain and how to more effectively engage educators in applying a trauma lens to specific scenarios. Presenters will also discuss secondary trauma and help participants understand how their work with traumatized youth can impact their emotional, physical, and cognitive well-being. Presenters will provide resources for trauma-informed practices, as well as discuss how school climate supports in the commonwealth can help to support school teams in building safer, more supportive school systems.

Dr. Dana Milakovic, NCSP – School Psychologist/Mental Health & Other Drug Specialist – PA Dept. of Education
Dr. Stacie Molnar-Main – School Climate Consultant – PA Department of Education

• **Administration, Scoring and Interpretation of the Bayley Scales of Infant and Toddler Development**
  (NASP Domains 1)

  This workshop will familiarize participants with the administration, scoring, and interpretation of the Bayley Scales of Infant and Toddler Development - Fourth Edition (Bayley-4). Participants will learn about the key updates to the fourth edition including the optional digital administration. Administration for items on the Cognitive, Language, and Motor scales of the Bayley-4 will be presented with an emphasis on new items and item modifications. Participants will learn about the new Caregiver Questions and changes to Item Scoring in the fourth edition. The options for administration of the Bayley-4 Adaptive and Social-Emotional areas will also be described. Lastly, participants will learn about the scores obtained and basic interpretation of the Bayley-4.

Selina Oliver, NCSP – School Psychologist/Solutions Analyst – Pearson

• **Supporting and Assessing English Learners**
  NASP Domains (1,2,3,8)
The purpose of this presentation is to assist school psychologists in implementing best practice given the diverse needs and backgrounds of the 68,000 English learners (ELs) in Pennsylvania (Pennsylvania Department of Education, 2019). The bulk of the presentation will focus on how and when to assess EL students, including determining acculturation level, language dominance, achievement, cognitive ability, and eligibility for special education services given rule-out criteria. In addition, participants will learn about the acculturation process and typical classroom behaviors seen as a result, along with modifications to make material more accessible in the general education setting. Considerations for team meetings will also be addressed, such as the proper use of interpreters. Case studies, discussion, and role playing will allow for participants to practice applying learned information and process through difficulties in the referral and assessment process. A comprehensive list of resources and handouts aligned with best practice will also be provided.

**Gretchen Schwarz** – Doctoral Student – Penn State University  
**Shannon Walsh** – Doctoral Student – Penn State University  
**Corynne Ross** – Doctoral Student – Penn State University  
**Christieanna Tawiah** – Doctoral Student – Penn State University  
**Dr. Shirley Woika** – Professor – Penn State University

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**From BIPs to Classwide Strategies: Supporting Successful Implementation in Classrooms**  
(NASP Domains 2,4,5,6)

How can school psychologists ensure interventions are implemented with accuracy and quality? What should one do if assessment results point to problems at the classroom rather than student level? How can schools adopt a more preventive approach to supporting classroom practices and behavior? This mini-skills workshop seeks to guide participants in developing and delivering implementation supports to facilitate educators’ implementation of interventions as well as class-wide practices. In the context of a multi-tiered framework for promoting school staff’s implementation success, presenters will focus specifically on selecting implementation support strategies according to anticipated impact and feasibility. Additionally, given the preventive utility of classroom management practices, presenters will describe critical classroom management skills and means of building classroom support systems within schools. To these ends, presenters will summarize empirical literature; present original research findings; and share case studies from urban, suburban, and alternative education settings. This session is designed to assist participants in realizing their unique potential as classroom coaches and consultants, namely in introducing participants to the varied types and intensities of implementation supports school psychologists may leverage in their everyday practice to facilitate successful implementation in classrooms.

**Dr. Brittany Zakszeski** – Postdoctoral Fellow – Devereux Center for Effective Schools  
**Dr. Lyndsie Erdy, NCSP, BCBA-D** – Training and Consulting Specialist – Devereux Center for Effective Schools  
**Dr. Rachel Eisenberg, NCSP** – Consulting and Research Psychologist – Devereux Center for Effective Schools
11:45 am to 12:30 pm – FREE Luncheon — Atrium/Pool
SPOTY/Awards Presentation

12:40 pm to 1:40 pm Lunch Keynote — Grand Ballrooms

NASP Keynote – Dr. Wendy Price, NASP President-elect

1:45 pm to 4:45 pm – Afternoon Sessions

• Autism: The Bridge Between Practice and Parenting •
  (NASP Domains 6,7,8)

The purpose of this workshop is to showcase a variety of unique perspectives by illustrating the bridge between practice and parenting. Current research and best practice guidelines on autism assessment and intervention, cultural considerations, and parent involvement will be outlined. Educational professionals who are also parents of students with autism will be sharing personal testimonies and experiences with assessment and intervention. Barriers to implementing best practices in both home and educational settings as well as successful bridging between practice and parenting will be reviewed. Participants will benefit from the practical nature of and parental perspectives offered in this presentation. Moreover, participants will hone skills in supportively delivering an autism diagnosis as well as develop a broader understanding of the Autism Spectrum.

Dr. Carissa Bowersox, NCSP – School Psychologist – Juniata County School District
Maggie Hackenberger – School Psychologist – Juniata County School District
Jill Condo – Director of Special Education/Mother of Jaxen – Juniata County School District

• Social Justice and School Psychology: Exploring the Role of Intersectionality and Equity •
  (NASP Domains 2,5,8)

Young people across the country are experiencing stress and uncertainty like they never have before. In the midst of an increasingly complex social and political discourse, young people are struggling to find themselves, understand who they are, and learn about the world around them. As school psychologists, parents, caregivers, and educators, we have an ethical and moral responsibility to help young people navigate the world in healthy and safe ways and ensure that their educational and human rights are upheld. In order to build learning in these key areas and have authentic dialogue around the needs of young people, we must also acknowledge the role of hierarchical privilege and power in society. The purpose of this workshop is to highlight the role of school psychologists as key players who are critically poised to protect the educational rights, opportunities, safety and wellness of all students, especially those whose voices have been silenced, identities obscured, or needs ignored. We will explore intersectionality: how students’ sexual, racial and socioeconomic identities affect how they view the world, how we may unconsciously view them, and how intersecting identities interact with privilege and oppression.
A Small Piece of the Pie: Understanding Dyslexia in the Context of SLD Assessment
(NASP Domains 1,3,5,10)

Although schools have always been allowed to use the term dyslexia, recent guidance and proposed changes to regulations have encouraged schools to use this term in psychoeducational assessments. However, many practitioners lack necessary training to fully assess symptoms and link them to IDEA disability criteria. Within the field, many find themselves struggling to understand when to test for dyslexia and when to use this terminology in addition to SLD. This presentation provides participants with an overview of dyslexia, assessment practices to identify dyslexia, examples of how to identify dyslexia in an evaluation report, and intervention recommendations. Participants will understand how the terms dyslexia and SLD overlap; how to conduct an assessment for dyslexia incorporating school neuropsychological assessments; and when to report on dyslexia, along with recommendation strategies.

Promoting Early School Success: Linking Data in Data-based Decision Making
(NASP Domains 1,5,9)

Establishing strong trajectories in early literacy skills at the earliest point possible is important to promoting later achievement and overall school success. Often kindergarten is the first time that early literacy data are systematically collected and analyzed. Beginning these efforts PRIOR to kindergarten may inform summer learning activities as well as instructional planning for the kindergarten year. The purpose of this presentation is to emphasize the importance of data-based decision making processes that link early education to K-5 assessment and instruction and to provide methods for doing so. We present a case examining the predictive validity and classification accuracy of early learning assessment data collected at kindergarten registration with literacy data collected during kindergarten. The session includes demonstration of the early learning assessments that were used as well as demonstration of feasible analytical methods to promote data-based decision making using large data sets of student performance. Participants will be able to offer a strong rationale for collecting early learning data; identify assessments that are feasible, technically adequate, and useful in promoting learning outcomes; and use analytical methods to increase data-based decision making to promote early school success.
Managing Chronic Pain in Schools
(NASP Domains 2,4,6)

The rates of pediatric chronic pain suggest that a large number of school-age children will experience a chronic pain syndrome during the course of their school career. This presentation will introduce school psychologists to primary and secondary pain syndromes, biopsychosocial conceptualization of chronic pain syndromes, treatment and management of pediatric chronic pain. Participants will become familiar with strategies to improve outcomes pertaining to school reintegration of students with chronic pain. Empirically supported interventions will be characterized in the context of a multi-tiered system of support (MTSS) framework.

Dr. Paul Jones – Postdoctoral Fellow/School Psychologist – Nemours/Al DuPont Hospital for Children, Wilmington, DE
Dr. Katherine Salamon – Psychologist - Nemours/Al DuPont Hospital for Children, Wilmington, DE

Adolescent Opiate Crisis: Impact on Assessment
(NASP Domains 4,6)

Although typically thought of as an adult issue, opiates greatly impact American schools. Learn more about the prevalence rate, the impact on achievement, and the issues relating to the assessment of ability, achievement, and social-emotional functioning. Opiates are now the leading cause of death for people under 50. The rate of overdose for teenagers surged 20% in 2015 alone. Opiate addiction impacts school attendance and availability for learning. Many times, individuals with addictions experience co-morbid disorders that may require special education services. Understanding the impact of addictions and drug use on the assessment process is crucial for school psychologists.

Selina Oliver, NCSP – School Psychologist/Solutions Analyst – Pearson

School Psychologists and Mental Health: Assessing and Addressing the Needs of Students with Internalizing Symptoms in the Schools
(NASP Domains 4,8)

In accordance with the National Association of School Psychologists (NASP) position statement (NASP, 2015) regarding the role of school psychologists as mental health providers, this presentation aims to increase and refine practitioner’s skills in the development, delivery, and monitoring of mental and behavioral health services for students who exhibit symptoms of one or more internalizing disorders. After a comprehensive review of various measures utilized in the assessment of internalizing disorders with a focus on available anxiety assessment tools, we will examine data collection aspects of an evaluation. More specifically, we will discuss the role of teachers as informants as well as direct data collection processes, including the use of functional behavioral assessment, from a behavioral analytic perspective. Further, we will examine
how the information gathered can be aligned with measurable goals in IEPs or 504 accommodations as well as what appropriate tiered-level school-based interventions can be considered. Lastly, we will introduce considerations that should be given when assessing internalizing symptoms in culturally and linguistically diverse students. Participants will gain knowledge to better inform their practice in evaluating students with internalizing disorders and skills needed to decide on adequate support and measurable goals for progress monitoring purposes.

Dr. Anne Frank Webb – School Psychologist – Bald Eagle Area School District
Dr. Lito Eleni Michalopoulou – School Psychologist – Penn State University
Theoni Mantzoros – Doctoral Candidate – Penn State University

• School Law for School Psychologists: Beyond Special Education •
(NASP Domains 10)

School psychologists, by the nature of their positions, are well versed in the basics of the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act. They are much less informed about the rights of students in general. How are school psychologists to protect the rights of special education students if they are uninformed on the rights of all students? This mini-skills workshop will provide participants with a review of legal issues and case law in educational settings. Scenarios related to the legal issues surrounding immigrant status, student freedom of expression, educator liability in threat assessment, and service animals in schools will be presented, and attendees will apply legal principles to determine an appropriate and legally defensible course of action. Participants will increase their knowledge of the educational rights of all students and will be provided with resources to share this knowledge with others through the provision of teacher in-service training.

Dr. Shirley Woika – Professor – Penn State University
Dr. Anne McGinnis – Attorney/School Psychologist/Psychologist – New York

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
Bullying is an issue of concern for individual perpetrators and victims as well as the peer group, family, school, and larger society. This workshop will describe the forms of bullying that youth engage in, the factors that contribute to it, and the short- and long-term outcomes associated with bullying. The focus will be on an evidence-based framework for preventing and intervening with bullying in schools. Resources will be highlighted for implementing comprehensive school-based prevention programming. Participants will also learn strategies for working with perpetrators, victims, and bystanders.

Amanda B. Nickerson, PhD is a professor of school psychology and director of the Alberti Center for Bullying Abuse Prevention at the University at Buffalo, the State University of New York (http://ed.buffalo.edu/alberti.html). She is a nationally certified school psychologist, licensed psychologist, fellow of the American Psychological Association, and member of NASP’s School Safety and Crisis Response Committee. Dr. Nickerson’s research focuses on preventing and intervening with school crises, violence, and bullying, as well as the critical role of schools, parents, and peers in promoting social-emotional strengths of children and adolescents. On these topics, Dr. Nickerson has written five books and authored or co-authored over 80 journal articles and book chapters.
Membership Benefits

Why Join ASPP?

ASPP is committed to providing its members:

- 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 web site, 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 ethical practice of school psychology. ASPP adopts the standards and ethics of NASP and will consult with members regarding the delivery of school psychology services to Pennsylvania’s children.
- Networking opportunities at conference; including members’ reception at NASP’s annual convention.
- Support for shaping and defining the future of our professional roles.

What you can offer 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.

Conference General Information

Registration Fee:
The conference registration fee covers Wednesday’s continental breakfast, lunch, and Beef & Brew, Thursday’s continental breakfast, and the open activities on each day of paid registration. Early registration is advised. On-site registration will be accepted. Non-members are welcome to attend but encouraged to join ASPP for professional reasons as well as a reduced fee.

Hotel Accommodations:
The Ramada Inn and Conference Center - State College has reserved a block of rooms for those attending the ASPP Fall Conference. Reservations must be made DIRECTLY with the hotel and should be made as soon as possible. Be sure to indicate that you are attending the ASPP Fall Conference. Ramada Inn and Conference Center – State College, 1450 South Atherton Street, State College, PA 16801, 814-238-3001. ASPP Rates – Single or Double = $85+tax = $92.23, IF RESERVED BEFORE 10/30/19.

Continuing Education 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.

Vendors and Public Relations:
For your convenience, there will be display tables for NASP products as well as various companies, and NASP will demonstrate their products for you.

ASPP Auction/NASP Children’s Fund Raffle:
Tickets will be sold to raffle off a variety of donated items, with the drawings held during the Beef & Brew on Wednesday. The proceeds from the raffle will support the ASPP Auction/NASP Children’s Fund. The items to be raffled will be on display on Wednesday until the drawing that evening.

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 10/31/19 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
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 _____________________________________________________________________________

E-Mail ____________________________________________________________________________________

You can also visit www.aspponline.org to register online and use PayPal.

Full Conference Registration (TWO Days)
Registered by October 31

☐ ASPP Member.................................................$ 225
☐ Non-Member*..............................................$ 315*
☐ ASPP Student Member......................................$ 85
☐ Student Non-Member.....................................$ 100
☐ ASPP member - Retiree.....................................$ 85

Conference Registration (ONE Day)
Registered by October 31

☐ ASPP Member.................................................$ 140
☐ Non-Member*..............................................$ 230*
☐ ASPP Student Member......................................$ 65
☐ Student Non-Member.....................................$ 80
☐ ASPP member - Retiree.....................................$ 65

* Includes 1 year membership through 6/30/20 upon receipt of completed membership application.

Please complete and return 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 6

Morning Sessions – 8:30 am – 11:30 am — select ONE:
☐ Assessment, Planning, and Intervention for Transition
☐ SPOTY 2017 – Tier 3 and Beyond! From Intervention to IDEA Identification
☐ Joseph French Lecture - Disciplinary Equity – School Psychologists as Change Agents
☐ Connecting the Science of Reading to the Practice of School Psychology
☐ Trauma from the Inside Out: Brain Development and Practical Strategies for Schools
☐ Administration, Scoring, and Interpretation of the Bayley Scales
☐ Supporting and Assessing English Learners
☐ From BIPs to Classwide Strategies: Supporting Successful Implementation in Classrooms

Luncheon – 11:45 am – 1:40 pm FREE Lunch — select ONE – all include chips, pickle, beverage:
☐ Tuna Salad Croissant
☐ Grilled Chicken Breast Sandwich
☐ Roasted Vegetable Wrap (Vegetarian)
•SPOTY/Awards Presentation
•Lunch Keynote – NASP – Dr. Wendy Price, NASP President-elect

Afternoon Sessions – 1:45 pm – 4:45 pm — select ONE:
☐ Autism: The Bridge Between Practice and Parenting
☐ Social Justice and School Psychology
☐ Understanding Dyslexia in the Context of SLD Assessment
☐ Promoting Early School Success: Linking Data in Data-based Decisions
☐ Managing Chronic Pain in Schools
☐ Adolescent Opiate Crisis: Impact on Assessment
☐ School Psychologists and Mental Health
☐ School Law for School Psychologists: Beyond Special Education

Beef & Brew, Auction Ticket Sales, Posters – 6:30 pm – 8:30 pm
☐ FREE – Dick Hall Annual Beef & Brew and Auction Drawings

Thursday – November 7

☐ Bernreuter Lecture – Dr. Amanda Nickerson - Preventing and Intervening with Bullying