



**Thursday, October 8, 2015
8:00am-4:00pm
Pre-Convention Workshop 1**

Title:

Self-care for the Mental Health Professional in School Settings: Preventing Burnout

Presenter:

Dr. Adam Sáenz earned his Ph.D. in School Psychology from Texas A&M University. He completed his predoctoral clinical training under a fellowship appointment to Harvard Medical School, and he has a postdoctorate in clinical psychology from the Alpert Medical School of Brown University.

Skill Level:

This session is targeted to intermediate-level practitioners and will benefit participants with limited background in the topic area.

Session Description:

Even the most effective interventions, when implemented by staff on the verge of burnout, will produce minimal positive result. Participants will gain a deeper understanding of how to identify and quantify occupational, emotional, financial, spiritual and physical well-being. In addition, participants will gain a framework to assess wellness and practical strategies to increase wellness in each area. Group discussion will be facilitated to explore strategies for school psychologists and counselors to coach classroom teachers and other faculty in wellness.

NASP Practice Domains:

Domain 2: Consultation and Collaboration - School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 10: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.



Thursday, October 8, 2015
8:15am-4:15pm
Pre-Convention Workshop 2

Title:

Surviving and Thriving as a School Psychologist: The Early Years

Presenter:

Rebecca Branstetter, Ph.D., (Oakland, CA) has worked as a school psychologist for the past decade in public K-12 schools throughout the San Francisco Bay Area. She also works with children through her private practice. Branstetter earned her doctorate from the University of California, Berkeley, and conducted post-doctoral work at the University of California, San Francisco's Children's Hospital. Branstetter is author of the popular blog "Notes from the School Psychologist" (www.studentsgrow.blogspot.com) and the books, The School Psychologist's Survival Guide, and The Everything™ Parent's Guide to Children with Executive Functioning Disorder.

Skill Level:

This session is designed for introductory to intermediate-level practitioners with little, no, or limited background in the topic area, however, some school psychologists with a few years of experience will also benefit.

Session Description:

School psychologists face many challenges in their day-to-day work--traveling to multiple school sites, managing large caseloads, working with challenging students, consulting with concerned parents and overworked teachers, and managing school crises. Popular school psychologist blogger Rebecca Branstetter offers help for new and early career school psychologists with practical advice, proven strategies, and useful tools. In this hands-on full-day workshop, participants will:

- 1) Learn how to successfully navigate large caseloads and streamline workflow in the assessment process;
- 2) Obtain practical tips for challenging individual, group, or crisis counseling situations;
- 3) Learn practical strategies for improving prevention and intervention service delivery at school sites using consultation skills;
- 4) Develop strategies and methods for preventing burnout and improving job satisfaction.

NASP Practice Domains:

Domain 2: Consultation and Collaboration - School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 5: School-Wide Practices to Promote Learning - School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Prevention and Responsive Service - School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family-School Collaboration Services - School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Domain 10: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.



Thursday, October 8, 2015
5:30-7:30pm
Keynote

Title:

Updates from the TSBEP

Presenter:

Darrel D. Spinks is the Executive Director of the Texas State Board of Examiners of Psychologists. Mr. Spinks served as the Board's General Counsel from August 1, 2011 through September 1, 2012, when he assumed his current position. Prior to working for the state, Mr. Spinks was in private practice for over nine years, during which time he handled a wide variety of both civil and criminal litigation in state and federal court. Mr. Spinks is a graduate of Howard Payne University in Brownwood, Texas, and Baylor Law School in Waco, Texas. Mr. Spinks is an avid outdoorsman and enjoys working on his family's ranch in San Saba, Texas.

Skill Level:

This session will benefit participants with little or no background to those with extensive experience in the topic area.

Session Description:

In the TSBEP Update you will hear from the Board's Executive Director about recent rule changes or proposed changes affecting the practice of school psychology, as well as hear about complaint statistics and other hot button disciplinary issues before the Board. You will also have the opportunity to ask questions during a question and answer session after the presentation.

NASP Practice Domain:

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Domain 10: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.



Thursday, October 8, 2015
5:30-7:30pm
Keynote

Title:

A Review of the 84th Legislature and a Primer of the Sunset Commission Review

Presenter:

Marty De Leon joined the law firm of Escamilla & Poneck in August 2008. A graduate of the University of California at Berkeley, Marty's practice focuses primarily on governmental relations for the firm's education clients which include school districts and statewide associations.

A former 5th grade teacher at Edgewood ISD, Marty worked for seven years with TASB (Texas Association of School Boards) as their assistant director and legislative counsel for the Governmental Relations Division and then spent a couple of years at the State Comptroller's office.

After 15 years, Marty is considered an expert on education policy as well as legislative and agency matters. Marty is known in the Capitol for his ability to develop solutions for complex issues, working with Republicans and Democrats. Marty and his wife, Thelma, also an attorney, have two daughters (ages 13 and 10) and both volunteer at their children's schools. Marty's favorite television shows are House of Cards and The Walking Dead.

Session Description:

Come and see what new laws the Texas Legislature passed recently. Marty De Leon, TASP's Legislative Consultant, will provide an overview of the budget, the political landscape, and new laws impacting public schools. Additionally, the TSBE is under Sunset Advisory this year and Marty will discuss the process and next steps for members to make recommendations for the agency's review.

NASP Practice Domains:

Domain 2: Consultation and Collaboration - School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 10: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.



**Friday, October 9, 2015
8:30-11:45am**

Title:

Advanced Administration and Interpretation of the NEPSY-II

Presenter:

Daniel C. Miller, Ph.D., ABPP, NCSP, LSSP is the Executive Director of the Woodcock Institute at Texas Woman's University. He is also the Director of the KIDS, Inc. School Neuropsychology Post-Graduate Certification Program. He is the founding president of TASP and a past NASP president.

Skill Level:

This session is an Advanced workshop aimed at participants with some theoretical and practical background in the topic area.

Session Description:

The NEPSY-II is a collection of neuropsychological tests specifically designed for school-aged children. Some of the tests are difficult to administer but the real challenge is the interpretation of the wide variety of test scores. Dr. Miller will present his school neuropsychological model as an interpretative guide to the NEPSY-II. Participants will be able to: 1) identify how the NEPSY-II fits within an integrated school neuropsychology conceptual model; 2) identify subtests that require additional administration practice; and 3) see how the NEPSY-II test scores may be presented to parents and teachers.

NASP Practice Domain:

Domain 1: Data-Based Decision Making and Accountability - School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.



**Friday, October 9, 2015
8:30-11:45am**

Title:

Ethical & Professional Supervision of Graduate Students, Interns, and Early Career School Psychologists

Presenter:

Dr. Swerdlik is a professor of psychology, clinical supervisor, and coordinator of the specialist and doctoral programs in school psychology at Illinois State University. He teaches a doctoral level seminar and practica, has published papers, presented workshops, and is currently co-authoring a book on the topic of clinical supervision of school psychologists.

Skill Level:

This session is designed for introductory to intermediate-level practitioners. It is aimed at participants with little to limited background in the topic area.

Session Description:

This workshop will focus on the clinical supervision of school psychologists at various stages of career development (Foundations of School Psychological Service Delivery-Legal, ethical, and professional practice). Topics will be presented in the context of the recently proposed set of supervision requirements by the TSBEP. Expected learner outcomes include gaining: an understanding of the Developmental-Ecological-Problem Solving (DEP) supervision model developed specifically for the supervision of school psychologists at various career stages; skills related to implementing methods to increase the structure and organization to support supervision including developing a supervision contract, session planning, and other record keeping options; skills in evaluation and providing effective feedback to supervisees, knowledge of legal-ethical issues related to supervision, and skills in collaborating with the practicum students' or interns' home university.

NASP Practice Domain:

Domain 10: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.



Friday, October 9, 2015

8:30-11:45am

Title:

Assessment of Executive Function Using the CEFI: From Assessment to Intervention

Presenter:

Jack A. Naglieri, Ph.D., is Research Professor at the University of Virginia and Senior Research Scientist at the Devereux Center for Resilient Children. His expertise includes theoretical and psychometric issues about intelligence, neurocognitive processes, interventions, social-emotional skills, resilience and executive function. He has published more than 300 scholarly papers, books, and tests.

Skill Level:

This session is targeted to intermediate-level practitioners and will benefit participants with limited background in the topic area.

Session Description:

This presentation will provide an overview of historical and current definitions of executive function (EF) and results from the largest study of EF behaviors in the general and special populations. The discussion will include a review of current measures and details about the Comprehensive Executive Function Inventory (CEFI; Naglieri & Goldstein, 2014). The CEFI's psychometric qualities and utility for evaluating EF will be described how the EF behaviors and cognitive abilities measured by the WISC-IV and CAS relate. Emphasis will be placed on how the CEFI can be used to identify research based interventions to improve EF skills and the relevance of EF to academic performance for all ages.

This workshop is designed to help you...

- learn a practical and research based definition of executive function;
- learn about strengths and weaknesses of current measures of executive function;
- integrate information from the CEFI with measures of ability for assessment and treatment planning;
- learn strategies to improve executive function and improve academic performance.

NASP Practice Domains:

Domain 1: Data-Based Decision Making and Accountability - School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills - School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Domain 9: School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.



Friday, October 9, 2015
1:15-4:30pm

Title:

Best Practices in Legally-Defensible Manifestation Determinations

Presenter:

Dr. Ginger Gates is currently the Special Education Director at Region 4 Education Service Center. She is a former President of TASP. As a Licensed Psychologist and LSSP, a good portion of her career has been spent guiding school personnel through the discipline maze as they work with students with disabilities.

Skill Level:

This workshop has been designed for Intermediate-level practitioners with limited background in the topic area.

Session Description:

This workshop will review the discipline process for students with disabilities (SWD). Topics will include legal requirements for discipline of a SWD as well as how to conduct a manifestation determination review (MDR). Attendees will be able to: 1) Determine whether a student's disciplinary removal constitutes a change of placement; 2) Understand the procedures for addressing the student's behavior if the disciplinary consequence was or was not a change of placement; and 3) Conduct a sound manifestation determination review.

Grade Levels Targeted:

School-age students with disabilities.

NASP Practice Domains:

Domain 2: Consultation and Collaboration - School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 10: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.



**Friday, October 9, 2015
1:15-4:30pm**

Title:

Prevention, diagnosis, and evidence-based intervention for behavior-emotional issues via BASC-3

Presenter:

Cecil R. Reynolds, PhD, EdS, Med, BA is the author of more than 300 scholarly publications and author or editor of 50 books including the *Handbook of School Psychology* and author of many widely used tests of personality and behavior. He is an Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A & M University.

Skill Level:

This session is designed for intermediate-level practitioners. It is aimed at participants with some to limited background in the topic area.

Session Description:

The workshop will cover general principles and findings from the recent research on child psychopathology, prevention of behavioral and emotional problems, and problem solving and RTI as the findings relate to behavioral and emotional assessment of children and adolescents. The BASC-3 will be introduced as the primary example of an assessment tool that may be used in various evidence-based assessment frameworks. Issues of form selection, norms selection, scaling of behavioral data for interpretation, diagnosis, validity, universal screening, intervention and prevention planning, and progress monitoring all will be discussed. However, this workshop is designed to help the existing BASC-2 user transition to advanced clinical assessment uses of the BASC-3. Changes and improvements in item content, test design, clinical scales, norming, reliability, validity, fairness, diagnostic considerations, and administration and scoring methods will be reviewed.

Learner Objectives:

- 1) Understand the BASC-3 as a multidimensional, multimethod assessment.
- 2) Understand the developmental procedures for the BASC-3.
- 3) Be able to choose among the BASC-3 components for use in individual cases.
- 4) Know the advantages of the scoring and interpretive program options.
- 5) Understand changes made in transitioning from BASC-2 to BASC-3.
- 6) Be able to apply BASC-3 results to diagnosis and intervention processes accurately.
- 7) Be able to use the Flex Monitor to devise and apply customized rating scales and self-reports.
- 8) Link results to evidence-based intervention programs.

Grade Levels Targeted:

Preschool through HS Graduation, ages 2 through 21 years

NASP Practice Domains:

Domain 1: Data-Based Decision Making and Accountability - School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 6: Preventive and Responsive Services - School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 8: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.



**Friday, October 9, 2015
1:15-4:30pm**

Title:

SLD Determination Using PASS Theory and CAS-Second Edition: From Assessment to Intervention

Presenter:

Jack A. Naglieri, Ph.D., is Research Professor at the University of Virginia and Senior Research Scientist at the Devereux Center for Resilient Children. His expertise includes theoretical and psychometric issues about intelligence, neurocognitive processes, interventions, social-emotional skills, resilience and executive function. He has published more than 300 scholarly papers, books, and tests.

Skill Level:

This session is targeted to intermediate-level practitioners and will benefit participants with limited background in the topic area.

Session Description:

This workshop will provide a straightforward method to identify students with a specific learning disability and empirically supported interventions. The discussion will clarify the differences between traditional IQ tests and the neurocognitive approach exemplified by the PASS neurocognitive theory as measured by the Cognitive Assessment System-Second Edition. This test provides an easy way to identify a disorder in basic psychological processes as specified in IDEA that is effective for diagnosis, intervention planning and fair to diverse populations. This empirically supported approach will help you give teachers, parents, and students strategies for academic success.

This session will help participants:

- appreciate the differences between traditional IQ and cognitive processing approach;
- use a straight forward method for SLD eligibility Determination;
- use PASS scores from the CAS2 to identify a disorder in one or more of the basic psychological processes;
- select academic instructions that address specific learning needs for students at all grades.

NASP Practice Domains:

Domain 1: Data-Based Decision Making and Accountability - School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 3: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 8: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.



**Saturday, October 10, 2015
9:15-12:30pm**

Title:

The Three R's (Recognizing, Reporting, and Responding Plus Ethics) in Child Abuse and Trauma

Presenter:

Jeff completed his Ph.D. at the University of Southern Mississippi, and earned the Diplomate in Clinical Psychology. Jeff was the CEO of a Children's Advocacy Center (CAC) and was tenured at four universities. He has done training, clinical work, and research with sexually abused children, and directs the Research Institute of the Dallas CAC.

Skill Level:

This session is an Intermediate-level workshop aimed at participants with limited background in the topic area.

Session Description:

The prevalence of child abuse is staggering and affects student learning. The symptoms of abuse and trauma are varied and mimic other commonly misdiagnosed conditions (e.g., ADHD, bipolar disorder). Participants will be updated on recognizing abuse and trauma, reporting abuse and ethical considerations, and learn how to assess and intervene—or to identify those in the community who are well equipped to respond. Learners will identify symptoms, conceptualize symptoms as related to proper diagnosis and treatment, become familiar with evidence-based assessments and interventions, and explore ethical and legal issues.

Learner Outcomes:

- Review issues related to reporting
- Establish the important link between early trauma and poor behavioral and medical health outcomes via the ACEs study;
- Consider the finer distinctions between traumatic events and those that are negative, stressful, or unpleasant;
- Examine the utility of a "trauma lens" when considering both child and adult behavior as it relates to existing models of development, diagnosis, assessment, and treatment;
- Compare and contrast innovative versus evidence-based treatments;
- Contemplate the controversies;
- Consider ethical issues.

Ages of students:

All school ages

NASP Practice Domains:

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills - School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Domain 6: Preventive and Responsive Services - School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family-School Collaboration Services - School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Domain 8: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 10: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.



**Saturday, October 10, 2015
9:15-12:30pm**

Title:

Ethically Using Technology in the School Psychologist's Practice

Presenter:

Dr. Dan Florell is an Associate Professor in the School Psychology Program at Eastern Kentucky University and has a private practice. In addition, he is an Associate Editor of School Psychology Forum and writes about technology issues as the NASP Webmaster for the Communique.

Skill Level:

This session is designed for those introductory/intermediate-level practitioners with little, no, or limited background in the topic area.

Session Description:

Ethical decision making has become very difficult for school psychologists as more of the job requires using a variety of technology. Often the technology is so new that school psychologists have difficulty learning how to utilize the technology much less be aware of possible ethical issues in its use. This workshop will look into the use of new technology by school psychologists and raise awareness on possible ethical issues that can arise.

Learning Objectives:

- 1) Participants will be able to identify ethical standards that relate to using technology.
- 2) Participants will be able to describe questions that should be asked prior to using particular technologies to ensure the maintenance of client confidentiality and privacy.
- 3) Participants will be able to describe common ethical pitfalls when using technology.

NASP Practice Domain:

Domain 10: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.



Saturday, October 10, 2015
9:15-12:30pm

Title:

Solution-Focused Counseling, Consultation, and Intervention in Schools: A Toolbox of Practical Techniques

Presenter:

John Murphy, PhD, is an internationally recognized trainer and practitioner of strengths-based approaches to school problems, former finalist for NASP School Psychologist of the Year, featured therapist in the Child Therapy with the Experts DVD series, and author of three books including the award-winning *Solution-Focused Counseling in Schools* (2015).

Skill Level:

Although this workshop addresses all levels (Introductory, Intermediate, and Advanced) and no prior knowledge is required to benefit from it, the training is short and theory and set-up (about 15 minutes) and long on practical applications and techniques (remainder of workshop). Thus, experienced practitioners will appreciate the emphasis on hands-on techniques and tools – some of which are fairly sophisticated – that they can immediately apply in their work.

Session Description:

This “how to” workshop provides practical strategies for school-based counseling, consultation, and intervention. Solution-focused techniques offer culture-sensitive, research-supported ways to approach social-behavioral problems and other challenges faced by preschool-12 students. Participants will gain practical knowledge and skills in building cooperative relationships with “resistant” students and others, asking change-focused questions, developing creative interventions from people’s strengths and resources, and increasing students’ involvement in solution building. Onsite demonstrations, videos, and practice exercises will help participants apply solution-focused strategies the very next day on the job.

NASP Practice Domains:

Domain 2: Consultation and Collaboration - School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills - School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Domain 8: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.



**Saturday, October 10, 2015
9:15-12:30pm**

Title:

We've Done an FBA. Now what?

Presenter:

John Reynolds is a Licensed Specialist in School Psychology and Board Certified Behavior Analyst. He works as Behavior Analyst at Northside ISD, where he designs and implements behavioral programs for students demonstrating severe behaviors, such as aggression and self-injury. John also teaches in the School Psychology program at Trinity University.

Skill Level:

This is an Advanced workshop, intended for participants with some theoretical and practical background in the topic area.

Session Description:

This presentation will focus on the selection and design of function-based interventions, as well as the development of intervention protocols. Participants will briefly review fundamental theory, followed by a discussion of several specific interventions. The remainder of the workshop will focus on selecting and designing interventions, developing protocols, and measuring fidelity of implementation. Case studies and practice scenarios will be reviewed, and content will be relevant to all student age groups. At the end of this session, participants will be able to: Describe several common function-based interventions; Select an intervention given specifics of an individual case/FBA; and Develop protocols to enhance staff training and insure fidelity of implementation.

NASP Practice Domains:

Domain 1: Data-Based Decision Making and Accountability - School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills - School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.