**THURSDAY SESSIONS**

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**KEYNOTE: 8:30-10:00**

**Regency Ballroom**

**Unlock Potential: Prevention is Key**

**Lisa Kelly-Vance**

The keynote will include NASP updates and resources. I will also discuss self-care for school psychologists, our colleagues, and the students we serve. Participants will learn: How NASP is addressing member needs. -About NASP resources, activities, and advocacy efforts

-Strategies for personal and professional self-care. -Strategies for helping children and youth engage in self-care.

***Lisa Kelly-Vance, Ph.D.*** *began her career as a School Psychologist in Council Bluffs, Iowa serving children birth through 21 and leading the early RTI initiatives. She is a Professor of School Psychology at the University of Nebraska at Omaha and serves as the Program Director. Her research and applied interests are assessment and interventions with preschool children in the context of play, mental health in early childhood, school-based academic and social interventions, prevention, and self-care. She is the current President of the National Association of School Psychologists and her theme is “Unlock Potential: Prevention is Key.”*

**MORNING BREAKOUT SESSIONS 10:15-11:45**

**Regency Ballroom**

**Problem-Solving for Students With Social, Emotional and Behavioral Needs: Data, Systems and Practices**

This presentation will focus on how school psychologists can play a critical role in facilitating problem-solving for students with social, emotional and behavioral needs. Specifically, the audience will learn about data they can gather, systems they can put in place, and effective practices they can support others to implement to promote better outcomes for students with social, emotional and behavioral needs as part of a multi-tiered approach to service delivery.

***Clay Cook*** *is the John and Nancy Peyton Faculty Fellow in Child and Adolescent Wellbeing at the University of Minnesota and Associate Professor in the School Psychology Program. He has extensive research and practical experiences involving the implementation of multi-tiered systems of support to promote children’s mental and behavioral health. 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 10 million dollars in external grant funding from multiple agencies and foundations. 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.*

**Studio 2**

**Using Small Group Interventions to Unlock Student Potential**

This workshop will assist practitioners in improving their implementation of practices to build skills in small group formats with an emphasis on learning additional small group and prevention strategies for improving students’ social, emotional, behavioral and academic skills. Participants will learn implementation and evaluation techniques. Case examples will be provided.

Participants will: learn strategies for effective small group implementation, how to evaluate the effectiveness of their small group interventions; gain additional resources for their school-based practice; learn about effective programs including implementation and outcomes; develop advocacy strategies for promoting small groups.

***Lisa Kelly-Vance, Ph.D.*** *began her career as a School Psychologist in Council Bluffs, Iowa serving children birth through 21 and leading the early RTI initiatives. She is a Professor of School Psychology at the University of Nebraska at Omaha and serves as the Program Director. Her research and applied interests are assessment and interventions with preschool children in the context of play, mental health in early childhood, school-based academic and social interventions, prevention, and self-care. She is the current President of the National Association of School Psychologists and her theme is “Unlock Potential: Prevention is Key.”*

**Conference Room D**

**The Next Frontier in MTSS: Mathematics**

This session will discuss implementing effective and efficient math interventions for both individual students and entire classrooms. We will cover the essential components of screening, progress monitoring and delivering interventions within the context of Spring Math.

Our objectives will be to familiarize the attendees with the development of the Spring Math assessments and how they can be used as a part of a complete MTSS system. We will also show how our interventions are delivered and discuss the results.

***Amanda VanDerHeyden****, Ph.D., is President of Education Research & Consulting and Founder of Spring Math (*[*www.springmath.com*](http://www.springmath.com/)*). She is a national leader in MTSS and her work has been featured on “Education News Parents Can Use” on PBS and The Learning Channel. She has served as a guest or standing panel member for NIH, IES at the U.S. Department of Education and on numerous boards including the RTI Advisory Board for the National Center for Learning Disabilities and SEDL. Dr. VanDerHeyden has published more than 80 scholarly articles and chapters, 7 books, and given keynote addresses to state school psychology associations and state departments of education in 30 states. She is co-author of the Evidence-Based Mathematics Innovation Configuration for CEEDAR at University of Florida. She directs the continued development and implementation of Spring Math, which is a comprehensive web-based system for K-12 MTSS in mathematics. Spring Math is in use in 18 states and Singapore showing strong effects on year-end math achievement.* ***Paul Muyskens****has extensive experience in data-based decision making within an RtI framework and instructional intervention, as well as in leading software implementations to support these efforts. Paul has published chapters and peer-reviewed journal articles on topics including: assessment, curriculum-based measurement, and systems-level frameworks for effective data-based instructional decision-making.*

**Conference Room E**

**Reexamining Equity**

The session provides an opportunity for participants to shift their focus of equity from the mere distribution of resources and one-time activities to the need to recognize the complexity of systemic racism as a barrier to equity. Crucial of developing equity in our schools and organizations is to understand the harmful impact of color-blind ideology.

Participants will: develop an understanding of equity as a process; expand their knowledge-base and understanding of equity through another perspective of equity as a value-driven process, and reflect on the research and knowledge regarding Color- Blind Ideology.

***Carole Gupton, Ph.D****. is an independent consultant whose work focuses on professional development in leadership and issues of equity and excellence in education.  She is the former Director of the Educator Development and Research Center, College of Education and Human Development, University of Minnesota.  Dr. Gupton retired from Minneapolis Public Schools where she served as a principal, special education coordinator and district Director of Teaching and Learning.*

**Conference Room F**

**Solution Focused Applications in the Schools**

Enhance student cooperation, compliance, and communication during counseling sessions by utilizing Solution Focused Brief Therapy. After a brief review of the major tenants of this strength-based approach, participants will be exposed to a variety of applications and activities to use with children. Theoretical resources will also be discussed. As time permits, participants will be challenged to provide examples of activities that work for them.

***Jay Trenhaile****, Ed.D. is Professor and Department Head of the Department of Counseling and Human Development at South Dakota State University. Research activities for Dr. Trenhaile focus on his interest in the areas of Solution Focused Brief Therapy, children and adolescents, and individuals with developmental disabilities. Dr. Trenhaile has successfully authored a number of scholarly pieces related to Solution Focused Brief Therapy. Dr. Trenhaile is a certified school counselor, nationally certified school psychologist and a licensed psychologist in the state of South Dakota. He has a small private practice, which includes evaluating children and adolescents in area schools.*

**Conference Room G**

**Mythbusters-Debunking Common Misunderstandings of School Psych Practice**

In this era inundated with easy access to information educational practice is susceptible to widely held but false beliefs. In this session, faculty from the University of Minnesota will systematically provide evidence countering widely held myths in practice across assessment, early childhood, academics, and behavior. Examples of what this panel will discuss include: evidence for kindergarten entry, cross-battery assessment, praise, and timed tests.

***Alisha Wackerle-Hollman*** *is a senior research associate with the school psychology program at the University of Minnesota. Her research interests focus on two primary strands of research: a clinical focus on parenting education and development and an applied focus centralized around early childhood assessment and intervention. Her applied research includes the development of multiple early childhood language and literacy assessments including co-authoring both the Individual Growth and Development Indicators (IGDIs) and the Spanish Individual Growth and Development Indicators (S-IGDIs. Her assessment and measurement work emphasizes the importance of robust assessment practices in early childhood and meaningful interpretation of student level data to information instructional decisions. She has specific expertise in early childhood models of multi-tiered systems of support and data-based decision making to support educational professionals in using assessment data in meaningful ways.****Robbin Codding****, Ph.D., BCBA, LP, is an Associate Professor of School Psychology at the University of Minnesota. Dr. Codding’s research interests focus on the intersection of intervention and implementation by developing and exploring the effectiveness of academic interventions, the factors that contribute to student responsiveness of those interventions, and strategies to support intervention implementation. In 2010, Dr. Codding was recognized as the co-recipient of the Lightner Witmer Award by Division 16 of the American Psychological Association. Dr. Codding has over 65 publications and over 90 peer-reviewed and invited presentations. She is author of the book, Effective Math Interventions: A Guide to Improving Whole Number Knowledge. Dr. Codding currently serves as Associate Editor for School Psychology Review.* ***Annie Hansen-Burke*** *is a Senior Lecturer with the U of M School Psychology Program. She is a licensed psychologist and a nationally certified school psychologist. In her current role, she serves as the fieldwork coordinator and is a field supervisor for practicum students as in two local schools. She is most interested in the development and delivery of quality supervision practices, multiculturalism and equity, and the applied practice of school psychology at large.* ***Amanda L. Sullivan*** *is an Associate Professor and Director of the School Psychology Program at the University of Minnesota. Her research focuses on ethical-legal issues in school psychology and special education, special needs among children from culturally and linguistically diverse backgrounds, and disparities in the educational and health services they receive. She is a past recipient of the APA Division 16’s Lightner Witmer Award for “scholarly contributions that have significantly nourished school psychology as a discipline and profession.”* ***Faith Miller*** *is an Assistant Professor of Educational Psychology within the School Psychology Program at the University of Minnesota. She earned her Ph.D. in school psychology from the Pennsylvania State University and subsequently completed a two-year postdoctoral fellowship at the University of Connecticut. Dr. Miller's research program is focused on the implementation and sustainability of evidence-based practices in schools, particularly as it relates to improving outcomes for children who experience social, emotional, and behavioral difficulties (SEBD). Through her research, she examines critical factors that lead to the implementation of evidence-based practices for students with SEBD within multi-tiered systems of support. This includes the use of defensible assessments to inform data-based decision-making and problem-solving, as well as the development and delivery of a continuum of high-quality interventions to improve student outcomes. She is an affiliated faculty member with both the Center for Applied Research and Educational Improvement and the Institute for Translational Research in Children’s Mental Health at the University of Minnesota.*

**LUNCH 11:45-1:00**

**12:15-1:00 STUDENT SESSION WITH THE NASP PRESIDENT: Bring your lunch to BOARD ROOM 2**

**BREAKOUT SESSIONS EARLY AFTERNOON 1:00-2:30**

**Regency Ballroom(Continuing Session)**

**#DoWhatWorks: How to Build, Scale, and Sustain your RTI Effort to Deliver Results and Accurate Decisions in your School**

Beginning with the foundation and working toward the ultimate eligibility decision, RTI requires hundreds of little actions and decisions, in tandem, along the journey. When implemented well, system improvements like reduced risk overall, improved achievement, more efficient and accurate decisions related to resource allocations, equity, and even school climate improvements are expected outcomes. Using real-life examples, Dr. VanDerHeyden will walk you through step-by-step from the installation of a universal screening program, to planning and delivering core instruction upgrades, to delivery of intensive interventions with all the many decision points along the way to ensure your RTI implementation success. She will highlight common pitfalls to avoid and emphasize contemporary research findings so that attendees can take away powerful practices to up their implementation effort back home. If you want to arrive at your destination, you have to drive your RTI effort, navigate common obstacles, and stay on track. Amanda will share tips and metrics for tracking the quality of your RTI effort and show you how to make the adjustments needed to keep RTI on track. Finally, Dr. VanDerHeyden will walk through the final eligibility decision showing you the connection between a high-quality RTI effort and the final eligibility decision and instructional planning for the newly eligible student.

***Amanda VanDerHeyden****, Ph.D., is President of Education Research & Consulting and Founder of Spring Math (*[*www.springmath.com*](http://www.springmath.com/)*). She is a national leader in MTSS and her work has been featured on “Education News Parents Can Use” on PBS and The Learning Channel. She has served as a guest or standing panel member for NIH, IES at the U.S. Department of Education and on numerous boards including the RTI Advisory Board for the National Center for Learning Disabilities and SEDL. Dr. VanDerHeyden has published more than 80 scholarly articles and chapters, 7 books, and given keynote addresses to state school psychology associations and state departments of education in 30 states. She is co-author of the Evidence-Based Mathematics Innovation Configuration for CEEDAR at University of Florida. She directs the continued development and implementation of Spring Math, which is a comprehensive web-based system for K-12 MTSS in mathematics. Spring Math is in use in 18 states and Singapore showing strong effects on year-end math achievement.* ***Vicki Weinberg*** *is currently an Education Specialist at MDE working in the areas of Implementation and Scaling, Multi-tiered Systems of Support, Specific Learning Disabilities, and Standards-based IEP’s. Before joining the Minnesota Department of Education I was a Special Education teacher.*

**Studio 2**

**Strategies and Supports for Autism: Everything the Autism Society Wants You to Know**

This session will: Review and discuss best practices and tips in evaluation and assessment of students potentially on the spectrum; Review resources and strategies for improved competency in providing service minutes to students with ASD and similar disabilities; Discuss challenges and strategies for students with autism and co-morbid mental health concerns.

***Ellie Wilson*** *(AuSM Executive Director) has been working to support children, teens and adults with Autism Spectrum Disorders for 13 years. After pursuing study in public health administration and policy, Ellie completed two fellowships- one with Minnesota LEND (Leadership and Education in Neuro-Developmental Disabilities) and one with the National Institute of Educational Leadership. Ellie has worked to promote autism safety, inclusion, support and celebration in settings relevant to community living, intervention, recreation, and education. Her specialty is fostering energized, healthy community partnerships to promote the evolution of our inclusive societal landscape for individuals on the spectrum or with other disabilities.* ***Barb Luskin (****AuSM Director of Counseling and Consultation) is a licensed psychologist who has worked closely with children and adults with ASD for more than 30 years in professional and home settings. She specializes in providing both assessments and counseling to individuals with ASD and those who support them. Dr. Luskin’s services include diagnostic and functional assessments, individual therapy for adults and adolescents, and training and consultation for caregivers. She helps them understand ASD, teaches them creative and effective interventions, helps them evaluate progress, and provides guidance when adjustments are needed.*

**Conference Room D**

**MTSS and SpEd Considerations for English Learners**

With the growing number of EL students in our buildings, it is important to we approach the MTSS/Pre-referral process a bit differently for these students. “MTSS and SpEd Considerations for English Learners” provides participants with practical training that incorporates research and best practice methods we can use to address key factors that may be contributing to difficulties for EL students. Although participants will not leave proficient in this subject, they will leave with a wealth of information to further their learning as well as ways to apply much of the information in a practical fashion. Over 100 digital resources will be provided. The following areas will be addressed: What does it take to qualify for SpEd? Determining eligibility for special education eligibility using the MDE’s Decision Making Model; Indicators that support pre-referral (i.e. discrepancy from similar peers, ensuring limited English and low acculturation are not primary factors, ensuring effective instruction has been provided); English proficiency – BICS and CALP in both languages, language profiles; Interpreting the ACCESS for ELLs test; Assessing Acculturation; MTSS team membership/roles; Assessment methods

***Tyson Zitzow*** *works for St. Cloud Area Schools as a school psychologist. He also consults with school districts around MN on a variety of topics and is passionate about MTSS/SpEd assessment practices for EL students. He holds special education teaching licenses in school psychology, specific learning disabilities and emotional/behavioral disorders. He graduated from Minnesota State University Moorhead with a B.S. in Special Education, M.S. in School Psychology, and Ed.S in School Psychology.*

**Conference Room E**

**Supporting Student Success: Meaningful Stakeholder Engagement**

This session will introduce and engage participants in dialogue regarding the critical importance of services provided by school psychologists to meet the increasing educational and mental health needs of students and schools. To direct and support our advocacy efforts, conversation with a panel of state legislators will increase participant’s knowledge and advocacy skills at local, state, and national levels. The impact of the shortage of school psychologists will also be examined.

Participants will: understand why it is critically important to engage stakeholders to support student success and the role of the school psychologist; identify the best ways to engage and collaborate with stakeholders to achieve the change we desire?; identify at least two strategies that builds lasting and sustainable relationships to effect positive change for support student success and/or the role of the school psychologist

***Robert Dixon*** *is currently an Associate Professor of School Psychology at University of Wisconsin LaCrosse. He earned his Ph.D. in School Psychology from the University of North Colorado, Masters in Education in Community Counseling from Loyola University of Chicago, and B.A. in Psychology from the University of Manitoba. Robert has served in multiple leadership roles within NASP. Robert is also a frequent presenter at MSPA and NASP.*

**Conference Room F (Continuing Session)**

**Messy Conversations about Race Matters aimed at Opening Doors and Expanding Success**

Practitioners in the School Psychologist capacity regularly engage in powerful work with children, families, extended families, and caregivers.  These daily encounters involve interaction with a wide variety of races, cultures, and orientations. While well intentioned, research shows explicit and implicit biases in each of us may impact these interactions, leading to micro and macro effects for our students and families. This workshop offers an interactive, research-based, messy conversation about race matters and explores ways the School Psychologist Community can create a more equitable educational setting and strive for it, mindfully.

Attendees will be able to: Define implicit bias and the basics of the neurology behind it; Understand how implicit biases relate to the practice of School Psychologist; Identify action steps for de-biasing efforts and cultural humility

***Raj Sethuraju*** *is a recovering criminologist with over 20 years of community-based activism and applied perspectives.  Inspired by the resilience of the youth and the men in our school and prison systems, he trains teachers/staff, administrators, probation agents, community members, and justice personnel on implicit biases and raising consciousness utilizing restorative justice practices. Humbled by his work in the trenches with men, women, and youth who are disadvantaged by the systems, institutional expectations and structures, he works toward the goal of humanizing the process that can help guide our systems and structures. “Our school and criminal justice systems are not broken, it is doing exactly what it was designed to do. Suspensions, expulsion and mass incarceration, are the consequences of the way the current systems function.”*

**Conference Room G**

**Intensifying Interentions**

It is well documented that standard protocol interventions do not meet all students’ needs and some students require more intensified supports. When student responsiveness to such interventions is slow or absent the intensity of an intervention can be adjusted in systematic ways using data. In this session, treatment intensity will be defined and its relationship to treatment integrity described. Participants will leave with actionable steps for adjusting academic interventions.

***Robbin Codding****, Ph.D., BCBA, LP, is an Associate Professor of School Psychology at the University of Minnesota. Dr. Codding’s research interests focus on the intersection of intervention and implementation by developing and exploring the effectiveness of academic interventions, the factors that contribute to student responsiveness of those interventions, and strategies to support intervention implementation. In 2010, Dr. Codding was recognized as the co-recipient of the Lightner Witmer Award by Division 16 of the American Psychological Association. Dr. Codding has over 65 publications and over 90 peer-reviewed and invited presentations. She is author of the book, Effective Math Interventions: A Guide to Improving Whole Number Knowledge. Dr. Codding currently serves as Associate Editor for School Psychology Review.*

**BREAKOUT SESSIONS LATE AFTERNOON 2:45-4:15**

**Regency Ballroom (Continuing Session)**

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**Studio 2**

**An Educational Model for Mental Health**

This session is based on various mental health research and data that suggest a hypothesis of: when school staff with mental health knowledge can identify school challenges, as well as individual student difficulties, and effectively present this data to educational colleagues, their systems and interventions will increase student learning, increase positive school participation and improve overall school climate and culture. Using the research of Dr. Bruce Perry and Dr. Dan Siegel in collaboration with a proposed model of mental health by Dr. Anne Gearity, this course will examine individual students' needs, teacher efforts and school procedures to better identify how school staff can become most effective in supporting positive engagement (of students and staff) and improved educational outcomes for students.

***Kelly Arrington*** *is a Licensed Clinical Social Worker. Before transitioning to School Social Work, Kelly worked as a outpatient therapist providing individual and family therapy to victims of trauma in both clinical and school settings. Upon joining Minneapolis Public Schools, Kelly worked as the School Social Worker at the Catholic Charities Day Treatment program, a program that works nearly exclusively with students of trauma and whose trauma has impacted their learning. Kelly is now in her third year at Jenny Lind Elementary where she facilitates staff PD, provides direct teacher coaching, leads student groups, and offers individual work with students who have experienced trauma. Additionally Kelly supports a greater staff understanding of how trauma influences student behavior and learning and helps to implement strategies to make school a safe space for that student to learn.* ***Jessica Anderson*** *is a School Psychologist. Jessica began her career as a School Psychologist with a northern suburban district working with early childhood and middle school programs where she supported special education students, guiding building response to intervention frameworks, and facilitating Positive Behavior Interventions and Supports teams and interventions. Since beginning with Minneapolis Public Schools, Jessica has supported multiple demographically diverse schools and held various roles in the MPS community, two of which were the Catholic Charities Day Treatment and Residential Treatment programs, programs that support students who have complex mental health needs and many who have experienced significant trauma/s, both in which adversely impact their learning. For the past four years, Jessica has worked at the elementary level providing coaching, consultation, and professional development with staff, facilitating large and small group skills teaching social, emotional, and behavioral skills, and implementing and promoting restorative practices and collaborative problem solving in order to facilitate and mediate positive interactions and rebuild relationships. Jessica is currently at Jenny Lind Elementary School helping with the ongoing implementation of mindfulness, response to intervention frameworks, special education supports, and an overall understanding of the neuroscience of trauma.*

**Conference Room D**

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**Conference Room E**

**Compassion Fatigue**

Educators are exposed to, and experience themselves, high levels of emotion and may witness or intervene on dangerous student behaviors. School staff members are aware of extremely sad or traumatic student backgrounds. Educators experience compassion fatigue or secondary trauma when they become emotionally exhausted from reacting to traumatic events. Participants will become familiar with theory, signs, and symptoms of compassion fatigue and secondary trauma. Participants will learn of a free self-report assessment tool to measure compassion fatigue, and discuss intervention.

***Annie Mitty*** *currently works as a School Psychologist in the Care and Treatment division of Intermediate District #287; she has worked in Federal Setting IV in #287 as well. Annie works with a diverse range of students in grades Kindergarten through Transition-aged who struggle with mental health, behavioral, and academic challenges. Annie supports staff in #287 by facilitating the District School Psychologist group, the Care and Treatment Special Education Teacher Group, and she chairs the Continuing Education and Re-licensure Committee. Annie's areas of professional interest include social justice advocacy, assessment, data collection and interpretation, and consultation.*

**Conference Room F (Continuing Session)**

**Messy Conversations about Race Matters aimed at Opening Doors and Expanding Success**

Practitioners in the School Psychologist capacity regularly engage in powerful work with children, families, extended families, and caregivers.  These daily encounters involve interaction with a wide variety of races, cultures, and orientations. While well intentioned, research shows explicit and implicit biases in each of us may impact these interactions, leading to micro and macro effects for our students and families. This workshop offers an interactive, research-based, messy conversation about race matters and explores ways the School Psychologist Community can create a more equitable educational setting and strive for it, mindfully.

Attendees will be able to: Define implicit bias and the basics of the neurology behind it; Understand how implicit biases relate to the practice of School Psychologist; Identify action steps for de-biasing efforts and cultural humility

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**Conference Room G**

**Examination of the effects of MeMoves and MoreMeMoves on Off-task Behavior in the General Education Classroom, Results and Lessons Learned**

MeMoves and MoreMeMoves are packages of short videos designed to activate the parasympathetic nervous system and help with self-regulation. Wayzata Public Schools studied the impact of using MeMoves and MoreMeMoves videos on classwide off-task behavior in Pre-K through grade 4 general education classrooms. The study design included three different types of treatments and a control group across four schools and 18 classrooms. This presentation will include an overview of MeMoves, description of the study, observation results, classroom teacher feedback and lessons learned.

***Stacey Lackner*** *earned a Ph.D. in Educational Psychology from the University of Minnesota, School Psychology Program, in 2003. Her experience includes working as a school psychologist in Stillwater Area Schools and Mahtomedi Public Schools. She also was the outcomes manager for St Croix River Education District and a research analyst for St Paul Public Schools. She is currently the Director of Research and Evaluation for Wayzata Public Schools. She served on the MSPA Executive Board from 2006-2009, and has been a co-facilitator of the Minnesota Assessment Group (MAG) for the past three years*. ***Kieron Dey*** *is an expert in practical Statistical methods for problem-solving, improvement and innovation. He has a total of 30+ years’ statistical consulting and education/courses in most industries including education, healthcare and diverse government departments. He earned a BS in mathematics and statistics from the University of Reading, London, England, an MBA in management from Rensselaer Polytechnic Institute, Troy, New York, and an FSS from the Royal Statistical Society, London, England. He is currently Chief Scientist for the Nobi Group, a statistical consulting firm in Oak Ridge, Tennessee.*

**Board Room 2**

**University Trainers Session**

***Annie Hansen-Burke*** *is a Senior Lecturer with the U of M School Psychology Program. She is a licensed psychologist and a nationally certified school psychologist. In her current role, she serves as the fieldwork coordinator and is a field supervisor for practicum students as in two local schools. She is most interested in the development and delivery of quality supervision practices, multiculturalism and equity, and the applied practice of school psychology at large.*