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Texas Association of School Psychologists

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OCTOBER • 8-10 • 2020

28TH ANNUAL FALL CONVENTION

CONVENTION PROGRAM

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FREQUENTLY ASKED QUESTIONS

CONVENTION SPONSORS

TASP would like to thank our
2020 Fall Convention sponsors



LEGENDS OF TASP

The Legends of TASP scholarship was established in 2020 to honor Texas school psychologists who have made a significant impact on the profession and practice in our state. The Legends of TASP Scholarship recognizes excellence, scholarship, and exemplary service delivery through the ongoing work of school psychology graduate students.



This year, we recognize **Dr. Carol Booth's** contributions to the profession. Dr. Carol Booth was a legendary TASP charter Board member, serving in the roles of Area Representative, Secretary, TASP President, and NASP Delegate. Throughout Dr. Booth's career, she had a breadth of experience, ranging from public school, community mental health, pediatric rehabilitation, education specialist at Region 4 ESC to being an adjunct faculty at several universities. Many words have been used to describe Dr. Booth. She was highly respected, brilliant, never compromised intellectual integrity, and made better those with whom she worked and trained. We will remember Carol for these things, and we will remember her as a colleague and a friend, but perhaps we will remember her most because she ALWAYS put children first.

LEGENDS OF TASP SCHOLARSHIP

CONVENTION AGENDA

**THURSDAY,
OCTOBER 8, 2020**

PRE-CONVENTION WORKSHOPS

8:30 a.m. - 4:15 p.m.

WS01: Establishing Effective Multi-Tiered Stress-Sensitive Schools through a Comprehensive Social-Emotional Learning System, *Dr. Howie Knoff*

WS02: Counseling Tools for Kids in Schools: Build your K-12 toolkit for students with ADHD, Autism, and Emotional Disturbance, *Brad Mason*

**FRIDAY,
OCTOBER 9, 2020**

REGULAR CONVENTION

8:15 a.m. - 9:30 a.m.

TASP Presidential Address, *Stephanie Barbre*

KEYNOTE SESSION: Living and Learning in an Unequal City, *Dr. Carla Shedd*

9:45 a.m. - 1:00 p.m.

MS01: (90 minutes) DBT Distress Tolerance Skills: Applying an Emotional Tourniquet, *Seth Corley, Kassi Gregory, Anabel Meyer*

MS02: (90 minutes) The Role of the LSSP in Transitioning Special Education Students to High School & Beyond! *Melanie Roth Lemanski, Magno Guillen, and Caitlyn Pool*

FS12: Graduate Student Series, *Tanya Perez*

9:45 a.m. - 5:15 p.m.

WS03: Comprehensive School Threat Assessment Guidelines: An Evidence-based Model, *Dr. Dewey Cornell*

**FRIDAY,
OCTOBER 9, 2020
REGULAR CONVENTION**

9:45 a.m. - 1:00 p.m.

FS01: The Neuropsychology of Stress and Trauma: How to Develop a "Trauma Informed" School, *Dr. Steven Feifer*

FS02: The Current State of Social, Emotional, and Behavioral Screenings for Students, *Dr. Thomas Schanding*

2:00 p.m. - 5:15 p.m.

FS03: Culturally and Contextually Responsive School-Based Supports for African American Adolescent Girls, *Dr. Erin Harper*

FS04: Be a Super Evaluator with the New WIAT-4: Implications for Identification and Instructional Recommendations, *Dr. Anise Flowers*

FS05: The FIE, Eligibility, and Differentiation Issues in School-Based Autism Evaluations, *Dr. Gail Cheramie*

FS06: Ethical and Legal Considerations for Training Future School Psychologists During a Global Pandemic, *Dr. Sarah Mire*

5:30 p.m. - 7:00 p.m.

VIRTUAL SCHOOL PSYCHOLOGY JOB FAIR

**SATURDAY,
OCTOBER 10, 2020
REGULAR CONVENTION**

8:30 a.m. - 9:30 a.m.

FS11: BHEC & TSBEP Updates, *Dr. Ron Palomares*

9:45 a.m. - 1:00 p.m.

FS07: Equity and Accessibility in Mental Health for All Learners in a Double Pandemic World, *Dr. Han Ren & Melanie Dyer*

FS08: Understanding Ethical Requirements in a New World of School Psychology: Responsibilities and Opportunities, *Dr. Laurie Klose*

CANCELED SESSION FS09: The Road to Success: A Best Practices Approach to Monolingual & Bilingual Dyslexia & Dysgraphia Evaluation, *Jennifer Covington*

FS10: Supporting Latinx Families Through Family-School Partnerships, *Dr. Desiree Vega*

PRE-CONVENTION

WS1: Establishing Effective Multi-Tiered Stress-Sensitive Schools Through a Comprehensive Social-Emotional Learning System

Dr. Howie Knoff

Even more so since the Pandemic, all students need to feel safe and connected to adults and peers in all school settings and experiences. Students experiencing significant social, emotional, and behavioral stress especially need this security. This presentation will discuss a multi-tiered prevention, strategic intervention, and intensive need/crisis response system of services, supports, and interventions for students experiencing significant levels of stress, trauma, and other emotional triggers. Outcomes focus especially on developing these students' interpersonal, social problem-solving, conflict prevention and resolution, and emotional control and coping skills. This requires the collaboration of everyone in the school through school-wide stress (not just trauma) - sensitive approaches that create school-wide environments where all children, including those who have been traumatized, can be successful. This session is appropriate for participants at the intermediate level.

Intended NASP Domains: *Interventions and Mental Health Services to Develop Social and Life Skills; School-Wide Practices to Promote Learning, Preventive and Responsive Services*

WS2: Counseling Tools for Kids in Schools: Build your K-12 toolkit for students with ADHD, Autism, and Emotional Disturbance

Brad Mason

Kids often need more structure for a counseling session than just conversations about problems and solutions. You're busy running between ARD's and evals, and it's tough to find time to plan your counseling and behavioral interventions. Get the counseling strategies and activities you need so you can sit down, catch a breath, and whip something out that has a good chance of making your sessions meaningful and targeted to identified IEP objectives. You will learn strategies adapted to difficult populations K-12 such as those with autism, ADHD, and emotional disturbances. Additionally develop skills for engaging resistant students in counseling and ways to support teachers and parents attempting to manage behaviors including free online resources and digital courses. Participants will learn pros, cons, and tips for providing therapy virtually. This session is appropriate for participants at the intermediate to advanced level.

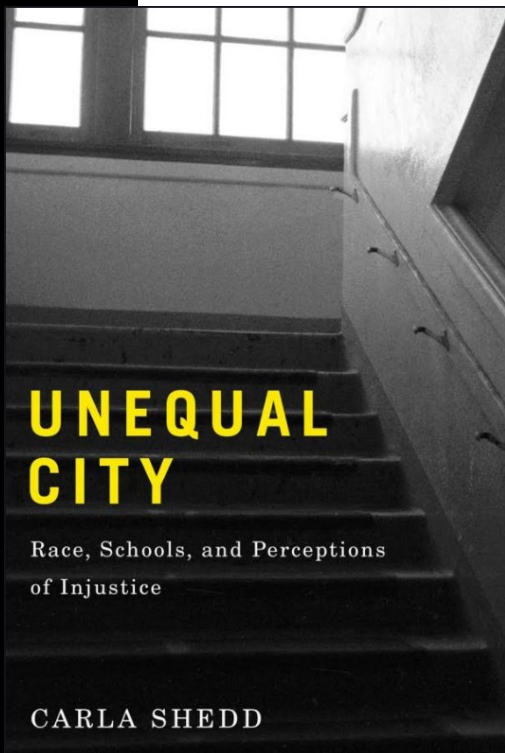
Intended NASP Domain: *Interventions and Mental Health Services to Develop Social and Life Skills*

KEYNOTE SESSION

LIVING AND LEARNING IN AN UNEQUAL CITY

DR. CARLA SHEDD

Dr. Carla Shedd (The Graduate Center, CUNY) is a sociologist whose research assesses the extent to which both formative and reformatory social institutions (e.g., schools and juvenile justice courts) shape the perceptions, experiences, and outcomes of urban adolescents. Dr. Shedd will present a keynote that highlights the roles/responsibilities of school psychologists as “brokers” on the educational/ carceral continuum in her discussion of the following: adolescent perceptions of opportunity and inequality, racial/ethnic equity and diversity, disciplinary/surveillance practices, school climate/culture, etc.



Dr. Carla Shedd is Associate Professor of Sociology & Urban Education at The Graduate Center, City University of New York (CUNY) whose research and teaching focuses on: education; criminalization and criminal justice; race and ethnicity; law; social inequality; and urban policy. Shedd's first book, *Unequal City: Race, Schools, and Perceptions of Injustice* (October 2015, Russell Sage), has won multiple academic awards, including the prestigious C. Wright Mills Award, which is given to the top social-science book in the field of social inequality. *Unequal City* examines Chicago public school students' perceptions of injustice and contact with police within and across various schools and neighborhoods, and deeply probes the intersections of race, place, education, and the expansion of the American carceral state. Shedd's second book project, *When Protection and Punishment Collide: America's Juvenile Court System and the Carceral Continuum*, draws on her one-of-a-kind empirical data to interrogate the deftly intertwined contexts of NYC schools, neighborhoods, and juvenile justice courts, in this dynamic moment of NYC public policy shifts (e.g., school (re-)segregation, “Raise the Age,” and “Close Rikers.”)

CONVENTION SESSIONS

MS1: DBT Distress Tolerance Skills: Applying an Emotional Tourniquet

Seth Corley, LSSP; Kassi Gregory, SSP, LSSP; Anabel Meyer, SSP, LSSP, LBA, NCSP, BCBA

This mini-skills presentation provides participants with a brief overview of Dialectical Behavior Therapy (DBT) and evidence supporting the use of DBT with adolescents in school settings. Distress tolerance skills, a set of skills within the DBT framework that individuals can use much like an “emotional tourniquet” to tolerate distress in the moment, will be introduced. Participants will get hands on experience practicing skills such as ACCEPTS, IMPROVE the Moment, and TIPP skills to take back to their schools and improve their practice. This session is appropriate for participants at the intermediate level.

Intended NASP Domains: *Consultation and Collaboration; Interventions and Mental Health Services to Develop Social and Life Skills; Family–School Collaboration Services; Legal, Ethical, and Professional Practice*

MS2: The Role of the LSSP in Transitioning Special Education Students to High School & Beyond!

Melanie Roth Lemanski, PhD, LSSP; Magno Guillen, PhD, CRC, PVE; and Caitlyn Pool, BA, RBT

This Mini Skills Presentation will examine the role of the LSSP in planning for transition for students with Individual Education Plans. The learning objectives include a review of (1) the legal requirements that guide transition and compliance with these rules and regulations, (2) current data on transition outcomes for students with IEPs in Texas, (3) best practices for writing effective transition goals, and (4) transition resources available to student with IEPs. This presentation aims to give LSSPs the skills necessary to be meaningful participants in the transition planning process in order to successfully launch students to high school and beyond! This session is appropriate for participants at the beginner to intermediate level.

Intended NASP Domains: *Interventions and Mental Health Services to Develop Social and Life Skills; Preventive and Responsive Services*

WS03: Comprehensive School Threat Assessment Guidelines: An Evidence-based Model, *Dr. Dewey Cornell*

This six-hour workshop is designed to help school psychologists understand their role in preventing violence and helping troubled students with the Comprehensive School Threat Assessment Guidelines (CSTAG; originally Virginia Student Threat Assessment Guidelines). CSTAG was developed at the University of Virginia in 2001 and is used nationwide, including many schools in Texas. The workshop begins with common misconceptions about school safety and the rationale for a proactive rather than reactive approach. Participants will learn a five-step decision-tree process that distinguishes serious substantive threats from transient threats that are not serious. Teams can quickly resolve transient threats and engage in more extensive assessment and intervention with substantive threats. Dr. Cornell will share case examples of school shootings from his forensic practice and lead the group in threat case exercises. There will be a brief summary of supporting research, including outcomes for minority students and students with special education needs. This session is appropriate for participants at the intermediate level.

Intended NASP Domains: *Consultation and Collaboration; Interventions and Mental Health Services to Develop Social and Life Skills; Preventive and Responsive Services*

FS01: The Neuropsychology of Stress and Trauma: How to Develop a "Trauma Informed" School, *Dr. Steven Feifer*

This workshop will explore the neural underpinnings of stress, trauma, and emotional dysfunction in children and its relative impact upon learning. Environmental deprivation, poverty, childhood abuse, witnessing violence, and parental neglect can impact both cognitive and social-emotional development in children. There will be a discussion on five steps that schools can take to become "trauma-informed", in order to better meet the diverse needs of all learners. Schools can enhance emotional wellness through early prevention efforts, appropriate assessment and screening techniques, and an improved school climate to foster emotional growth for all children. Targeted assessment strategies, specific classroom accommodations, and key coping strategies will be presented for at-risk students. This session is appropriate for participants at the advanced level.

Intended NASP Domains: *Data-Based Decision Making and Accountability; Interventions and Mental Health Services to Develop Social and Life Skills; School-Wide Practices to Promote Learning, Preventive and Responsive Services*

FS02: The Current State of Social, Emotional, and Behavioral Screenings for Students, *Dr. Thomas Schanding*

This presentation will review current ethical and legal standards regarding social, emotional, and behavioral screening of students in schools.

Attendees will learn about various types of screeners available, models for screening, and the research available to support these screenings. This session is appropriate for participants at the intermediate level.

Intended NASP Domains: *Data-Based Decision Making and Accountability; Legal, Ethical, and Professional Practice*

FS03: Culturally and Contextually Responsive School-Based Supports for African American Adolescent Girls, *Dr. Erin Harper*

African American adolescent girls face distinct challenges and inequities in U.S. communities and schools. School psychologists can advocate for and implement culturally and contextually responsive strategies and interventions to support African American adolescent girls' positive development in the face of these challenges and inequities. This presentation reviews research relevant to African American adolescent girls' positive development and describes immediately applicable strategies, interventions, and resources for supporting African American adolescent girls in schools. This session is appropriate for participants at the intermediate level.

Intended NASP Domains: *Diversity in Development and Learning*

FS04: Be a Super Evaluator with the New WIAT-4: Implications for Identification and Instructional Recommendations, *Dr. Anise Flowers*

This presentation covers the fourth edition of the Wechsler Individual Achievement Test, a comprehensive measure of oral language, reading, written expression, and mathematics. The WIAT-4 provides essential information for making diagnostic decisions about learning disordering in reading, dyslexia, math, and written expression. This session will cover the four new subtests (Phonological Processing, Orthographic Fluency, Decoding Fluency, Orthographic Choice) which expand coverage of phonological and orthographic processing skills essential to understanding struggling readers. Also, the WIAT-4 examination of written expression is expanded through the new Sentence Writing Fluency subtest. In addition, automated computer scoring of the Essay Composition subtest allows for time efficiency and highly reliable results. Using data from the WIAT-4, the presenter will describe the process educators and school psychologists use to make diagnostic decisions and instructional recommendations for students. This session is appropriate for participants at the intermediate level.

Intended NASP Domains: *Data-Based Decision Making and Accountability*

FS05: The FIE, Eligibility, and Differentiation Issues in School-Based Autism Evaluations, *Dr. Gail Cheramie*

This workshop will address the educational classification, differentiation, and comorbidity of AU, ID, ED, and OHI. A best practice MDT evaluation process, multiple sources and types of data to use in FIEs, and issues emanating from due process hearings will be presented. This session is appropriate for participants at the intermediate level.

Intended NASP Domains: *Data-Based Decision Making and Accountability; Legal, Ethical, and Professional Practice*

FS06: Ethical and Legal Considerations for Training Future School Psychologists During a Global Pandemic

Dr. Sarah Mire

In this two-part session, graduate trainers and field-based supervisors will hear from TSBEP/TBHEC about training-related issues. Then, topical breakout sessions will permit trainers to explore innovations in training during the pandemic, as well as innovations in recruiting more and increasingly diverse future school psychologists into training.

Intended NASP Domains: *Legal, Ethical, and Professional Practice*

FS07: Equity and Accessibility in Mental Health for All Learners In A Double Pandemic World

Dr. Han Ren & Melanie Dyer, LPC

As we navigate the ongoing global COVID-19, the mental health impacts of this trauma cannot be ignored. Nor can we overlook the ways in which this crisis differentially impacts communities of color, coupled and intensified by a parallel pandemic spurred by racial injustice. This workshop aims to equip clinicians with knowledge about the disproportionate impacts of this crisis on existing social inequities. We will provide guidance for proactive measures to mitigate trauma and mental health factors for all learners, with a focus on Black and East Asian communities. Through experiential and didactic learning, a framework for understanding racial trauma and culturally-affirming healing practices that clinicians can implement in their own campuses and communities will be highlighted. We ask that clinicians in attendance be mindful of the toll it takes on bodies of color to do equity work with an unknown audience, and to arrive at this presentation with openness. This session is appropriate for participants at the advanced level.

Intended NASP Domains: *Diversity in Development and Learning; Legal, Ethical, and Professional Practice*

FS08: Understanding Ethical Requirements in a New World of School Psychology: Responsibilities and Opportunities

Dr. Laurie Klose

This session will provide thought provoking discussion of ethical issues that school psychologists face. Through examples and participant discussion the NASP ethical principles and their application will come to life. The session will introduce and utilize a new NASP resource designed to assist in ethical problem solving. Scenarios related to the impact of changes in school settings due to the COVID-19 pandemic will be discussed and analyzed. Be prepared to think, participate and have some fun! This session is appropriate for participants of all levels.

Intended NASP Domains: *Legal, Ethical, and Professional Practice*

CANCELED SESSION FS09: The Road to Success: A Best Practices Approach to Monolingual & Bilingual Dyslexia & Dysgraphia Evaluation, Jennifer Covington, LSSP, NCSP

With the increased demand for Dyslexia & Dysgraphia identification and services, so many legal considerations and so little time, many LSSPs are left feeling overwhelmed and stuck. Fasten your seatbelts and let's take a road trip! Using TEA's The Dyslexia Handbook as our map, you will learn how to chart the best course for navigating the many twists, turns, and potholes on the road to successfully meeting state and federal requirements for monolingual and bilingual Dyslexia & Dysgraphia evaluations. This intermediate level session is intended for participants with limited background in Dyslexia and Dysgraphia evaluation for students in K-12th grade. This session is appropriate for participants at the intermediate level.

Intended NASP Domains: *Data-Based Decision Making and Accountability; Diversity in Development and Learning; Legal, Ethical, and Professional Practice*

FS10: Supporting Latinx Families Through Family-School Partnerships, *Dr. Desiree Vega*

Among the Latinx population, there is a considerable amount of within group variation across various factors including, but not limited to, language, immigration status, acculturation, experiences of discrimination and racism, SES, and country of origin. Due to these factors, Latinx families may encounter barriers to their full engagement in their children's schooling. As the Latinx student population continues to grow, educators may experience challenges establishing and maintaining family-school partnerships with these families. To effectively serve Latinx children and families and provide equitable educational opportunities, school psychologists must develop family-school partnerships that are culturally responsive to the unique needs of Latinx families. Family-school partnerships have demonstrated significant benefits including increases in student's academic performance, fewer behavioral problems, and increases in school attendance. This workshop will help school psychologists understand family-school partnerships, develop an awareness of the challenges Latinx families experience, and implement strategies to reduce barriers to partnering. This session is appropriate for participants at the beginner level.

Intended NASP Domains: *Family-School Collaboration Services*

FS11: BHEC & TSBEP Updates, *Dr. Ron Palomares*

This session will provide attendees with updates from the Texas State Board of Examiners of Psychologists and the Texas Behavioral Health Executive Council.

Intended NASP Domains: *Legal, Ethical, and Professional Practice*

FS12: Graduate Student Series, *Tanya Perez*

The Graduate Student Series will be a great place for student's to gain valuable information about how to apply for licensure, how to prepare for the jurisprudence exam, and things to consider when applying/interviewing for a job. They will also have the opportunity to hear from a panel of first year LSSP's about how to navigate life after internship and during a world-wide pandemic. In addition, they will have an opportunity to win a prize by partaking in an "All Things School Psychology" Kahoot showdown.

SPEAKER BIOS

Dr. Gail Cheramie is a Licensed Psychologist, Licensed Specialist in School Psychology and Nationally Certified School Psychologist. She was the Director of the UH-Clear Lake nationally-approved specialist program in School Psychology for 30 years, where she taught courses in assessment and participated and supervised practicum at the UH-CL Psychological Services clinic. She retired from the university in 2017. Dr. Cheramie has several publications, including case study chapters in Mather and Jaffe's Comprehensive Evaluation text, Flanagan, Ortiz & Alfonso's Essentials of Cross-Battery Assessment-3rd Edition, and Alfonso & Flanagan's Essentials of Specific Learning Disability Identification-2nd Edition. Dr. Cheramie has an extensive history of providing professional development training to school districts and region service centers throughout our state. She consults with school districts throughout Texas on matters related to evaluation, identification and educational programming for students with developmental, learning, and behavioral disorders.

Dr. Dewey Cornell is a psychologist who holds the Virgil Ward Chair as Professor of Education in the School of Education and Human Development at the University of Virginia. His work is concerned with school safety, school climate assessment, and the use of threat assessment as a violence prevention strategy.

Jennifer Covington is a bilingual Licensed Specialist in School Psychology and currently serves as a Section 504 Support Specialist for Austin ISD. She holds a Specialist Degree in School Psychology from Texas State University and is a Nationally Certified School Psychologist. Jennifer was honored as the TASP Graduate Student of the Year in School Psychology (Specialist) in 2013. Jennifer's previous career experience includes practicing as a bilingual LSSP for AISD and numerous Central Texas districts, and eventually serving as a bilingual Dyslexia Specialist for AISD's 504 Department before pivoting to her current role in 2017. She is a certified trainer of teachers (TOT) for Really Great Reading's Dyslexia intervention programs and serves on the committee for the Central Texas Dyslexia Conference.

Melanie Dyer is a Licensed Professional Counselor. She is employed at Therapy Austin in Austin, TX. Melanie graduated with a MA in School Counseling from Seton Hall University in 2016, and has worked with various settings and populations including elementary school, domestic violence shelter, child advocacy center, and private practice.

Dr. Steven G. Feifer, NCSP, ABSNP is an internationally renowned speaker and author in the field of learning disabilities, and has authored eight books on learning and emotional disorders in children. He has more than 20 years of experience as a school psychologist, and is dually certified in school neuropsychology. Dr. Feifer was voted the Maryland School Psychologist of the Year in 2008, and awarded the 2009 National School Psychologist of the Year. He was the recipient of the 2018 Outstanding Contribution to the Education and Training of Psychologists award by the Maryland Psychological Association. Dr. Feifer serves as a consultant to a variety of school districts, and is a popular presenter at state and national conferences. He has authored three tests on diagnosing learning disabilities in children, all of which are published by PAR.

Dr. Anise Flowers received her Ph.D. in Clinical Child Psychology from Louisiana State University. She has been an Assessment Consultant with Pearson for the past 16 years, providing consultation primarily to professionals who work in Texas school districts. Anise has presented numerous workshops and conference presentations on a variety of assessment topics.

Dr. Erin Harper, NCSP, is an assistant professor in the Department of Psychology and Special Education at Texas A&M University-Commerce. Prior to entering academia, she practiced school psychology for eight years in urban schools. Dr. Harper's research focuses on culturally responsive positive youth development (PYD) programming and preventive interventions for diverse youth. Most of her research to date has focused on school-based preventive interventions for African American adolescent girls and school-based prevention of commercial sexual exploitation. Dr. Harper is a graduate of Spelman College and Georgia State University.

Dr. Laurie McGarry Klose is the owner and CEO of RespectED, a consulting firm that provides services to schools and families. She has served as a faculty member at Trinity University and Texas State University, including serving as the Director of Assessment for the Clinic for Autism Research, Evaluation and Support and University Assessment and Counseling Clinic, and as a school psychologist for 12 years in California, Massachusetts and Texas. Leadership positions include President of Texas ASP, Delegate, SE Delegate Representative, numerous state and national committees and the Chair of the NASP Ethics and Professional Practices Board. Laurie is the President Elect of National Association of School Psychologists.

Dr. Howie Knoff, NCSP, is an international consultant on school improvement, social-emotional learning, and multi-tiered systems of support. Howie was a university professor (22 years), and State Department of Education grant director (13 years). The author of 25 books and 100+ articles/book chapters, he was the 21st President of NASP.

Brad Mason has worked in public schools for 12 years as a Special Education Counselor and Licensed Specialist in School Psychology. Prior to that he worked in a brain injury hospital with both adults and children as a Behavior Therapist. Mr. Mason has been in private practice as a Licensed Professional Counselor for fourteen years and operates the Autism Clinic and Family Counseling Center in downtown Georgetown. He currently works with children, adolescents, adults, and families in groups and individually. He specializes in treating children with neurobehavioral disorders, giftedness, learning disabilities, and emotional regulation problems. Mr. Mason has completed a Bachelor's Degree in Psychology and English, a Master's Degree in Education for School Psychology, post-graduate education at St. Edward's University, as well as ongoing education in treating Autism Spectrum Disorders, Family Dynamics, Career Counseling and Advanced Counseling Techniques. Mr. Mason has conducted and published research, in conjunction with various authors, in the fields of aggression, gender role stereotypes, and children's television.

Dr. Ron Palomares is a licensed psychologist and a licensed specialist in school psychology from Dallas, Texas. He is the vice-chair of the Texas Board of Examiners of Psychologists and is an assistant professor in the Department of Psychology and Philosophy at Texas Woman's University in Denton, where he serves as the Doctoral School Psychology Program Director. Dr. Palomares is a fellow of the American Psychology Association, and member of the National Association of School Psychologists, as well as a past member of the Board of Trustees of the Texas Psychological Association.

Dr. Han Ren is a Licensed Psychologist and LSSP in private practice. She obtained her School Psychology doctorate from University of Texas. She was an early-childhood educator and received her M.Ed in Special Education from University of Houston. Dr. Ren specializes in working with high-achievers, anxiety, and children of immigrants.

Dr. G. Thomas Schanding, NCSP, is an Associate Professor of School Psychology at the University of Houston-Clear Lake. He is a Licensed Psychologist, Licensed Specialist in School Psychology, and Nationally Certified School Psychologist. His primary research interest focuses on assessment and intervention for Social Emotional Learning skills and competencies for students and is the author of the Social-Emotional Learning Skills Inventory (SELSI).

Dr. Carla Shedd received her Ph.D. in Sociology from Northwestern University, and graduated from Smith College with a double major in Economics and African American Studies. Dr. Shedd began her career as an Assistant Professor of Sociology and African American Studies at Columbia University until The Graduate Center, CUNY recruited her with tenure and promotion. Fellowships from the Ford Foundation, Russell Sage Foundation, Columbia University, and Northwestern University have supported Shedd's research and writing. Shedd has been featured on MSNBC, C-SPAN's Washington Journal, PBS NewsHour, and WNYC's Brian Lehrer Show; and her work has been written about in several major publication outlets.

Dr. Desiree Vega is an Associate Professor in the School Psychology program at the University of Arizona. She completed her BA at Binghamton University and MA and Ph.D. at The Ohio State University. Dr. Vega worked as a school psychologist for the Omaha Public Schools district.

CHILDREN'S ASSISTANCE FOR LIVING COMMITTEE



This year, our Children's Assistance for Living Committee (CALC) has chosen to donate to the **United Negro College Fund**. As the nation's largest and most effective minority education organization, the organization engages in K-12 Education advocacy and research to increase the number of college-ready African American students in

public schools. TASP is raising additional money by selling our new Black Lives Matter t-shirts. 100% of the profits generated from this fundraiser and donations made to our CALC Fund will be donated to the **United Negro College Fund** to help support the educational needs of students of color. Due to COVID-19, the money helps provide materials, computers, and technology for online learning. To learn more about the UNCF's mission, please visit <https://unconf.org/>.

Shirts in a variety of sizes are available while supplies last. Shipping is included in the price. Order yours today by clicking the shirt. Thank you for your support!



CALC: SPONSORED PROJECT

SCHOOL PSYCHOLOGY JOB FAIR

On behalf of the Texas Association of School Psychologists Board, we invite you to participate in this year's virtual job fair at the TASP 2020 Annual Fall Convention! Though the convention will be completely virtual, we want to continue to support our statewide districts by offering a virtual job fair to help alleviate LSSP shortages across the state. We will be hosting the job fair on our convention website in a virtual exhibit hall designated for this event. You can register your district for our virtual job fair at no cost. Registration for the virtual job fair consists of having an allocated spot in the virtual job fair exhibit hall where we will post the following:

- A link to your district's website
- A PDF document with advertising information about your district, including contact information
- And/Or a Zoom meeting link, if you choose to be available for a scheduled meet and greet

Please contact Chris Ponce at publicinfo@txasp.org if you would like to register for the job fair, and we will send you a registration link. Once registered, we will contact you prior to the convention for materials needed to set up your spot at the virtual job fair exhibit hall, as well as provide you with a date and time for the Zoom meet and greet. Thank you for your time and we look forward to hearing from you!

FACTS AND FAQ

What is the process for attending live Zoom sessions?

In light of our transition to a virtual platform for the 2020 Fall Convention, sessions will be hosted via Zoom in real time following the schedule outlined on our website. Participants who attend the sessions live will complete a session evaluation form upon completion of the session. Following the close of Fall Convention, you will receive your Continuing Professional Development (CPD) certificate for each session in which you attended for the minimum amount of time and submitted a session evaluation form.

What is the process for attending recorded Zoom sessions?

Following the conclusion of Fall Convention, the recordings of each live session will be made available on our website for review from Monday, October 12th through Saturday, October 31st. Some speakers will use breakout rooms during their session; however, this portion of the session will not be recorded. As a result, the total CPD for the recorded version of the session may be shorter than the original live session. Upon completion of a recorded session you must complete the session's **short quiz** AND the **corresponding session evaluation** in order to receive credit. Session evaluation forms will only be made available upon review of the entirety of the recorded session. Upon completion of the session, session quiz, and its corresponding evaluation form, your Continuing Professional Development (CPD) certificate will be made available.

Are all convention sessions available to me via recording?

Registrants will have access to sessions within the convention category of their registration. Recorded sessions will be available for viewing through October 31, 2020. Please review the chart below for further detail.

What category did I register for?	What can I watch live?	What can I watch recorded?
Pre-Convention	Pre-Convention Sessions	Pre-Convention Sessions
Regular Convention	Keynote and Regular Convention Sessions	Keynote and Regular Convention Sessions
Pre-Convention & Regular Convention	All Sessions	All Sessions

How do I know if this session counts for ethics or diversity?

Although intended NASP domains are listed for each session, it is the responsibility of each individual licensee to determine if CPD sessions meet the requirements of the TSBEP's rules on cultural diversity and ethics. Pursuant to TSBEP Rule 461.11, licensees of TSBEP are required to complete a minimum of 20 hours of professional development during each year they hold a license. The hours must be directly related to the practice of psychology. Of these 20 hours, a minimum of 3 hours must be in the area(s) of ethics, Board Rules of Conduct, or professional responsibility. The TSBEP's policy on ethics hours may be accessed by clicking on the following link – [Ethics Course Guidelines](#). Also, out of the 20 required hours, another 3 hours must be in the area of cultural diversity. Areas of cultural diversity include, but are not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. Lastly, at least half of the required 20 hours must be obtained from or endorsed by a provider listed in Board rule 461.11(c)(3). Please note, pursuant to Board rule 461.11(b), the TSBEP does not pre-approve professional development hours. If you have any questions, please contact [TASP's Professional Development Chair](#) or visit [TSBEP](#).

Who do I contact if I require ADA accommodations?

If you require any of the special services (such as closed captioning) covered under American with Disabilities Act of 1990 (Public Law 101-336, Section 102), please send your requirements in writing no later than September 27, 2020 to TASP Fall Convention ADA Requirements, 14070 Proton Road Dallas, TX 75244, by calling (972) 233-9107, or by emailing the [TASP Business Manager](#).

What is TASP's cancellation policy?

Cancellations made by September 27, 2020 will receive a refund LESS an administrative fee, AFTER the event. Cancellations made after September 27, 2020 will NOT be refunded. Cancellations may be made in writing to TASP, 14070 Proton Road, Dallas, TX 75244, by emailing the TASP Business Manager, or by calling (972) 233-9107. Credit card refunds will be credited to the card used for purchase. Membership dues and donations (CALC, GPR, etc.) are non-refundable. TASP is excited to offer our first virtual fall conference and understand technical issues with audio and video may arise for some of our participants. TASP will make every effort to troubleshoot complications that affect the general audience; however, we are not responsible for personal technical difficulties. As a result, **refunds will not be given in the event a personal technology issue prevents, impedes, or impairs participation.**

What do I need to do to receive proof of CPD?

It is the responsibility of each participant to be present for the entirety of the session. Participants who are not present within the first 15 minutes of the session will not be granted credit, therefore, it is recommended participants log in early to troubleshoot any connectivity issues. Only participants who enter the session by the 15th minute, remain in the session for the entirety of the session AND submit the electronic evaluation for that session by 11:59 PM on October 12, 2020, will receive proof of CPD. No proof of CPD will be issued for participants who enter the session after 15 minutes of the start of the session OR submit their electronic evaluation AFTER October 12, 2020. Proof of CPD will be emailed to the participant's email address that is associated with their TASP account by October 19, 2020.

CPD certificates will only be issued after attendance is recorded and upon completion of the session evaluation thereafter. This policy is in place for TASP to maintain its status as a NASP-approved professional development provider, and no exceptions will be made against this policy **including complications due to personal technology issues.**

What is the difference in type of session (i.e. Workshop, Mini-Skills, Featured Session and Keynote)?

Workshops (WS) - TASP Workshops provide attendees useful strategies to implement in practice regarding a number of current topics relevant to the practice of school psychology. Workshops are offered as full day sessions awarding participants 6 credits upon completion.

Mini-Skills (MS) - These sessions are designed to teach participants specific skills and information that can be implemented into practice immediately. Mini-skills are offered as 90 minute sessions awarding participants 1.5 credits upon completion.

Featured Sessions (FS) - These sessions are specifically relevant to the convention theme and are invited to speak by the convention committee. Featured Sessions are offered as 3 hour sessions awarding participants 3 credits upon completion.

Keynote (KN) - The keynote is the convention's opening address targeting the theme of the convention. The keynote is open to all Regular Convention Registrants and offers 1 credit upon completion.