**THURSDAY**

**School Psychologists as Mental Health Advocates, Providers, and Implementation Intermediaries. Clay Cook**

* School psychologists can and should play an integral role in the promotion of children’s mental health. By functioning as mental health advocates, service providers, and implementation intermediaries school psychologists are able to increase student access to needed, high quality school-based mental health services. This presentation will discuss the different ways schools can organize and deliver a continuum of mental health services to increase student access to needed supports. This presentation will also as urge school psychologists to move beyond mental health advocacy by striving to be direct providers of mental health interventions and collaborating with others to create the system change necessary to support the integration and implementation of high-quality mental health services.
* Dr. **Clay Cook** holds the John and Nancy Peyton Endowed Chair in Child and Adolescent Wellbeing at the University of Minnesota and is a Professor of Educational Psychology in the College of Education and Human Development. He has extensive research and practical experiences involving the implementation of multi-tiered systems of support to promote children’s social, emotional, and behavioral wellbeing as the foundation for academic and life success. He co-founded the School Mental Health Assessment, Research and Training (SMART) Center at the University of Washington and is a core faculty member who helps direct the Institute of Translational Research in Children’s Mental Health at the University of Minnesota. He has received over 12 million dollars in external grant funding from multiple agencies and foundations to conduct research on educational programs and practices that promote student social, emotional, and behavioral competencies. In addition to his research, he consults with several school systems throughout the US to integrate a continuum of social, emotional, and behavioral supports to enhance student academic and life success.

**Organizing And Delivering A Continuum Of School-Based Mental Health Services. Clay Cook**

* School mental health services are best conceptualized, organized, and delivered through a multi-tiered framework. Multi-tiered frameworks involve the delivery of a continuum of supports that aim to prevent, address, and treat mental health needs as a way of promoting student engagement and performance in school. This presentation will provide examples of the full continuum of mental health services that can be integrated within a school’s service delivery framework to provide students with greater access to the supports they need to promote their mental health and school and life success.
* Dr. **Clay Cook** holds the John and Nancy Peyton Endowed Chair in Child and Adolescent Wellbeing at the University of Minnesota and is a Professor of Educational Psychology in the College of Education and Human Development. He has extensive research and practical experiences involving the implementation of multi-tiered systems of support to promote children’s social, emotional, and behavioral wellbeing as the foundation for academic and life success. He co-founded the School Mental Health Assessment, Research and Training (SMART) Center at the University of Washington and is a core faculty member who helps direct the Institute of Translational Research in Children’s Mental Health at the University of Minnesota. He has received over 12 million dollars in external grant funding from multiple agencies and foundations to conduct research on educational programs and practices that promote student social, emotional, and behavioral competencies. In addition to his research, he consults with several school systems throughout the US to integrate a continuum of social, emotional, and behavioral supports to enhance student academic and life success.

**Building Relationships with Our Legislators**

* This session will engage allies, legislators, and participants in dialogue on the critical importance of services provided by school psychologists to meet the increasing educational and mental health needs of all students within our schools. The impact of the shortage of school psychologists, our roles in supporting safe and successful schools, mental health needs, and diversity/equity will be discussed to advance policies and practices. To help direct and support our efforts, conversations with allies and state legislators will increase our relationships and collaboration in service to our children, families, and communities. Goals: Allies, Legislators, and Participants will: 1)

Identify the best ways to build relationships with stakeholders to achieve our shared goals. 2) Identify at least one strategy to build lasting and sustainable relationships to effect positive student success and/or the role of the school psychologist.

* **James Davnie** is a Representative of District 63A Democratic/Farmer/Labor in the Minnesota State House of Representatives (2000-present). Related to education, he currently serves as chair of the Education Finance Committee and is a teacher in ISD 877. Active in his community through the years, Davnie was a member of Minneapolis' [Seward Neighborhood](https://en.wikipedia.org/wiki/Seward,_Minneapolis) Group from 1996–2000. He is also a past president and member of the governing board of [Education Minnesota](https://en.wikipedia.org/wiki/Education_Minnesota) (1999–2001).
* **Susan Kent** is a DFL Senator of District 53 (2013-present) serving Ramsey and Washington counties. Related to education, she currently serves on the E-12 Finance and Policy Committee. Senator Kent advocates for high quality education for all MN students with a history of collaboration with SISP organizations.
* **Carlos Mariani** (born July 13, 1957) is a [Minnesota](https://en.wikipedia.org/wiki/Minnesota) politician and member of the [Minnesota House of Representatives](https://en.wikipedia.org/wiki/Minnesota_House_of_Representatives). A member of the [Minnesota Democratic–Farmer–Labor Party](https://en.wikipedia.org/wiki/Minnesota_Democratic%E2%80%93Farmer%E2%80%93Labor_Party) (DFL), he represents District 65B, which includes portions of the city of [Saint Paul](https://en.wikipedia.org/wiki/Saint_Paul,_Minnesota) in [Ramsey County](https://en.wikipedia.org/wiki/Ramsey_County,_Minnesota), which is part of the [Twin Cities](https://en.wikipedia.org/wiki/Twin_Cities) metropolitan area.
* **James Scheibel** is a Hamline Business professor of practice School. He has extensive experience leading complex organizations to create social change and promote social justice. As an acknowledged leader in issues of hunger, homelessness, immigration, and national service, Professor Scheibel is a servant-leader who builds organizations through vision, innovation, and collaboration. Formally he served as a Minnesota Democratic-Farmer-Labor Party  politician, and mayor of [Saint Paul](https://en.wikipedia.org/wiki/Saint_Paul,_Minnesota), [Minnesota](https://en.wikipedia.org/wiki/Minnesota).
* **Paul Winkelar** is a Political Action Specialist at Education Minnesota (2008 – present).

**The Neuropsychology of Stress and Trauma: How to Develop a “Trauma Informed” School 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. (1). Discuss the prevalence of trauma and stress for school aged children, as well as the various sources from which trauma can occur. (2) Explore key brain regions that are impacted when students experience trauma, and the subsequent effect on academic and social skills’ development. (3) Review five essential steps toward the development of a *“trauma informed”* school. (4) Review various trauma screening tools and specific assessment techniques in order to conduct a *“trauma-informed”* evaluation. (5) Discuss specific classroom accommodations along with school-wide interventions, and key coping strategies to induce a more positive school climate for all students.
* **Steven Feifer** is a renowned speaker and author in the field of neuropsychology and has authored seven books on learning and emotional disorders in children. He has 20 years of experience as a school psychologist and won the Maryland School Psychologist of the Year award in 2008 and the 2009 National School Psychologist of the Year. He earned the 2018 Outstanding Contribution to the Education and Training of Psychologists award by the Maryland Psychological Association. Dr. Feifer has authored two tests on diagnosing learning disabilities in children: the FAR and FAM, both published by PAR.

**Every Data Tells a Story Mary Hunt and Dan Torres**

* This presentation will focus on identifying and analyzing data sources at federal, state, regional, district and school levels to support and understand the systems and students in which school psychologists work. Most data sources will be from the MDE website. Goals for the session will be to: 1) Identify sources of information at federal, state and local levels 2) Utilize data sources to support systems and students 3) Pair and triangulate data sources for a deeper dive and understanding.
* **Mary Hunt** has eighteen years of experience in Pre-K through 8 education settings as a school psychologist and evaluation coordinator. She has thirteen years of experience at the Minnesota Department of Education (MDE) providing leadership and technical assistance in the areas of Early Childhood Special Education, Specialized Instructional Support Personnel and Positive Behavioral Interventions and Supports. She is a member of the Minnesota Implementation Team at MDE assisting districts with implementation of Evidence Based Practices. She has certification as an Adverse Childhood Experiences (ACE) and Resiliency trainer.
* **Dan Torrez** (M.ED) serves as the Alternative and Preventative Services Specialist for the Minnesota Department of Education. He supports districts and administrators across the state on their implementation of Positive Behavior Interventions and Supports (PBIS) as well as Alternative Delivery of Specialized Instructional Services (ADSIS). His past experiences in public education include roles of behavior interventionist, special education teacher and restorative practices implementer.

**Using Autocrat to Improve Quality of Report Writing and Cut Your Paperwork Time in Half Jessica Koolick and Josie St. Peter**

* School Psychologists understand that report writing is a necessary and crucial component to providing effective special education services to students, although it can be an extremely burdensome part of a School Psychologists’ role leading to lower job satisfaction and burnout. Autocrat is a Google Add-On which uses Google Forms to create a personalized Google Document. It can significantly reduce the time required to write high quality reports, allowing more time for thoughtful interpretation and individualization. With the additional time saved, School Psychologists have more time for intervention and systems work. This session will describe the benefits of Autocrat, and demonstrate its utility. Participants will learn the ways in which Autocrat can be used by school staff to enhance work quality in the areas of report writing, MTSS documentation, and intervention data tracking. This session was previously presented at a Northeast Metro 916 Proactive Measures training, with great responses from attendees.
* **Josie St. Peter** is a School Psychologist from the Northeast Metro 916 School District. She has been working in setting IV special education for nine years, working with K-8 students requiring highly specialized programming and environment. Ms. St. Peter has worked with her school teams to improve data collection, linking assessment to intervention, and implementing a Multi-Tiered Systems of Support (MTSS) model within setting IV programs. Special interests include implementation of Teacher Child Interaction Training (TCIT-U), the intersection of mental health and classroom instruction, and positive supports for students and families. Ms. St. Peter is a graduate of the University of Washington.
* **Jessica Koolick** is a School Psychologist in Northeast Metro Intermediate School District. She works at Karner Blue Education Center, a K-8 federal setting IV special education program that serves students with complex learning, behavioral, and mental health needs. Ms. Koolick is passionate about the implementation of tiered interventions to support student learning, adapting MTSS assessment and intervention to fit the needs of all learners, and promoting equitable outcomes for all students. She completed her School Psychology training at the University of Minnesota.

**Unpacking Reasons for Chronic Absenteeism and Evidence Based Strategies for Improving Attendance Kim Gibbons**

* It is estimated among K-12 students in the United States, roughly 5-7.5 million are chronically absent (i.e. missing 10% or more school days) each year. Missing 10 percent of instructional time has a significant impact on student outcomes such as math and literacy achievement, on-time graduation, and postsecondary enrollment. Given these outcomes, 36 states including Minnesota have adopted chronic absenteeism as a School Quality or Student Success indicator in their Every Student Succeeds Act (ESSA) plan. This presentation will provide participants with an overview of research in the area of chronic absenteeism, reasons for chronic absenteeism, and evidence based interventions for improving attendance. It is expected that participants will: (1) understand common root causes of chronic absenteeism at the student, family, and system level, (2) identify contributors to chronic absenteeism within their setting, and (3) identify evidence based strategies to address chronic absenteeism.
* **Kim Gibbons,** Ph.D., is the Co-Director of the Wisconsin Minnesota Comprehensive Center and the Director of the Center for Applied Research and Educational Improvement at the University of Minnesota. Before coming to the University of MN, she worked at the St. Croix River Education District for 20 years in a variety of roles including Executive Director, Director of Special Education, Staff Development Coordinator, and School Psychologist. Her research and professional interests include the Multi System of Support Framework (MTSS), educational policy and leadership, improvement science, and evidence-based teaching practices. She is active in state leadership in MN and is the past-president of the Minnesota Association of Special Educators. Finally, she is the author or co-author of four books and has numerous other peer-reviewed publications. Her most recent book, published in 2018, is *Effective Universal Instruction: An Action-Oriented approach to Improving Tier 1*. Dr. Gibbons has received several awards including the Minnesota Association of School Administrators: Richard Green Scholar Award (2018), Minnesota School Psychology Association: Outstanding Administrator Award (2014), Minnesota Consortium for Evidence in Education: Evidence of Scientific Research in Education Award (2011), and the Minnesota Administrators of Special Education: Special Education Administrator of the Year (2009).

**Messy Conversations about Equity, Diversity, Inclusion & Liberation Raj Sethuraju**

* Our session will focus on centering the conversation about equity, inclusion and liberation.  We will further examine the challenges, celebrations and community engagement in changing the narrative about suspension, expulsion and disengagement.
* **Raj Sethuraju** Recovering Criminologist, Associate Professor, Metropolitan State University. Dr. Raj is a recovering criminologist, alcoholic, and survivor of sexual abuse, with over 20 years of community-based activism as a researcher and educator. Inspired by the resilience of our youth and the men in our prison systems, he trains probation agents, community members, and justice personnel on unpacking implicit biases and raising consciousness utilizing restorative practices. In his latest work, Dr. Raj explores the depths of our justice system and creates a framework in which consciousness becomes the root of our practices.

**Focusing Interventions: Better Academic Outcomes Using the Learning Hierarchy – READING Anne Zaslofsky and Rebcca Kanive**

* The Learning Hierarchy (LH) provides a conceptual framework for matching intervention with student skill level and needs. Meta-analytic research has suggested LH’s importance intervention planning by superimposing its framework on published studies. However, evidence using LH as the basis for intervention planning is limited. This presentation will present evidence to support the use of the LH as a heuristic to better match reading intervention to student needs thus leading to improved academic outcomes. This workshop will help participants: 1) describe the current research base supporting the use of the Learning Hierarchy 2) describe the stages of skill development within the Learning Hierarchy 3) describe how the Learning Hierarchy can be used to appropriately target academic interventions based on students’ skills
* **Anne F. Zaslofsky**, PhD is an assistant professor of school psychology at the University of Wisconsin - River Falls. Prior to joining the graduate faculty at UWRF, Dr. Zaslofsky worked with Minnesota Math Corps on curriculum development, training, and coaching. Her scholarly interests include academic assessment and intervention, evidence-based practice, multi-tiered systems of support, and interdisciplinary research and collaboration. Dr. Zaslofsky is especially interested in working toward lessening the research-to-practice gap.
* **Rebecca Kanive,** PhD is a school psychologist in Wayzata, MN. Dr. Kanive has worked for Minnesota Math Corps and ServeMinnesota as an Assistant Director responsible for the oversight of the Math Corps program. Her scholarly interests include academic assessment and intervention, evidence-based practice, and multi-tiered systems of support.

**Focusing Interventions: Better Academic Outcomes Using the Learning Hierarchy – MATH Anne Zaslofsky and Rebcca Kanive**

* The Learning Hierarchy (LH) provides a conceptual framework for matching intervention with student skill level and needs. Meta-analytic research has suggested LH’s importance for intervention planning by superimposing its framework on published studies. However, evidence using LH as the basis for intervention planning is limited. This presentation will present evidence to support the use of the LH as a heuristic to better match math intervention to student needs thus leading to improved academic outcomes. This workshop will help participants: 1) describe the current research base supporting the use of the Learning Hierarchy 2) describe the stages of skill development within the Learning Hierarchy 3) describe how the Learning Hierarchy can be used to appropriately target academic interventions based on students’ skills.
* **Anne F. Zaslofsky**, PhD is an assistant professor of school psychology at the University of Wisconsin - River Falls. Prior to joining the graduate faculty at UWRF, Dr. Zaslofsky worked with Minnesota Math Corps on curriculum development, training, and coaching. Her scholarly interests include academic assessment and intervention, evidence-based practice, multi-tiered systems of support, and interdisciplinary research and collaboration. Dr. Zaslofsky is especially interested in working toward lessening the research-to-practice gap.
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**Life After High School - Students with Disabilities in Postsecondary Settings Jill Coyle and Cynthia Fuller**

* The Individuals with Disabilities in Education Act (IDEA) provides a complex framework for the education of students with disabilities. School psychologists help families navigate IDEA’s protections until such time as a student receives a high school diploma or ages out of service at age 21; but what protections exist for those students once they matriculate to post-secondary education? This session will address common questions and issues related to students with disabilities in post-secondary settings, including: 1) Applicable state and federal laws in the postsecondary setting. 2) Barriers and accommodations in the college application process. 3) Barriers and accommodations in college curriculum and class expectations. 4) Barriers and accommodations in college life (dorms, extracurricular activities, meal plans). 5) Special considerations for students with intellectual disabilities or mental health challenges. 6) Available resources for college students with disabilities. 7) Parent rights in a college setting. 8) Military enlistment and students with disabilities.

Participants in this session will gain a deeper understanding of legal basics, while also having an opportunity to share ideas with colleagues.

* **Jill Coyle** is general counsel for Independent School District 196, Rosemount – Apple Valley – Eagan. She has held her current position for nearly twenty years. In her capacity as a school district attorney, Jill handles a variety of legal matters in areas such as special education law, discrimination law, student discipline, data privacy, employment disputes, contracting and policy review. Prior to joining District 196, Jill was in private practice, representing numerous Minnesota school districts, cities and counties. She is a 1992 graduate of the University of Minnesota, Twin Cities and a 1995 graduate of the University of Minnesota Law School.
* **Cynthia Fuller** is the Associate Director for Student Access in the Disability Resource Center of the University of Minnesota. She has been in her present position since 2010. In her role, she collaborates to determine appropriate and reasonable accommodations for university students in order to minimize or eliminate disability-related barriers without compromising the essential requirements of a class or program. Ms. Fuller also educates members of the university community on issues of access and equal opportunity. Ms. Fuller received her Ph.D. in Educational Psychology from the University of Minnesota, Twin-Cities and her M.A. in Counseling Psychology from the University of St. Thomas in 1996.

**Functional Behavior Assessments: Practical and Versatile Resources for School Psychologists Kristen Steen and Tiffany Ranz**

* If you are interested in practical and versatile Functional Behavior Assessment (FBA) resources, then this session is for you!  Join us in exploring options to take back to your team for completing FBAs, including templates, a cheat-sheet visual, and the Competing Pathway Behavior Model. This session is appropriate for both early-career practitioners and those more experienced looking for a refresher and new ideas.  This session will help participants (1.) apply practical and efficient functional behavior assessment tools within their multidisciplinary teams (i.e. template, visuals, acronyms). (2.) implement the Competing Pathways Behavior Model to map results of a basic or complex functional behavior assessment, and (3.) describe how functional behavior assessments fit into a comprehensive role as outlined by the NASP Practice Model.
* **Kristen Steen** is a specialist-level school psychologist in her 10th year after attending MSUM's graduate program.  Previously she worked in Phoenix Arizona for three years before moving to her current position with Runestone Area Education District servicing Alexandria Public Schools.  Kristen works at the elementary and early education levels, but has experience at upper levels as well.  Her schools include those with Level III EBD and ASD programs.  Kristen's position includes both special education evaluations along with supporting MTSS development.  She is a member of her multiple School Intervention Teams and Behavior Support Teams.
* **Tiffany Ranz** is a specialist-level school psychologist in her 7th year after attending MSUM's graduate program. She previously worked for Bemidji Regional Interdistrict Council (BRIC) for two years, starting with her internship, primarily servicing k-12 schools located on the White Earth Indian Reservation.  From there, Tiffany has been at her current position with St. Francis Areas school for the past five years.  Through her current position, Tiffany provides Tier III Social Emotional/Behavior Support district-wide.  She also participates in completing special education evaluations at a k-5 elementary school and early childhood center.  She participates on multiple School Intervention Teams and is a member of the District Crisis Response Team.

**FRIDAY**

**2020 Vision: Leadership in Focus Leslie Paige**

* The keynote will include NASP updates and resources. I will also discuss school psychologists as leaders at the local, state and national level. ***Learning Objectives:***  Participants will learn 1) how NASP is addressing member needs. 2)  about NASP resources, activities, and advocacy efforts 3) how it is a time for leadership and advocacy 4) how school psychologists are leaders – and make a difference!
* **Leslie Z. Paige** is the 2019-20 President of the National Association of School Psychologists. She has worked as a practitioner, graduate educator, project director and university administrator. Leslie has held many positions in the National Association of School Psychologists leadership including treasurer and secretary. She has chaired and co-chaired numerous committees including awards, leadership development, ethics, professional development and publications and has been a member of two strategic planning committees. Leslie is also a past president of the Kansas Association of School Psychologists. She was NASP School Psychologist of the Year in 1996 and the Kansas School Psychologist of the Year in 1994. She has received three NASP Presidential Awards and was also recognized with the Fort Hays State University Alumni Achievement Award in 1996. Her current focus is on developing leadership and advocacy skills for school psychologists.

**School Psychology: Leadership in Action Leslie Paige**

* The purpose of this workshop is to provide information regarding effective leadership and advocacy. Following a brief overview of major leadership models, the presentation will focus on how school psychologists can use many of their existing skills and knowledge to become effective leaders in schools, districts and at state or national levels. ***Learning Objective:***  Participants will learn: 1) How to develop leadership skills. 2) How to be leaders at a school, district, state or national level.
* **Leslie Z. Paige** is the 2019-20 President of the National Association of School Psychologists. She has worked as a practitioner, graduate educator, project director and university administrator. Leslie has held many positions in the National Association of School Psychologists leadership including treasurer and secretary. She has chaired and co-chaired numerous committees including awards, leadership development, ethics, professional development and publications and has been a member of two strategic planning committees. Leslie is also a past president of the Kansas Association of School Psychologists. She was NASP School Psychologist of the Year in 1996 and the Kansas School Psychologist of the Year in 1994. She has received three NASP Presidential Awards and was also recognized with the Fort Hays State University Alumni Achievement Award in 1996. Her current focus is on developing leadership and advocacy skills for school psychologists.

**Tech Ethics: Using Technology Legally and Ethically Dan Florell**

* 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.
* Dr. **Dan Florell** is an Associate Professor in the School Psychology Program at Eastern Kentucky University and he runs a private practice. He has a Ph.D. in School Psychology from Illinois State University. Dr. Florell is a Nationally Certified School Psychologist (NCSP) and a licensed psychologist. He is actively involved in NASP and is the NASP Historian and Online Communication Coordinator. His column Just a Click Away appears in the Communique and he writes a bi-weekly column on children and adolescent issues in the local newspaper. His main research focus is on cyberbullying, technology, telehealth, professional issues, and the history of school psychology.

**Dyslexia for School Psychologists: Definitions, Research, and Case Studies Ethan Schwehr and Laurie Kincade**

* Fitting within recent advocacy and initiatives regarding dyslexia, this presentation will discuss clinical criteria for dyslexia, including what it is and what it isn't. Information will include research regarding dyslexia, how to assess for it, and case studies. Differences between clinical and school-based criteria will be covered.
* Dr. **Ethan Schwehr** is a psychologist who is dually licensed by the Minnesota Board of Psychology and the Minnesota Department of Education. Dr. Schwehr is also a nationally certified school psychologist (NCSP). Dr. Schwehr started as a school psychologist in southern Minnesota before pursuing his doctorate degree. Since 2010, he has gained experience working with children and young adults in a variety of settings and capacities such as providing therapeutic services in outpatient clinics, conducting neuropsychological evaluations at the Medical College of Wisconsin, teaching courses and professional development seminars for local colleges and school districts, and completing comprehensive evaluations for adolescent boys in residential care. Dr. Schwehr has worked for multiple school districts in Minnesota and Illinois where he guided them through comprehensive evaluations, applications of Response to Intervention (RTI), and special education law.
* **Laurie Kincade** is a full-time school psychologist intern at Groves Academy in St. Louis Park, Minnesota. Her research interests include the importance of student-teacher relationships and social, emotional learning practices at a school- and class-wide level. She has a deep passion for diversity and equity within all of her work, and she is currently leading a grant that assists low-income families in receiving comprehensive evaluations at Groves Academy. Her career goal is to create learning environments that are welcoming, inclusive, and beneficial for all students, specifically students with disabilities and students from underrepresented groups. She has experience in many settings, clinical and educational, completing evaluations and providing therapy and interventions for children and adolescents.

**Equity & Eligibility: The Perpetuation of Disparities by Special Education Policy Daniel Knewitz, Mollie Weeks and Nicole McKevett.**

* Despite promising educational outcomes for select student populations, Minnesota experiences the most significant disparities in achievement across race/ethnicity of any state in the U.S. Although this reality is complex, state-specific eligibility criteria may play a contributing role in sustaining inequities and perpetuating the dated role of school psychologists throughout the state. The purpose of this presentation is to identify such factors within special education laws. Attendees will learn about ways that they can address such issues and collectively advocate for legislation that is consistent with current best practices and affords *all* students access to an appropriate education.
* **Dan Knewitz** is an experienced educator who specializes in the training and implementation of evidenced-based frameworks. He received a Master’s Degree in School Psychology from Northern Illinois University in 2010 and has over eight years of experience working as a school psychologist in Illinois, North Carolina, and Minnesota. Dan most recently served as MTSS Coordinator for South Saint Paul Public Schools and is currently working as a research associate at the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. His work is informed by a philosophy that is focused on equity, policy, and systems-level change.
* **Mollie Weeks** is a doctoral candidate in Educational Psychology at the University of Minnesota- Twin Cities. Having engaged in fieldwork across a variety of educational settings, she has an appreciation for the ways in which school systems can support positive educational outcomes for all students. Mollie’s research focusses on evidence-based practices to promote equity for traditionally marginalized populations as well as the influence of policy and legislation on educational practice.
* **Nicole McKevett** is a doctoral candidate in the school psychology program at the University of Minnesota. She earned her Master’s Degree from Wayne State University in Detroit, MI, and has worked as a school psychologist in both public school and residential treatment settings in Michigan and Minnesota. She is interested in data-based decision making, to match interventions to meet students' needs and in supporting local school districts in overcoming barriers to MTSS implementation. Nicole's current research is on the use of data to identify effective math interventions for elementary-aged students.

**Assessing Reasoning in Culturally Diverse Students Carl Romstad**

* The presentation will start by outlining historical disparities found between minority and non-minority examinees regarding intelligence testing. A research-based theory will be offered to explain these disparities. Newer research which clearly defines and differentiates two styles of reasoning in our student population, formal and informal, will illustrate how each impacts academic achievement and the above-mentioned disparities. The presenter will share data gathered in a recent study supporting the theory that fluid/formal reasoning is learned and shaped by culture; a specific cultural group can possess dominant informal reasoning abilities. Additionally, data from a more recent pilot assessment created to specifically measure informal reasoning abilities will be shared. The presentation will conclude with recommendations for students with dominant informal reasoning including curriculum-based measures and intervention strategies. Objectives: 1)Participants will learn about historical issues related to the assessment of intelligence in diverse populations. 2) Participants will learn about formal reasoning and informal reasoning. **3)**Participants will learn about why formal reasoning may be more dominant in some cultures as opposed to others. 4)Participants will learn about why informal reasoning may be more dominant in some cultures as opposed to others. 5)Participants will learn about new research and assessments related to informal reasoning. 6) Participants will learn new strategies related to curriculum-based measurements and interventions for those who may have dominant informal reasoning abilities.
* **Carl Romstad** is a school psychologist and special education director for Designs for Learning, in St. Paul, Minnesota.  He also holds a license to teach social studies from grades 5 – 12 in Minnesota. Aside from his work at Design for Learning, he has consulted/co-researched with professionals at the University of Minnesota, Twin Cities, regarding issues in diversity and special education, has consulted with and trained professionals through the Minnesota Department of Education, and is currently under publication contract to design a new culturally fair assessment of reasoning.

**Best Practices for Social Justice in Schools Charles Barrett**

* Having been recently adopted as a strategic goal of the National Association of School Psychologists (NASP), this session will discuss the organization’s commitment to social justice in all aspects of the profession, including research, practice, teaching, advocacy, and policy. Using NASP resources, this session will provide practical suggestions for embedding a social justice paradigm into psychological services for students, families, schools, and communities. NASP resources to support professional learning about social justice will be highlighted.  **Learner Objectives:** 1) Participants will be able to describe what social justice is and why it is meaningful to the equitable practice of school psychology. 2) Participants will be able to describe the social justice implications related to various areas of school psychology practice (e.g., prevention, intervention, counseling, and assessment).  3) Participants will learn how to infuse social justice principles into school and systems wide policy decisions to meet the needs of marginalized groups.
* Anchored by an unwavering commitment to equity and justice, **Charles Barrett** is a lead school psychologist with Loudoun County Public Schools and an adjunct lecturer in the Graduate School of Education at Howard University and George Mason University.  Actively involved in the training and development of future psychologists, he serves as assistant director, internship supervisor, and chair of the Committee on Diversity for LCPS’ APA-Accredited Doctoral Internship in Health Service Psychology.  His current leadership positions within the National Association of School Psychologists (NASP) include being a member of the Nomination and Elections, Publications, and Social Justice Committees; chair of the Multicultural Affairs Committee; and the Virginia Delegate to the NASP Leadership Assembly.

**Best Practices in Assessing Culturally and Linguistically Diverse Students Charles Barrett**

* Participants will be exposed to comprehensive, evidence-based, and practitioner friendly assessment models to effectively differentiate between language difference and disability (particularly Specific Learning Disability) for English Learner (EL) students and Attention Deficit Hyperactivity Disorder (ADHD) for Black students. Additionally, participants will develop the skills necessary to effectively design culturally sensitive assessment batteries to validly assess culturally and linguistically diverse (CLD) students’ cognitive abilities, academic skills, and social, emotional, and behavioral functioning. Related to ADHD, specific emphasis will be placed on how rater characteristics influence diagnostic decisions. An interactive workshop with multiple opportunities for active engagement, participants will be encouraged to consider the manner in which data are gathered throughout the assessment process and informs next steps for children and adolescents. Implications for school-based psychological practice and influencing practice and policy decisions in local school divisions related to serving CLD students and families will be discussed. **Learner Objectives** 1) Participants will develop the necessary skills to make data-based decisions in order to more effectively serve CLD students and families. 2) Participants will develop the necessary skills to design appropriate batteries to assess CLD students’ cognitive abilities and academic skills 3) Participants will develop the necessary skills to influence practice and policy decisions in their local school divisions related to teaching and assessing CLD students 4) Participants will discuss best practice recommendations for the comprehensive assessment of Attention Deficit Hyperactivity Disorder 5) Participants will discuss how rater characteristics such as race, acculturation, and SES influence diagnostic decisions 6) Through the lens of social justice, participants will discuss the implications for equitable school-based psychological practice and policy
* Anchored by an unwavering commitment to equity and justice, **Charles Barrett** is a lead school psychologist with Loudoun County Public Schools and an adjunct lecturer in the Graduate School of Education at Howard University and George Mason University.  Actively involved in the training and development of future psychologists, he serves as assistant director, internship supervisor, and chair of the Committee on Diversity for LCPS’ APA-Accredited Doctoral Internship in Health Service Psychology.  His current leadership positions within the National Association of School Psychologists (NASP) include being a member of the Nomination and Elections, Publications, and Social Justice Committees; chair of the Multicultural Affairs Committee; and the Virginia Delegate to the NASP Leadership Assembly.

**Whole School Well-being: Reviewing Wellness Practices for Students and School Personnel Sarah Wollersheim Shervey**

* Enhancing the well-being of students and school personnel is of growing importance. The development of student mental health prevention and early intervention efforts is being tasked to schools. For school personnel, professional burnout is at an alarmingly high rate, and wellness practices are one tool to combat professional burnout. The goals for the session will be to: (a) inform participants about tools that can assess the well-being of students and school personnel and (b) summarize literature regarding school wellness practices that can be applied to students and/or school personnel to enhance well-being.
* **Sarah Wollersheim Shervey** is a faculty member in the school psychology program at UW-Stout. Prior to her current position, she was a faculty member in the school psychology program at University of South Dakota. While in South Dakota, she also engaged in assessment and consultation in school and clinic settings. She graduated with a PhD in School Psychology from the Pennsylvania State University and completed her APA approved predoctoral internship at Sarah Reed’s Children Center in Erie, PA. Within the field of school psychology, her work focuses on enhancing the mental and physical well-being of children, adolescents, parents, and school personnel.

**Transitioning at School: My Experience in Rural Virginia Gavin Grimm**

* My experiences coming out as a boy at a rural Virginia school gave me a uniquely personal perspective on how schools and communities can better support transgender students. I discuss what it was like to deal with the resulting bullying and harassment from my peers and adults in my community in addition to the discrimination I faced from my school system. At the same time, there were things some faculty and staff did to help me, such as my principal initially supporting me and teachers being flexible and empathetic about times when I was late or missed class because of everything I was going through. All of this started me on a path that I hope will lead me to becoming a middle school teacher, helping other youth in need of accepting, nurturing adults in their daily lives.
* **Gavin Grimm** is a transgender rights activist who became famous for the lawsuit fighting the bathroom laws of his former high school in Gloucester, Virginia. He has become a national face for transgender students and currently resides in California. He grew up in Gloucester, VA, and is the plaintiff in a federal transgender rights lawsuit that was headed to the Supreme Court but got sent back to the lower courts and is still working its way through the judicial system. On August 9, 2019, a federal judge in Virginia ruled that the school board’s transgender bathroom ban indeed discriminated against Grimm, the latest in a string of decisions nationwide that favor transgender students who faced similar policies. The order is a major victory for the American Civil Liberties Union and for Grimm. His four-year lawsuit was once a federal test case and had come to embody the debate about transgender student rights. The school has appealed and it is expected to have arguments in the appeal at the Fourth Circuit sometime in the spring of 2020.

**Nondiscriminatory Assessment of English Language Learners Through the Lens of Neuropsychology Monica Oganes**

* This workshop will integrate school neuropsychology and bilingual assessment practice to assess learning at all levels. Through case studies and audience participation, monolingual and bilingual practitioners will learn the language and literacy needs of ELLs, and use a cross-battery tool provided to efficiently assess cognitive functioning that supports student learning. **Learner Objectives.** This session will help participants 1) differentiate limited English proficiency reading challenges faced by English language learners, 2) use a nondiscriminatory cross-battery assessment approach to identify subtests linked to neurocognitive profis, and 3) monolingual and bilingual participants will apply skills that directly relate to multicultural competence in the NASP Practice Model, so they can develop instructional strategies that improve student outcomes.
* **Monica Oganes, PhD,** obtained an educational specialist degree in school psychology and a doctoral degree in clinical psychology with a neuropsychology concentration. She has experience working in public schools and hospital settings, and she currently works as Clinical Director of her group practice with offices in Miami and Orlando. Dr. Oganes is a Past President of FASP, has held NASP leadership positions for over a decade, is Chair of the School Neuropsychology Committee at FASP, and has received national professional distinctions including the George Mason University Distinguished Alumni Award. She provides training and consultation to educational, psychological, and publishing institutions at the national and international levels.

**The Power Of Relationships: Preventative And Proactive Ways With Children And Youth Who Are Intense And Challenging Sarah How & Sally Baas**

* Research supports that relationships in the school setting increases academic engagement and learning (Zins, 2007). There are many social emotional learning curriculums for students, but few focused on directly teaching the adults working with students to improve their own social emotional skills in relationships. Direct explicit instruction in key relationship skills can significantly change the interactions of adults with students and positively impact mental health for both the student and adult. The Nurtured Heart Approach (NHA) is a promising evidenced based practice that has several studies indicating that when adults learn to interact differently with children and teens they rate children/teens as having less symptomatology and rate their perceptions of their own stress as decreasing. This presentation will share the research and theoretical framework for the NHA in addition to skills that can be immediately applied and implemented in the schools and communities for adults working with students who demonstrate intense and challenging behaviors.

In addition to direct instruction in relationship skills, the social emotional development of each teacher plays a critical role in the interactions they have with their students. When teachers approach their own lives with a positive attitude, self-confidence, and gratitude, they promote those values in their students and in the environment of their classroom. When they have developed good habits in physical, mentally, and emotional self-care, they become a source of inspiration for their students. This presentation will also share information from current literature with this focus.

* **Sarah How** is a practicing Nationally Certified School Psychologist in her 22nd academic year. She earned her Master and Specialist degree from Moorhead State University. Currently she is working in a combined telepractice and in person in MN and ND. In education, she has spent her career consulting and collaborating to bring transformative changes for adults, children and families.  Her experiences vary from Preschool thru 12th grade + with children and teens who are challenging, intense and have special needs. Sarah has been a certified Advanced Trainer in the Nurtured Heart Approach since 2010. She has trained internationally and is the author of several children's books that support her work helping humans grow strong on the inside. Her books are translated to Spanish, Mandarin, and soon Hmong and Japanese. She is the mother of four children ages 14 to 22 and is married to her husband Mark.
* Dr. **Sally A. Baas**, directs the Southeast Asian Teacher Program and Hmong Culture and Language Program at Concordia University, St. Paul, MN. She is a school psychologist, professor, and Nurtured Heart Approach ® advanced trainer who has spent most of her professional years working cross culturally in elementary through high school grade settings in the United States.

She is the Immediate Past President of MN School Psychologists and Co-Chair of the Legislative and Diversity Committees. She is Past President of the National Association of School Psychologists (NASP) and has recently served on the NASP Assistance to States Committee as the Central Representative, the Indigenous American Work Group, and in several other capacities.

Her areas of expertise include: children’s mental health, cross cultural models, leadership, advocacy, and training. She has just released her a book entitled “A Bowl Full of Blessings, a Sabbatical Memoir”.