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| **THURSDAY** |  |  |
| **Time** | **Room** | **Title** |
| **7:30** |  | Registration/Breakfast |
| **8:00** | Regency | Announcements |
| **8:30** | Regency | Keynote: School Psychologists as Mental Health Advocates, Providers, And Implementation Intermediaries |
| **10:00** |  | Break |
| **10:15** |  | Morning Breakout Sessions |
| **1** | Regency | Building Relationships With Our Legislators |
| **2** | D | Whole School Well-Being: Reviewing Wellness Practices For Students And School Personnel |
| **3** | E | The Neuropsychology Of Stress And Trauma: How To Develop A “Trauma Informed” School |
| **4** | F | Every Data Tells A Story |
| **5** | G | Using Autocrat To Improve Quality Of Report Writing And Cut Your Paperwork Time In Half |
| **11:45** | Europa | Lunch Buffet |
| **12:45** |  | Early Afternoon Breakout Sessions |
| **1** | Regency | Organizing And Delivering A Continuum Of School-Based Mental Health Services |
| **2** | D | Messy Conversations About Equity, Diversity, Inclusion & Liberation |
| **3** | E | Continuing: The Neuropsychology Of Stress and Trauma: How To Develop A “Trauma Informed” School |
| **4** | F | Focusing Interventions: Better Academic Outcomes Using The Learning Hierarchy – READING |
| **5** | G | Unpacking Reasons For Chronic Absenteeism And Evidence Based Strategies For Improving Attendance |
| **2:15** |  | Break |
| **2:30-6:30** | Conf. B & C | Job Fair |
| **2:30** |  | Late Afternoon Breakout Sessions |
| **1** | Regency | Life After High School- Students With Disabilities In Postsecondary Settings **NASP Legal/Ethics CEU** |
| **2** | D | Repeat: Messy Conversations About Equity, Diversity, Inclusion & Liberation |
| **3** | E | Starting - And STAYING - In The Field: Getting Past The 5-Year Hump |
| **4** | F | Focusing Interventions: Better Academic Outcomes Using The Learning Hierarchy - MATH |
| **5** | G | Functional Behavior Assessments: Practical and Versatile Resources For School Psychologists |
| **6** | Board Room 1 | University Trainers Session |
| **4:30** |  | **MSPA Social- Appetizers and Socializing** |

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| **FRIDAY** |  |  |
| **Time** | **Room** | **Title** |
| 7:30 |  | Registration/Breakfast |
| 7:30-10:30 | Conf. B&C | Job Fair |
| 8:00 | Regency | Announcements and Awards |
| 8:30 | Regency | Keynote: 2020 Vision: Leadership In Focus |
| 9:45 |  | Break |
| 10:00 |  | Breakout Sessions |
| 1 | Regency | Tech Ethics: Using Technology Legally And Ethically- **NASP Legal/Ethics CEU** |
| 2 | D | School Psychology: Leadership In Action |
| 3 | E | Dyslexia For School Psychologists: Definitions, Research And Case Studies |
| 4 | F | Equity & Eligibility: The Perpetuation Of Disparities By Special Education Policy |
| 5 | G | Assessing Reasoning In Culturally Diverse Students |
| 11:30 | Europa | Lunch Buffet **11:45:** **STUDENT SESSION With NASP President in Board Room 1** |
| 12:30 |  | Breakout Sessions |
| 1 | Regency | Continuing: Tech Ethics: Using Technology Legally And Ethically - **NASP Legal/Ethics CEU** |
| 2 | D | Best Practices For Social Justice In Schools |
| 3 | E | Transitioning At School: My Experience In Rural Virginia |
| 4 | F | Attacks On Equity: Promoting Fairness And Justice For ALL, Especially When It's Hard -**NASP Legal/Ethics CEU** |
| 5 | G | Nondiscriminatory Assessment Of English Language Learners Through The Lens Of Neuropsychology |
| 2:00 |  | Break |
| 2:15 |  | Breakout Sessions |
| 1 | Regency | TBD |
| 2 | D | Best Practices In Assessing Culturally and Linguistically Diverse Students |
| 3 | E | Repeat: Transitioning At School: My Experience In Rural Virginia |
| 4 | F | The Power of Relationships: Preventative & Proactive Ways With Children & Youth Who Are Intense & Challenging |
| 5 | G | Repeat: Nondiscriminatory Assessment Of English Language Learners Through The Lens of Neuropsychology |