Each year, the NASP convention Exhibit Hall allows me to stay up to date on all of the latest and greatest products and services available!

— JOANNE, CHARLESTON, SC
School psychology is a growing and vibrant field that attracts talented people from all walks of life. The students and families we serve are also increasingly diverse and global. Now, more than ever, it's critical that graduate students entering the profession are trained to properly support this ever-evolving population of students and families.

School Psychology in a Global Society: Roles and Functions is ideal for graduate programs seeking to understand the evolution of the profession and explore the current and future demands placed on school psychologists. Graduate educators can use this book in their coursework to:

- Cover a broad history of the profession and special education law
- Explain principles for practice regarding ethics and law, advocacy, and cultural responsiveness
- Examine school psychology practice with a social justice lens
- Establish primary roles and responsibilities of school psychologists
- Introduce credentialing requirements and employment upon graduation

Each chapter starts with a set of objectives to help with reading selection and curriculum development and ends with a set of questions to spur engaging dialogue in graduate preparation courses.

"An essential book that expertly connects the roles and functions of school psychologists to social justice issues relevant to the increasingly diverse populations school psychologists serve." – Sherrie L. Proctor, PhD, Associate Professor of School Psychology, Cochair of the NASP Social Justice Committee

“Over the years the field of school psychology has had several 'roles and functions' textbooks. However, this is the first to focus on diverse, global, and pluralistic influences in the field.” – Susan M. Swearer, PhD, LP, Willa Cather Professor of School Psychology, University of Nebraska – Lincoln

These popular reads can help you manage challenges exacerbated by COVID-19, including homework and organization, equity and social justice, reading, and mental health. Buy Helping Handouts to search for and send materials before virtual meetings.

www.nasponline.org/publications
# TABLE OF CONTENTS

Announcements and Updates .............................................. 8  
Convention at a Glance .................................................. 6  
Convention Committee .................................................. 9  
Continuing Professional Development (CPD) Credit ............. 12  
Convention Theme and Goals ........................................ 5  
**Daily Schedule of Events** ............................................ 17  
  - Tuesday, February 23 .................................................. 17  
  - Wednesday, February 24 ............................................. 19  
  - Thursday, February 25 .............................................. 21  
  - Friday, February 26 .................................................... 23  
Symbols Key ..................................................................... 17  
**Educational Sessions** .................................................. 12  
  - Diversity Sessions [D] ............................................... 7  
  - Keynote Address ....................................................... 11  
  - Live Sessions (LS) ..................................................... 7  
  - On-Demand Sessions (OS) ......................................... 25  
  - Poster Sessions (PO) and Live Chat Strands ................. 73  
  - Practitioner Conversation Sessions (PC) ..................... 7  
  - President’s Strand Sessions [PS] ................................. 14  
  - Publisher-Sponsored Sessions .................................. 15  
Evaluating Convention Activities ...................................... 8  
**Evening Activities** .................................................... 16  
  - An Evening With Dayna Bowen Matthew and John B. King Jr. 16  
  - NASP President’s Awards Presentations ................. 16  
  - Movie Night: *Surviving Lunch* .................................. 16  
**Exhibits** .................................................................. 8  
  - Providing Contact Information to Exhibit Organizations ... 8  
  - Future NASP Conventions ........................................ 9  
  - General Convention Information .............................. 8  
  - General Session ....................................................... 9  
  - Making the Most of Your Virtual Convention Experience 7  
  - Meet the Minority Scholarship Recipients .................. 15  
  - NASP Practice Model Domains ................................. 13  
**Registration** ............................................................. 8  
  - Activities Included in Your Registration Fee ............ 7  
  - Session Handouts ..................................................... 12  
**Sponsors** ................................................................. 10  
  - Sponsors Educational Sessions ................................. 15  
  - Virtual Convention Code of Conduct ........................ 7
Dear Colleague,

Welcome to the National Association of School Psychologists (NASP) 2021 Virtual Convention—Where You Are! The past year certainly was a most unusual one that posed extraordinary challenges. All of us have been affected in numerous and varied ways, requiring us to pivot both personally and professionally. NASP had to adapt as well, including offering the first ever convention in a virtual format—Where You Are—which offers lots of exciting possibilities!

The week ahead is packed with more than 20 hours of live sessions and nearly 600 peer-reviewed sessions, across the on-demand and Poster formats. You will receive documentation of your participation in the live sessions for certification renewal and can track your participation in the on-demand and Poster Sessions for self-study credit. All of this is included in your registration fee and will be available to you up to 60 days post convention. This allows you to access the convention at a more relaxed pace.

We are confident you will find a wealth of continuing education offerings to meet your needs. You will have opportunities to expand your own professional and leadership skills, encounter school psychologists from across the United States and around the world, and enjoy several evening learning and social activities.

This year’s convention theme is *The Power of Possibility*. The convention theme is highlighted throughout the week by various sessions, including those in the President’s Strands. The two strands focus on how we can use positive psychology and social justice advocacy to optimize the experiences and outcomes of students, families, educators, and school psychologists themselves.

**Strand 1: Positive Psychology**, will provide a critical perspective for school psychologists on seeing students and families through the lens of their strengths.

**Strand 2: Social Justice**, will assist school psychologists in turning advocacy, equity, and change, simple concepts to understand, in theory, into actions and practice.

Even though we are in a new virtual format, you will find many familiar elements of the convention. Be sure to tune in for the General Session and Keynote Address on Wednesday. Take some time to explore the Exhibitor Listings to learn about the latest resources for assessment and intervention from publishers and other vendors. Spend some quality time in the Poster area and be sure to note, on the schedule, when you will have opportunities to engage in live chats with Poster authors.

We developed this document to help those who like to have a more traditional program book, but the most up-to-date information about the sessions can be found within the convention platform. We have technical support available throughout the convention if you experience any difficulties. We are confident that you will enjoy this virtual convention and will find it to be a dynamic and beneficial experience!

Wendy L. Price, PsyD, NCSP
NASP 2020–2021 President

Todd A. Savage, PhD, NCSP
NASP 2021 Convention Chair
CONVENTION GOALS
The goal of the NASP 2021 Virtual Convention is to enhance the skills of school psychologists to support their provision of comprehensive services to students, schools, and families as outlined in the NASP Practice Model. One or more of the following should be achieved by all attendees:

- Gain skills in at least one of the key domains of the NASP Practice Model, such as data-based decision making, consultation and collaboration, student-level services, and system-level services.
- Learn about at least one area of research that contributes to evidence-based practice.
- Acquire knowledge about the latest developments in federal legislation and related policies and how these affect practice.
- Develop better accountability measures to demonstrate the link between school psychology services and improved outcomes for students.
- Enhance the ability to apply current skills under new circumstances.
- Improve understanding and skills related to culturally competent practice and to support the needs of diverse student populations.
- Establish or strengthen relationships with other professionals and colleagues.
- Gain a better understanding of how NASP programs and services can support work on behalf of children, families, and schools.

MISSION
The National Association of School Psychologists empowers school psychologists to promote the learning, behavior, and mental health of all children and youth.
<table>
<thead>
<tr>
<th>Time (EST)</th>
<th>Tuesday, Feb. 23</th>
<th>Wednesday, Feb. 24</th>
<th>Thursday, Feb. 25</th>
<th>Friday, Feb. 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM 9:00–9:45</td>
<td></td>
<td>On-Demand Session OR Visit the Exhibit Hall</td>
<td>On-Demand Session OR Visit the Exhibit Hall</td>
<td>On-Demand Session OR Visit the Exhibit Hall</td>
</tr>
<tr>
<td>10:15–10:30</td>
<td>LS008: Teleassessment With Children: Strategies for Success Champ Morera, Sisson, &amp; Lee</td>
<td>Break</td>
<td>Break</td>
<td>Break OR Visit the Exhibit Hall OR On-Demand Sessions OR Poster Strand 11: Consultation and Collaboration With Educators and Parents</td>
</tr>
<tr>
<td>11:00–11:15</td>
<td>Break</td>
<td>Break OR Visit the Exhibit Hall OR On-Demand Sessions OR Poster Strand 5: Promoting Academic Success</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>PM 12:00–12:15</td>
<td>Break</td>
<td>LS012: Family Support for LGBTQ Students Ryan OR Practitioner Conversation OR Poster Strand 7: Psychological Services for Specific Groups of Students</td>
<td>Break OR Visit the Exhibit Hall OR On-Demand Sessions OR Poster Strand 9: Issues: School Psych./Education/ Supervision</td>
<td>Break</td>
</tr>
<tr>
<td>12:30–12:45</td>
<td>LS008: Teleassessment With Children: Strategies for Success Champ Morera, Sisson, &amp; Lee 1-Hour Sponsor Session Psychological Assessment Resources</td>
<td>Break OR Visit the Exhibit Hall OR On-Demand Sessions OR Poster Strand 5: Promoting Academic Success</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>12:45–1:00</td>
<td>LS009: Assessment for Dyslexia and SLD Good</td>
<td>LS010: Addressing Aggression Springer</td>
<td>LS012: Family Support for LGBTQ Students Ryan OR Practitioner Conversation OR Poster Strand 7: Psychological Services for Specific Groups of Students</td>
<td>Break</td>
</tr>
<tr>
<td>1:00–1:15</td>
<td>Break</td>
<td>LS016: Disrupting Racial Inequities McClure</td>
<td>Break OR Visit the Exhibit Hall OR On-Demand Sessions OR Poster Strand 9: Issues: School Psych./Education/ Supervision</td>
<td>Break</td>
</tr>
<tr>
<td>1:45–2:00</td>
<td>LS013: The Science of Reading, Math, MTSS, and Equality VanDerHeyden &amp; Hasbrouk</td>
<td>LS014: Culturally Responsive Assessment Jones</td>
<td>LS018: Behavioral Threat Assessment Reeves</td>
<td>Break</td>
</tr>
<tr>
<td>7:30–7:45</td>
<td>SE001: Evening Conversation</td>
<td>SE002: President’s Awards By Invitation Only</td>
<td>SE004: Movie Night &amp; Q&amp;A</td>
<td>SE005: Evening Conversation</td>
</tr>
<tr>
<td>7:45–8:00</td>
<td></td>
<td></td>
<td></td>
<td>SE006: Movie Night &amp; Q&amp;A</td>
</tr>
<tr>
<td>8:00–8:15</td>
<td></td>
<td></td>
<td></td>
<td>SE007: Q&amp;A</td>
</tr>
<tr>
<td>8:15–8:30</td>
<td></td>
<td></td>
<td></td>
<td>SE008: Q&amp;A</td>
</tr>
<tr>
<td>8:30–9:00</td>
<td></td>
<td></td>
<td></td>
<td>SE009: Q&amp;A</td>
</tr>
</tbody>
</table>
ACTIVITIES INCLUDED IN YOUR REGISTRATION FEE

Your virtual convention registration fee includes:

- More than 20 hours of NASP-approved continuing professional development (CPD) credit
- Twenty-two 60- and 90-minute Live Educational Sessions
- Fifteen Live Practitioner Conversation Sessions
- Three hundred 30-minute On-Demand Sessions
- Three hundred Posters with interactive live chat sessions

Live educational sessions begin at 10:00 a.m. EST on Tuesday morning and continue until 5:00 p.m. EST on Friday.

MAKING THE MOST OF YOUR VIRTUAL CONVENTION EXPERIENCE

- **Check Your Tech in Advance**: Your online experience will be affected by the strength and speed of your internet connection. Login using the best internet connection you have available.
- **Explore the Convention Platform**: About a week in advance of the convention, you will be able to log into the platform and look around. Although sessions will not be available yet, you can familiarize yourself with how the platform works.
- **Plan Your Live Session Time**: Each day, plan which Live Sessions you want to attend. If you need Category A CPD credit, you’ll want to attend as many Live Sessions as possible. (You also will be able to watch these sessions for 60 days following the convention, for which you can receive Category H self-study CPD credit.)
- **Plan Your Self-Selected Time**: When you are not attending a Live Session, there still is a lot to do! You can visit the Exhibit Hall, view 30-minute On-Demand Sessions, or explore the Poster Sessions. Note that there are specific times available to chat with authors whose Posters are grouped within each of the 11 Poster Strands; be sure to look around the poster area during times when chats of interest are happening.
- **General Session, including the Keynote Address and Awards Presentations**
- **Publisher-Sponsored Educational Sessions**
- **Exhibit Hall**
- **Special Events**
- **Postconvention access to all archived educational sessions (available approximately 2 weeks after the conclusion of the convention for 60 days)**

**Consider Practitioner Conversation Sessions**: Note that there are a small number of Practitioner Conversation Sessions Tuesday–Thursday evenings; with five conversations occurring simultaneously in each time slot. Because these sessions are intended to involve interaction among the participants, only 50 people will be able to participate in each one, on a first-come, first-served basis. When that capacity is reached, the room will be closed. If you get closed out of a Practitioner Conversation Session, you will be able to watch it as an On-Demand Session, following the convention.

**Keep Up To Date**: Please note that the most current listing of virtual convention sessions is available on the NASP website and virtual convention platform.

DIVERSITY SESSIONS [D]

In keeping with NASP’s strategic goal to become a more diverse association, the convention contains a variety of sessions that address racial, linguistic, cultural, and sexual orientation issues. To assist convention attendees interested in identifying and attending sessions dealing with diversity, these sessions are indicated throughout the program by a [D] symbol after the session titles. Presenters of the peer-reviewed sessions indicated whether their presentations deal with diversity issues.

VIRTUAL CONVENTION CODE OF CONDUCT

The National Association of School Psychologists is committed to providing a virtual convention environment in which diverse participants all may learn, network, and enjoy the company of colleagues in an atmosphere of mutual respect. We recognize and appreciate a shared responsibility to create and hold such an environment for the benefit of all convention registrants. By participating in the NASP 2021 Virtual Convention, you are agreeing to adhere to this important code of conduct.
REGISTRATION
Virtual convention registration will be available throughout the week of the convention.

CANCELLATION AND REFUND POLICY
No refunds can be granted during the NASP convention. Individuals who submitted written requests for refunds on or before January 27, 2021, will receive a full refund, less a $25 administrative fee, approximately 4 weeks after the convention. Individuals interested in submitting registration fee refund requests after the January 29, 2021, deadline may send an email message to convention@naspweb.org before the conclusion of the convention. Please include any available documentation appropriate to support the late refund request. Refund requests will be considered on a case-by-case basis after the convention. Individuals who submit late cancellation refund requests may not receive responses until approximately 4 weeks after the convention.

GENERAL CONVENTION INFORMATION

ANNOUNCEMENTS
Announcements are made on the virtual convention platform, both in the form of the Daily Orientation Messages presented at 9:45 a.m. EST each morning and via the virtual convention platform.

UPDATES
For updates, session changes, cancellations, and late-breaking information, be sure to check the virtual convention platform.

EXHIBITS
Discuss the most innovative, up-to-date products, books, and services that are helping to shape the future of school psychology with NASP's vendors. A list of exhibiting organizations is available on the virtual convention platform.

Exhibit Hours
Exhibit listings will be available to registrants during all convention hours, Tuesday through Friday of the convention week. Specific times during which registrants might wish to visit exhibit listings may include times during which no live presentations of interest are being presented, each day.

Providing Your Contact Information to Exhibitors
Upon entering an exhibitor listing, registrants will have an opportunity to immediately indicate whether they want their contact information made available to representatives of the exhibiting organization.

EVALUATING CONVENTION ACTIVITIES
Evaluations of convention activities are important planning guides for future conventions. You will receive an online evaluation after the convention. We strongly encourage you to take a few moments of your time to complete and submit the evaluation. NASP sincerely values your input!
GENERAL SESSION
11:15 a.m.–12:15 p.m., Wednesday

ACTIVITIES
NASP 2021 Virtual Convention Welcome
Wendy L. Price, PsyD, NCSP
NASP 2020–2021 President

American National Anthem
The Star-Spangled Banner
Performed by The Connor Smith Studio Singers
Arranged by Connor Warren Smith and Desmond Clark

Canadian National Anthem
O Canada
Performed by students from the Peel School District in Mississauga Ontario.

Welcome Remarks
Casey Dupart, MA, MS, BCBA, LBA
President, Utah Association of School Psychologists (UASP)

Award Acknowledgments
2021 Lifetime Achievement Award
Deborah Peek Crockett, NCSP
Atlanta, GA

2021 School Psychologist of the Year Award
Julia Szarko, PhD, NCSP
Doylestown, PA

NASP President’s Remarks
Wendy L. Price, PsyD, NCSP
NASP 2020–2021 President

FUTURE NASP CONVENTIONS
2022 February 15–18
Hynes Convention Center, Boston, MA

2023 February 7–10
Colorado Convention Center, Denver, CO

2024 February 14–17
New Orleans Marriott and Sheraton, New Orleans, LA

2025 February 18–21
Washington State Convention Center, Seattle, WA

2026 February 24–27
Hyatt Regency Chicago, Chicago, IL

2021 CONVENTION COMMITTEE
Wendy Price, NASP President
Tracy Hobbs, Strategic Liaison, NASP Board of Directors
Todd A. Savage, Convention Chair
Fulvia Franco, Local Arrangements Coordinator
Abby Gottsegen, Local Arrangements Coordinator
Katerra Miller-Johnson, Student Coordinator
Christine Peterson, Practitioner Conversations and Posters Coordinator
Kara Peterson, Student Coordinator
Susan Ratterree, Program Coordinator
Mark Resnick, Convention Assistants Coordinator
Jeanette Rodriguez, Exhibits Coordinator
Mark E. Swerdlik, Workshop Coordinator

GENERAL INFORMATION
NASP 2021
CONVENTION SPONSORS

NASP expresses its gratitude to the following convention sponsors.

**PLATINUM LEVEL**

PAR
LS008 Publisher-Sponsored Educational Session
President's Award Presentations

Riverside Insights
LS003 Publisher-Sponsored Educational Session
Movie Night and Q&A Period

**GOLD LEVEL**

Forrest T. Jones & Co., Inc.
Evening Conversation With Dayna Bowen Matthew and John B. King Jr.

**SILVER LEVEL**

MHS, Inc.
LS002: NASP Distinguished Lecture

Pearson
Meet the Minority Scholarship Recipients
KEYNOTE ADDRESS

THE POWER OF POSSIBILITY AND PLAY

Wednesday, February 24, 11:15 a.m.–12:45 p.m. EST

Steve Gross, MSW, is the founder of the Life Is Good Kids Foundation, which helps educators and caregivers harness the power of optimism, relationships, and strengths-based approaches to working with children and youth who have experienced adverse childhood experiences. The foundation’s Playmakers program empowers children to grow their capacity to see the goodness in themselves, others, and the world; to strengthen their social, emotional, and cognitive capabilities; and to overcome adversity.
EDUCATIONAL SESSIONS

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Convention participants may earn CPD hours for attending most convention educational sessions. However, only the Live Sessions count toward the requirement of 10 NASP-approved CPD credits as part of your NCSP renewal.

Participants who attend Live Sessions will receive CPD documentation of attendance forms at the end of each session, via email only. Please note that CPD documentation of attendance forms will not be mailed to attendees. To receive documented CPD credit, each registrant must attend the entire session and complete and submit an evaluation. The designated live sessions will also offer NASP-approved CPD credits following the convention; to earn CPD for the recordings of the live sessions, participants must also attend the entire session, complete the session evaluation, and successfully answer a series of multiple-choice questions on the session’s content.

Participants also may earn CPD credit for attending 30-minute On-Demand Sessions. These sessions do not provide NASP-approved CPD, however they can be claimed for Category H self-study CPD credit. No documentation of attendance forms will be provided at the conclusion of On-Demand Sessions. Participants may use the Activity Documentation Form available on the NASP website. On-Demand Sessions will be accessible during the convention week and for 60 days thereafter. Participants wishing to claim Category H self-study CPD credit for their activities during the convention must evaluate each learning activity by asking themselves the following four questions:

1. Did the activity enhance or upgrade my professional skills or add to my knowledge base?
2. Was the activity relevant to the professional practice of school psychology?
3. Did the activity fit into my personal plan for continuing professional development?
4. Did the activity go beyond the ordinary aspects of my employment?

Participants must judge each activity according to its fit with their personal plans for professional development. To facilitate this planning, attendees can utilize the NASP Self-Assessment for School Psychologists and complete the NASP Professional Growth Plan, both available on the NASP website.

For information about the categories in which participants can earn CPD credits for NCSP renewal, including ceiling limits, please review the NCSP renewal guidelines at www.nasponline.org/certification.

1NASP also is approved by the American Psychological Association to sponsor continuing education for psychologists. NASP maintains responsibility for this program and its content.

SESSION HANDOUTS

All presenters have been asked to provide session handouts that registrants can download or print before, during, and for 60 days after the convention. Downloading your handouts is easy! Simply click on the Handouts bar at the left of your virtual convention platform screen, locate the session for which you are interested in receiving handouts, and follow the easy instructions.
NASP MODEL FOR COMPREHENSIVE AND INTEGRATED SCHOOL PSYCHOLOGICAL SERVICES—10 DOMAINS OF PRACTICE

In May 2020, the National Association of School Psychologists adopted the NASP 2020 Professional Standards, including the Model for Comprehensive and Integrated School Psychological Services, also known as the NASP Practice Model. The NASP 2020 Practice Model took effect on July 1, 2020, and it builds on the success of the 2010 model in advancing the consistent implementation of school psychological services to help ensure their maximum effectiveness, efficiency, and quality in schools nationwide.

Professional growth educational sessions for the NASP 2021 Virtual Convention were selected to represent the range of professional practice domains for school psychologists. School psychologists are encouraged to review the domains, identify areas in which they need professional development, and select sessions that meet these needs. Building skills across all domains supports comprehensive practice, national certification, and ethical standards. Visit www.nasponline.org/practicemodel for additional information on the NASP Practice Model and for a brief assessment tool, which has multiple forms to accommodate different roles (i.e., practitioners, graduate educators, graduate students, and administrators and supervisors).

DOMAIN 1: DATA-BASED DECISION MAKING: School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

DOMAIN 2: CONSULTATION AND COLLABORATION: School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

DOMAIN 3: ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS: School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

DOMAIN 4: MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS: School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

DOMAIN 5: SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING: School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

DOMAIN 6: SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS: School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

DOMAIN 7: FAMILY, SCHOOL, AND COMMUNITY COLLABORATION: School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

DOMAIN 8: EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equity ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

DOMAIN 9: RESEARCH AND EVIDENCE-BASED PRACTICE: School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

DOMAIN 10: LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

SKILL LEVELS:

I. Introductory: Aimed at participants with basic preparation in the topic area.
II. Intermediate: Aimed at participants with basic preparation and some advanced study or experience in the topic area.
III. Advanced: Aimed at participants with significant experience or expertise in the topic area.
Every year, the NASP president identifies presentation strands meant to complement and promote the convention theme throughout the week. These strands consist of professional development opportunities that are related to the convention theme and highlight important features of the theme.

The Power of Possibility reflects a strength-based approach rooted in positive psychology, one that promotes hope, optimism, personal growth, and resilience. Importantly, the concept of possibility is also grounded in realism and intentional action—not just what is hoped for but also what is needed to accomplish the goal. For school psychologists, this applies to supporting individual students, reinforcing the strengths of the systems in which we serve, recognizing and affirming our own potential, and advocating for equity and justice to ensure the power of possibility for all children and youth, especially those who experience systemic marginalization and injustice.

### STRAND ONE: POSITIVE PSYCHOLOGY

A critical perspective for school psychologists is seeing students and families through the lens of their strengths. What does the child do well? Are they creative? Are they kind? Are they inquisitive? Are they persistent? Too often, it can be easy to focus solely on finding the disability or looking at what the student can’t do in order to identify skills areas in which they require support. Positive psychology builds on a child’s strengths, or what they can do, and allows them to build on their own Power of Possibility. This strand includes sessions that address various aspects of positive psychology including wellness promotion, resilience, social-emotional learning, growth mindset, mindfulness, and mental health at the individual and systemic levels.

### STRAND TWO: SOCIAL JUSTICE

Advocacy. Equity. Change. These are simple concepts to understand in theory. However, it is much more difficult for school psychologists to turn these concepts into actions and practice. There has never been a more important time for each of us to harness the power of possibility, as we put social justice into action:

- in our practice, to support marginalized and minoritized youth;
- in our schools and communities, to break down systemic racism, discrimination, and inequity;
- and in our profession, to increase diversity, promote a culture of equity and inclusion, and ensure adequate representation of individuals from historically underrepresented and minoritized groups.

Sessions in this strand (and other convention sessions) cut across the spectrum of these issues.

### LIVE SESSIONS

#### 5:00–6:00 p.m., Wednesday
LS010: Happy Kids Don’t Punch You in the Face (PS) Benjamin J. Springer

#### 6:15–7:15 p.m., Wednesday
PC050: Understanding Latino Families’ Experiences to Promote Meaningful Family Engagement (PS) Elisabeth O’Bryon

#### 6:00–7:00 p.m., Thursday
LS017: Incorporating Positive Psychology Practices in Comprehensive School Mental Health Services (PS) Shannon M. Suldo

### ON-DEMAND AND POSTER SESSIONS:

- OS245: Integrating Positive Psychology Interventions With Social–Emotional Learning (PS) Jasmine Gray
- OS138: Applying Positive Psychology Interventions Through a Trauma-Informed Lens (PS) Katrina Scarimbolo
- OS017: How to Successfully Implement a Social–Emotional–Behavioral Multitiered Support System (PS) Katherine Dockweiler
- P0249: Integrated School-Based Supports: Combining PBIS and SEL (PS) Thomas Franzmann
- P0373: Creating Welcoming Schools to Develop Resilience in LGBTQ Students (PS) Christine Allen

### CANCELLED

- P0249: Integrated School-Based Supports: Combining PBIS and SEL (PS) Thomas Franzmann

### ON-DEMAND SESSION:

- OS004: Social Justice in School Psychology: A Transtheoretical Model for Change (PS) Leandra Parris
MEET THE NASP PRESIDENT

WENDY L. PRICE, PSYD, NCSP

Dr. Price completed her doctorate in School Psychology at William James College, following a year-long clinical internship at Walden Behavioral Care (a residential eating disorders clinic).

In her role as a school psychologist at Whitman-Hanson High School, Dr. Price is involved in a number of activities including assessment, counseling, consultation, supervision of school psychology interns, and mentoring staff. She also has been involved in school psychology and NASP leadership at both the state and national levels and is a Crisis Team and Student/Teacher Assistance Team member. Price travels around the country, presenting to associations and school districts on eating disorders and self-injurious behaviors.

PUBLISHER-SPONSORED SESSIONS

Publisher-Sponsored Sessions are designed to provide Platinum Level convention sponsors the opportunity to present research and information relevant to their new and recent material. Convention participants should understand that these sessions are not peer-reviewed and will emphasize commercially available materials. The two 2021 Publisher-Sponsored Sessions will be as follows:

1:30–2:30 p.m., Tuesday
LS003: Standardized Testing During the Pandemic: COVID-19 Considerations
Practice Model Domain(s): 1, 10; Skill Level: III
Presenter(s): Beth Varner & Joseph Claey, Riverside Insights
This session reviews the process of normative data collection and defensible use of derived scores for eligibility determination, preparing participants to confidently interpret data during the pandemic and beyond. This session is sponsored by Riverside Insights.

1:30–2:30 p.m., Wednesday
LS008: Teleassessment With Children: Strategies for Success
Practice Model Domain(s): 10; Skill Level: III
Presenter(s): Carrie Champ Morera, Terri Sisson, & Dan Lee, Psychological Assessment Resources
The pandemic has resulted in an increase in teleassessment with school-age children. We will discuss practical and ethical considerations and explore strategies that practitioners can employ for successful teleassessment sessions. This session is sponsored by Psychological Assessment Resources.

ADDITIONAL EVENTS

4:00–4:15 p.m., Thursday
SE003: Meet the Minority Scholarship Recipients
NASP thanks Pearson for their support of the NASP-ERT Minority Scholarship Program.

The NASP-ERT Minority Scholarship Program was established in 1995 to support the graduate training of minority students pursuing careers in school psychology. It seeks to lower financial barriers to training, highlight the accomplishments of promising future professionals, and advance NASP’s commitment to diversity in the field by supporting culturally diverse graduate students who eventually will provide school-based services to diverse student populations. For a list of past recipients see www.nasponline.org/msp.
Evening Activities

Tuesday, February 23, 7:30–8:30 p.m. EST

SE001:

An Evening with . . .

Dayna Bowen Matthew and John B. King Jr.

NASP thanks Forrest T. Jones & Co., Inc. for their sponsorship of this event.

Dayna Bowen Matthew is Dean of the George Washington University Law School. She is an expert in health equity and public health policy and author of Just Medicine: A Cure for Racial Inequality in American Health Care. John King Jr. is a former United States Secretary of Education and current CEO of The Education Trust. Dr. Matthew and Dr. King will engage in a moderated discussion around equity, education, social justice, and your role as a school psychologist.

SE002: NASP President’s Award Presentations (By invitation only.)

NASP thanks PAR for their sponsorship of this event.

Join NASP 2020–2021 President Wendy L. Price and other NASP leaders as the President’s Awards are presented to several deserving members.

Surviving Lunch is an award-winning film that explores issues surrounding bullying and school violence, released the same year as the tragic shooting at Marjorie Stoneman Douglas High School in Parkland, Florida. This fictional film is based on the reality today’s teens have experienced. The film stars a teenage girl named Gabriella, who moves to Florida after the accidental shooting of her father, who was also the high school’s Teacher of the Year, in the cafeteria. Her grief takes her on a journey to confront the bullying and violence she witnesses in her new school before it’s too late.

This private screening of the 75-minute film will be followed by a 30-minute Q&A session with bullying and school violence experts Susan Swearer and Amanda Nickerson. Susan Swearer is the Willa Cather Professor of Educational Psychology at the University of Nebraska–Lincoln, and Amanda Nickerson is the director of the Alberti Center for Bullying Abuse Prevention at the University at Buffalo Graduate School of Education.
This schedule includes a list of all 2021 convention Live Sessions and available chat times with Poster Session authors, in chronological order. Please note that this list is somewhat tentative. The most current listing of virtual convention sessions is available on the NASP website and virtual convention platform.

SYMBOLS KEY

Session Codes:
- ✓ Session offering documented CPD credit
- [D] Diversity Session
- LS Live Session
- PC Practitioner Conversation Session
- PO Poster Session
- [PS] President’s Strand

Skill Levels:
- I. Introductory: Aimed at participants with basic preparation in the topic area.
- II. Intermediate: Aimed at participants with basic preparation and some advanced study and/or experience in the topic area.
- III. Advanced: Aimed at participants with significant experience and/or expertise in the topic area.

TUESDAY, FEBRUARY 23

10:00–11:30 a.m., Tuesday
**LS001: Ethics of Telehealth in Schools: Continuing Services in a Pandemic ✓ [D]**
Practice Model Domain(s): 10; Skill Level: III
**Presenter(s): Dan Florell, Eastern Kentucky University**

A rapid shift to online services during the pandemic has made it difficult to consider the ethical ramifications of utilizing telehealth. It is time to see if we meet those standards.

11:30 a.m.–12:15 p.m., Tuesday
**Poster Strand 1: Promoting Safe and Positive Schools Live Chat**
Poster presentations focus on school-wide and class-wide interventions for suicide and violence prevention, anger management, bullying prevention, and improved school climate. Authors whose posters are included in this strand will be available for a live chat during this time period.

12:15–1:15 p.m., Tuesday
**LS002: NASP Distinguished Lecture: Equity and Social Justice in School Psychology—Possibilities in Policy and Practice ✓ [D] [PS]**
Practice Model Domain(s): 8, 10; Skill Level: III
**Presenter(s): Melissa Pearrow, University of Massachusetts Boston**

NASP thanks MHS, Inc. for their sponsorship of this session.

Educational inequity erodes equality of opportunity and is destructive to our society. School psychologists are uniquely positioned to address systemic barriers and improve equitable access to educational opportunities. This session explores policy and practice strategies to address cultural, historical, and organizational factors that affect students’ personal, social, and academic development.
1:30–2:30 p.m., Tuesday  
**LS003: Standardized Testing During the Pandemic: COVID-19 Considerations**  
Practice Model Domain(s): 1, 10; Skill Level: III  
**Presenter(s): Beth Varner & Joseph Claeyes, Riverside Insights**

This session reviews the process of normative data collection and defensible use of derived scores for eligibility determination, preparing participants to confidently interpret data during the pandemic and beyond. This session is sponsored by Riverside Insights.

2:45–3:45 p.m., Tuesday  
**LS004: Preparing for and Conducting Virtual Suicide Risk Assessment and Intervention [D]**  
Practice Model Domain(s): 4, 6; Skill Level: III  
**Presenter(s): Richard A. Lieberman, Loyola Marymount University/Los Angeles County Office of Education; Scott Poland, Nova Southeastern University**

Youth suicide risk assessment involves weighing the balance between risk and protective factors. This session will focus on the best practices and challenges of preparing for and conducting virtual suicide risk assessment.

2:45–3:45 p.m., Tuesday  
**Poster Strand 2: Promoting Social and Emotional Development Live Chat**  
Poster presentations focus on prevention and intervention for students with medical, emotional, and behavioral problems. Topics include substance abuse prevention, social support, social skills training, and anger management. Authors whose posters are included in this strand will be available for a live chat during this time period.

4:00–5:30 p.m., Tuesday  
**LS005: Current Issues in Law Affecting the Practice of School Psychology [D]**  
Practice Model Domain(s): 1, 10; Skill Level: III  
**Presenter(s): Carl D. Corbin, School & College Legal Services of California**

Learn to incorporate the laws, regulations, and legal decisions associated with the Individuals with Disabilities Education Act into your daily practice of school psychology and develop strategies to minimize litigation.

5:30–6:15 p.m., Tuesday  
**Poster Strand 3: Promoting Diversity and Multicultural Competence in School Psychology Live Chat**  
Poster presentations focus on providing psychological services to culturally and linguistically diverse groups of students. Authors whose posters are included in this strand will be available for a live chat during this time period.

6:15–7:15 p.m., Tuesday  
**PC008: Navigating Systems-Level Change Within Alternative School Settings [D]**  
Practice Model Domain(s): 5, 6; Skill Level: II  
**Presenter(s): Chelsea M. Ritter, Southern Illinois University Edwardsville; Dawn R. Steinbeck, Edwardsville Community Unit School District 7**

The purpose of this practitioner conversation is to create a forum in which participants can exchange ideas in regard to navigating systems change within alternative school settings. Discussion will revolve around barriers and facilitators of success along with practical aspects of school-based, practitioner-implemented consultation and collaboration strategies to support systemic change. Dialogue will also incorporate social justice issues inherent to systems-level change within alternative schools. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

6:15–7:15 p.m., Tuesday  
**PC013: Map to the Stars: Transition Planning With Family–School Partnerships [D]**  
Practice Model Domain(s): 7, 8; Skill Level: II  
**Presenter(s): Jillian M. Talley & Devadrita Talapatra, University of Denver**

For most students, school is not the end goal. Most are interested in higher education, employment, or independent living. Educational services, thus, should be viewed as a pathway for students to achieve their postsecondary goals. This presentation will delve deeply into IDEA (2004) transition planning requirements, review roles for each member of the transition team, and work to create a road map to guide educators, students, and families through the process for
exiting schools. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

6:15–7:15 p.m., Tuesday

PC026: Addressing Temperament Within the Parent–Child Relationship
Practice Model Domain(s): 7; Skill Level: II
Presenter(s): Mary V. Sarro, University of Maryland, Accessibility and Disability Services; Samantha L. Sommer, University of Maryland
Contributor(s): Shanyun G. Zheng, Hedwig Teglasi

Helping practitioners and parents individualize and holistically conceptualize children through a temperament framework is crucial for promoting empathetic and responsive exchanges in the parent–child relationship and for minimizing parent blame. Case study examples will be presented describing group sessions with parents where they received psycho educational materials about children’s temperament and discussed implications for their child. Parents reported increased understanding of and responsiveness to their child’s temperamental individuality. Case examples highlight implications for assessment and intervention. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

6:15–7:15 p.m., Tuesday

PC032: Advocacy in School Psychology: Bridging Resources to Action
Practice Model Domain(s): 2, 10; Skill Level: II
Presenter(s): Rachel Davis & Carly Holtzman, University of Wisconsin-Madison
Contributor(s): Caleb E. Flack, Miranda R. Zahn

Advocacy is an ethical obligation for school psychologists, and they are uniquely positioned as change-makers in education. In this session, participants will receive information about accessing and navigating resources for professional advocacy and engage in dialogue and reflective activities about personal experiences, policy interests, and creating a plan for sustained engagement in advocacy. Participants will practice developing key messages and action steps for future advocacy work. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

6:15–7:15 p.m., Tuesday

PC037: Codesigning and Coteaching Graduate Courses: A Complementary Approach to Training
Practice Model Domain(s): 1, 2; Skill Level: II
Presenter(s): Madison M. Weist & Caroline Racine Gilles, University of Wisconsin–Madison

Developing efficient methods to promote the professional skills of the next generation of school psychology practitioners and trainers is essential to expanding our field and addressing the current school psychologist shortage. This practitioner conversation, designed for coteaching partners and individuals interested in getting started, will discuss how to utilize a collaborative coteaching approach to promote content-specific expertise, knowledge of effective pedagogy, and supportive mentoring relationships between faculty and graduate teaching assistants. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

6:15–7:15 p.m., Tuesday

Poster Strand 4: Assessment and Intervention in an RTI Framework Live Chat
Poster presentations focus on the use of consultation, collaboration, response to intervention, and team processes in assessment and intervention practices. Authors whose posters are included in this strand will be available for a live chat during this time period.

7:30–8:30 p.m., Tuesday

SE001: An Evening With Dayna Bowen Matthew and John B. King Jr.
NAST thanks Forrest T. Jones & Co., Inc. for their sponsorship of this event.

Dayna Bowen Matthew is Dean of the George Washington University Law School. She is an expert in health equity and public health policy and author of Just Medicine: A Cure for Racial Inequality in American Health Care. John B. King Jr. was the United States Secretary of Education under President Barack Obama and currently is the CEO of The Education Trust. Dr. Matthew and Dr. King will engage in a moderated discussion around equity, education, social justice, and your role as a school psychologist.

10:00–11:00 a.m., Wednesday

LS007: Supporting Forcibly Displaced Youth in Schools Using a Strength-Based Approach [D] [PS]
Practice Model Domain(s): 2, 8; Skill Level: III
Presenter(s): Shereen C. Naser, Cleveland State University; Tracey G. Scherr, University of Wisconsin-Whitewater

This session will share tips for school psychologists on implementing effective strength-based techniques to support forcibly displaced immigrant and refugee youth and their families in the school setting.

12:45–1:30 p.m., Wednesday

Poster Strand 5: Promoting Academic Success Live Chat
Poster presentations focus on assessment of, prevention of, and intervention with reading, writing, mathematics, and other academic problems. Authors whose posters are included in this strand will be available for a live chat during this time period.
2:45–4:15 p.m., Wednesday

**LS009: Assessment of Dyslexia and Specific Learning Disabilities** ✔️ [D]

Practice Model Domain(s): 1, 9; Skill Level: III

**Presenter(s):** Roland H. Good, Acadience Learning

This workshop presents a model for using formative assessment data to make better decisions about students with or at risk for dyslexia within a multitiered service system (MTSS) model.

---

5:00–6:00 p.m., Wednesday

**LS010: Happy Kids Don’t Punch You in the Face** ✔️ [D] ✔️ [PS]

Practice Model Domain(s): 4, 6; Skill Level: III

**Presenter(s):** Benjamin J. Springer, Wasatch County School District

Say it once, say it twice (you know it’s true): Happy kids don’t punch you in the face! This session will provide a humorous and insightful take on the challenges of addressing aggressive behavior in the school setting. Attendees will leave with ready-to-use tools to bring back to their teams.

---

6:15–7:15 p.m., Wednesday

**PC045: Untapped Potential: School Role in Identifying and Responding to CSECY** [D]

Practice Model Domain(s): 6; Skill Level: I

**Presenter(s):** Alice C. Mullin & Karina Aragon, University of California, Santa Barbara

**Contributor(s):** Jill Sharkey

This practitioner conversation focuses on the sexual exploitation of children and youth (CSECY) and the roles that schools can play in identifying and supporting survivors. We will open the discussion on the realities of CSE and barriers to identification and treatment by sharing testimonies from community stakeholders who work with youth impacted by CSECY. We will also discuss ways in which schools and practitioners can move toward more effective identification, prevention, and intervention efforts. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

---

6:15–7:15 p.m., Wednesday


Practice Model Domain(s): 2, 7; Skill Level: I

**Presenter(s):** Emily R. Edelman & Samira A. Amirazizi, University of California, Santa Barbara

**Contributor(s):** Matthew Quirk, Erin Dowdy

School readiness is foundational to school success, and parents play an integral role in their children’s development and preparation for kindergarten, especially during COVID-19-related school closures. Practitioners will discuss strategies that they have utilized to support parents in cultivating children’s kindergarten readiness at home, including what worked well, what obstacles they faced, what lessons they learned, and what future steps practitioners can take to optimally prepare parents of preschoolers for kindergarten readiness. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

---

6:15–7:15 p.m., Wednesday

**PC050: Understanding Latino Families’ Experiences to Promote Meaningful Family Engagement** [D] [PS]

Practice Model Domain(s): 7; Skill Level: II

**Presenter(s):** Elisabeth O’Bryon, Family Engagement Lab; Antonio Aguilar-Diaz, School District U-46

To effectively partner and engage families, schools must understand diverse families’ needs and experiences. This session will take a close look at the beliefs and experiences of Latino families that shape and affect their interactions and relationships with schools and educators. Attendees will learn actionable strategies that they can apply to meaningfully engage Latino families, and will have the opportunity to discuss successes and challenges in their own family engagement efforts. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.
PC053: Conceptualizing and Supporting Grieving Students With Intellectual Disability

Students with intellectual and developmental disabilities (SWIDD) are at elevated risk for both exposure and negative reactions to grief and trauma. Despite increased risk, SWIDD are often overlooked by school psychologists responsible for providing tiered mental health interventions within schools. With the unique profile of grieving SWIDD, appropriate interventions from other fields, and the NASP service model in mind, attendees will leave with strategies for consultation and direct intervention for grieving SWIDD in school-based settings.

Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

PC062: Eradicate Inequities by Prioritizing Community–School Partnerships

The foundation for creating equitable systems requires prioritizing strong community–school partnerships through universal wraparound efforts that connect students, families, and educators to critical community-based agencies, programs, and resources. Schools and school psychologists are uniquely situated to serve as community hubs and community liaisons, respectively, to promote such linkages. Practitioners will learn strategies to overcome common structural and personal barriers and highlight an agenda of next steps to build such partnerships. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

Poster Strand 7: Psychological Services for Specific Groups of Students

Poster presentations focus on students with unique considerations in the school setting, including military families; migrant students; those with PTSD, TBI, or anxiety; and other special populations. Authors whose posters are included in this strand will be available for a live chat during this time period.

Poster Strand 8: Psychological Services for Students With Autism

Poster presentations focus on assessment and intervention strategies that help improve educational and psychological services for individuals with autism. Authors whose posters are included in this strand will be available for a live chat during this time period.

Culturally responsive practices are the key to supporting our increasingly diverse population of students. Learn techniques to efficiently develop thorough sociocultural histories and tailored, evidence-based interventions.

CONNECT WITH US
@NASPONLINE
#NASP2021
#NASPADVOCATES
2:45–3:45 p.m., Thursday

**LS015: Trauma-Informed Assessment in Schools: Considerations, Challenges, and Conundrums [D]**
Practice Model Domain(s): 1, 4; Skill Level: III
Presenter(s): Katie Eklund, University of Wisconsin-Madison; Sandra M. Chafouleas, University of Connecticut

Youth experiencing trauma are at an increased risk of negative outcomes. Trauma-informed assessment may help schools provide support; however, current measures have limitations. To guide trauma-informed efforts, this session will review assessment measures, identify strategies in selection, and describe critical considerations in trauma-informed approaches.

4:15–5:15 p.m., Thursday

**LS016: Nine Disrupter Principles: A Strength-Based Approach for School Psychologists to Disrupt Racial Inequities and Shift From What’s Wrong to What’s Strong [D]**
Practice Model Domain(s): 6, 8; Skill Level: III
Presenter(s): Byron M. McClure, DCPS

Increasing attention is being given to inequitable education practices. But what role does deficit-thinking play in creating and maintaining racial inequities? We’ll examine nine principles, rooted in a strength-based approach, to shift the mindsets of school psychologists from what’s wrong to what’s strong, to disrupt racial inequities, and to improve outcomes for students.

5:15–6:00 p.m., Thursday

Poster presentations focus on training, supervision, program development and evaluation, professional practice, ethical behavior, and technology. **Authors whose posters are included in this strand will be available for a live chat during this time period.**

6:00–7:00 p.m., Thursday

**LS017: Incorporating Positive Psychology Practices in Comprehensive School Mental Health Services [PS]**
Practice Model Domain(s): 4; Skill Level: III
Presenter(s): Shannon M. Suldo, University of South Florida

A complete continuum of mental health supports fosters all students’ subjective well-being, with extra supports for students with diminished subjective well-being. This session will describe evidence-based positive psychology interventions at each tier; describe programs and practices that evoke positive emotions about the past, present, and future; increase engagement through using signature strengths; and strengthen relationships.

6:00–7:00 p.m., Thursday

**PC066: Supervisors and Trainees Embedding Antiracism Work in Applied Training Experiences [D]**
Practice Model Domain(s): 8; Skill Level: I
Presenter(s): Shannequa M. Hunter & Ashley M. Mayworm, Loyola University Chicago
**Contributor(s): Ryan R. Evans, Alma R. Rosario**

The National Association of School Psychologists (NASP) is committed to advancing antiracism in graduate training programs. However, there is limited guidance on how school psychology supervisors can implement antiracist practices in schools while supporting practicum students and interns. This discussion is the beginning of an important conversation regarding how school psychology supervisors and trainees can collaborate to promote antiracism within applied training experiences like practicum and internship. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

6:00–7:00 p.m., Thursday

**PC069: Tough but Important Reflections: Interrogating My Implicit Biases [D]**
Practice Model Domain(s): 8, 10; Skill Level: I
Presenter(s): Stephanie M. Campbell, University of Wisconsin; Catalina Uribe, Nova Southeastern University
**Contributor(s): Alexandria C. Muldrew, Marie L. Tanaka**

Through small group discussions and activities, presenters will discuss implicit bias and explain how it permeates the field of school psychology. Suited for all levels of expertise, participants will discuss and share personal and professional experiences regarding implicit biases. Facilitators will introduce and utilize principles of brave space dialogue. Through dialogues, we will cultivate strategies that foster equity and inclusion for youth in academic and community settings. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

6:00–7:00 p.m., Thursday

Practice Model Domain(s): 8; Skill Level: II
Presenter(s): Lily Nieto, University of Chicago; Stephanie M. Campbell, University of Wisconsin; Ashley M. Mayworm, Loyola University Chicago

This practitioner conversation will focus on developing effective supervision models to support graduate students in the field of school psychology who identify with having a disability. This will be done through a collaborative and inclusive discussion of effective practices in training from research and experiences. The participation of supervisors, practitioners, students, and those involved in higher education is encouraged. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.
6:00–7:00 p.m., Thursday
**PC080: Criminals or Victims: How Students With Intellectual Disabilities Become Incarcerated [D]**
Practice Model Domain(s): 4, 6; Skill Level: I
**Presenter(s): Devadrita Talapatra & Jillian M. Talley, University of Denver**
**Contributor(s): Shayna C. Williams**

People with intellectual disabilities (ID) are at an increased risk of both committing offenses and becoming victims of crime. This has been connected to deficits in educational programming (e.g., adaptive, communication, problem-solving skills). Attendees will review preliminary findings from a study examining the primary causes of incarceration of individuals with ID, discuss the connection between school-based pathways to juvenile justice and school curricula, and brainstorm how school psychologists can proactively address educational shortcomings. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

6:00–7:00 p.m., Thursday
**PC087: Realizing the Strength of Social Justice in Early Childhood Education [D] [PS]**
Practice Model Domain(s): 6, 8; Skill Level: III
**Presenter(s): Meagan M. Guenther, Rio Elementary School District; Lynanne Black, Indiana University of Pennsylvania**

School psychologists can promote positive development across the lifespan beginning by fostering social justice in early childhood education. However, social justice might be underconsidered by practitioners as being important to school psychology practice with the early childhood population. This conversation is intended to provide an opportunity for school psychologists to discuss how the principles of social justice might be applied and promoted when working with infants, toddlers, and preschoolers. Please note that Practitioner Conversation Sessions are limited to 50 participants on a first-come, first-served basis.

7:15–9:00 p.m., Thursday
**SE004: Movie Night: Surviving Lunch**
NASP thanks Riverside Insights for their sponsorship of this event.

Surviving Lunch is an award-winning film that explores issues surrounding bullying and school violence, released the same year as the tragic shooting at Marjorie Stoneman Douglas High School in Parkland, Florida. This fictional film is based on the reality today’s teens have experienced. The film stars a teenage girl named Gabriella, who moves to Florida after the accidental shooting of her father, who was also the high school’s Teacher of the Year, in the cafeteria. Her grief takes her on a journey to confront the bullying and violence she witnesses in her new school, before it’s too late. This private screening of the 75-minute film will be followed by a 30-minute Q&A session with bullying and school violence experts Susan Swearer and Amanda Nickerson. Susan Swearer is the Willa Cather Professor of Educational Psychology at the University of Nebraska–Lincoln, and Amanda Nickerson is the director of the Alberti Center for Bullying Abuse Prevention at the University at Buffalo Graduate School of Education.
1:30–2:30 p.m., Friday
**LS020: Fidgets, Stability Balls, and Other Devices: Should We Use Them? ✔**
Practice Model Domain(s): 3, 4; Skill Level: III
**Presenter(s):** David M. Hulac, University of Northern Colorado; Kathleen B. Aspiranti, University of Kentucky

This presentation will help school psychologists understand the research supporting the use of fidget devices for kids in general and special education settings.

2:45–3:45 p.m., Friday
Practice Model Domain(s): 8, 10; Skill Level: III
**Presenter(s):** Celeste M. Malone, Howard University

Through interactive lecture and discussion prompts, participants will identify social justice practices to challenge inequitable systems and advocate for students and families with less power and privilege.

4:00–5:00 p.m., Friday
Practice Model Domain(s): 4; Skill Level: III
**Presenter(s):** Sam Goldstein, Neurology, Learning, and Behavior Center

The presenter will review the scientific evidence of resilience and will discuss relevant variables involving temperament, mindset, family, and professional relationships in shaping and reinforcing a resilient mindset. He will close with a set of guidelines to harness the power of resilience in shaping a stress-hardy mindset in our students and ourselves.

---

Membership when you need it most.

Who would have thought, a year ago, that we would still be working to overcome the COVID-19 pandemic? Even as we make progress with vaccination against the virus, we continue to be challenged by serious economic issues, racism and systemic inequities in our schools, and the urgent need to support students whose academic skills did not develop as expected through remote learning.

This year, members are benefitting from:

- Strong, effective advocacy and resources to position school psychologists as essential to supporting students and families throughout this crisis;
- Online communities where peers advised each other in tough situations;
- New research on learning loss, discipline disparities, mental health interventions, and more;
- Practical guidance and case studies from colleagues in *Communiqué*; and
- Substantial savings on professional development.

Renew or join in the spring and enjoy these and other benefits through June 30, 2022.

Let NASP membership be there to support you.

www.nasponline.org/renew
NASP is fortunate to have members from all over the United States who have prerecorded instructive 30-minute On-Demand Sessions that cover a wide range of topics related to the profession of school psychology, including innovative practice, research, program evaluation, and data-based practice. On-Demand Sessions will be accessible during the convention week and for 60 days thereafter. These sessions do not provide NASP-approved CPD; however, they can be claimed for Category H CPD credit (self-study). No documentation of attendance forms will be provided at the conclusion of On-Demand Sessions. A list of On-Demand Sessions appears below. Please note that this list is tentative. The most current listing of On-Demand Sessions is available on the NASP website and virtual convention platform.

**ON-DEMAND SESSIONS (OS)**

**OS001: Promoting Self-Care for Early Career School Psychologists**  
Practice Model Domain(s): 10; Skill Level: I  
**Presenter(s): Iris E. Mackey, Clarksville-Montgomery County School System; Brittany Zakszeski, Devereux Center for Effective Schools**

Self-care is not currently a primary topic in graduate training programs, and early career school psychologists may not be adequately prepared for the reality of day-to-day demands and the emotional labor of their professional role. The purpose of this session is to identify stress factors related to the early career period, describe tips for developing and maintaining self-care, and share NASP resources currently available to early career school psychologists.

**OS002: That Could Have Been an Email: Making Meetings More Productive**  
Practice Model Domain(s): 1, 2; Skill Level: II  
**Presenter(s): Katherine Price, Taylor H. Blondi, & Kendall B. Jordan, Metropolitan Nashville Public Schools**

Inefficient and ineffective meetings have a negative impact on organizational satisfaction. School teams are often unaware of evidence-based practices for effective meetings. This mini-skills session will review extant literature, provide action steps for school psychologists to improve the meetings that they facilitate, and offer tips for consultation with team members for meetings facilitated by others.

**OS003: Where Are the School Psychologists: Mental Health in Early Childhood**  
Practice Model Domain(s): 4; Skill Level: II  
**Presenter(s): Rachel Stein, University of Colorado Denver; Leah C. Marks, Advocate Children’s Hospital**

In early childhood developmentally appropriate acting out and mental health challenges can appear similar. This session will focus on better understanding the etiology of early childhood behavior, using the Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood (DC:0-5). Participants will become more familiar with features of behavior and mental health in early childhood and gain an understanding of evidence-based interventions in early childhood for a range of problems.

**OS004: Social Justice in School Psychology: A Transtheoretical Model for Change [D] [PS]**  
Practice Model Domain(s): 8, 10; Skill Level: I  
**Presenter(s): Leandra Parris, William & Mary; Celeste Malone, Howard University**

Socially just school psychology practice requires individuals and organizations to critically examine and make change within educational structures, which is often met with resistance. This mini-skills presentation will present a transtheoretical model of behavior change as a framework for facilitating the integration of social justice in school psychology practice. Attendees will identify barriers and facilitators to change with regard to social justice. Specific strategies for moving through each stage of change will be provided.

**OS005: Reframing Problem-Solving Meetings Through the Lens of Conjoint Behavioral Consultation**  
Practice Model Domain(s): 2, 7; Skill Level: II  
**Presenter(s): Katherine L. Lawlor & Sophia C. Dodge, University of Wisconsin-Madison**

This session will propose conjoint behavioral consultation (CBC) as a practical framework for structuring problem-solving team (PST) meetings in schools. Presenters will review school PSTs, how they function within MTSS structures, and the role of school psychologists within these teams. Presenters will discuss challenges in implementing school PSTs and how the collaborative CBC framework can be used to structure PST meetings. Suited for school-based practitioners and advanced graduate students.
OS006: Emerging Leadership in School Psychology: Transitioning From Novice to Professional
Practice Model Domain(s): 2, 5; Skill Level: II
Presenter(s): D’ Andrea L. Jacobs, Elizabeth A. Niemiec, & April D. Turner, Baltimore City Public Schools

You thrived in your first few years of practice as a school psychologist—now what? This session will cover the transition from novice to professional and how to own your identity as an emerging leader within your buildings. Topics include dealing with impostor syndrome, developing an area of expertise, and outlining an action plan to make a targeted, sustainable impact within your schools or school district.

OS007: Trauma-Informed, Antiracist Self-Care for School Psychologists of Color During Crises [D]
Practice Model Domain(s): 6, 8; Skill Level: II
Presenter(s): Rebecca Anguliano & Catalina S. Martinez, Saint Mary’s College of California

COVID-19 is an unprecedented collective trauma compounded by systemic oppression, differentially affecting communities of color. This crisis also presents an opportunity to create systemic change. School psychologists of color, who are called to support their communities during crises, are more likely to experience racial battle fatigue and burnout. Utilizing a train-the-trainers model, this mini skills workshop will engage participants in a trauma-informed, antiracist self-care framework to take back with them to their school communities.

OS008: Helping Teachers and Families “Find the Math” in Storybooks [D]
Practice Model Domain(s): 2, 3; Skill Level: II
Presenter(s): Mary E. Moody, Agenia Delouche, Jessica Wheeler, & Tina M. Smith-Bonahue, University of Florida

The achievement gap between privileged and minoritized children exists both for math and language arts. Dialogic reading is a strategy that can be used to improve both of these academic skills by addressing the math language necessary for the development of critical thinking skills. Attendees will learn how to employ a range of consultation strategies to help teachers and parents find math language in commonly used storybooks to promote early math success.

OS009: Effective School-Based Evaluation of Autism Spectrum Disorder
Practice Model Domain(s): 1, 10; Skill Level: II
Presenter(s): Elizabeth L. McKenney & Chelsea M. Ritter, Southern Illinois University Edwardsville

Participants will learn the essential components of ASD evaluations, including which assessment procedures do not always need to be included. Through discussion and applied activities, participants will reflect on their own processes and learn new strategies for conducting evidence-based evaluations of students suspected of having ASD. Tools used in the presenters’ practice will be shared, analyzed, and discussed.

OS010: Difficult Data-Based Decisions: Fine-Tuning Intervention Match in Reading [D]
Practice Model Domain(s): 1, 3; Skill Level: II
Presenter(s): Kirsten W. Newell, Texas A&M University; Anne F. Zaslofsky, University of Wisconsin; Kathryn E. F. Lea, University of Florida

Although many school psychologists have training and experience in data-based decision making, there are many decisions and adjustments required when tailoring reading interventions for student needs in the real world. In this mini-skills session, go beyond the “big five” areas of reading and gather tools to set local growth norms, fine-tune reading intervention match, and support decision-making for linguistically diverse learners.

OS011: Factors Related to Implementation of School-Based Trauma-Focused Interventions
Practice Model Domain(s): 1, 4; Skill Level: II
Presenter(s): Amanda R. Hamrahan, Richmond School District; Kyongboon Kwon, University of Wisconsin-Milwaukee

School psychologists play a critical role in the implementation of school-based trauma-informed interventions. The results of this study provide information about the factors that promote implementation and inform the needs of a school culture to promote a trauma-informed school.

OS012: Paras Poderosos: Exploring the Role of Latinx ESOL Paraprofessionals [D]
Practice Model Domain(s): 2, 8; Skill Level: I
Presenter(s): Manuel E. Marichal, Agenia Delouche, & Tina M. Smith-Bonahue, University of Florida
Contributor(s): Erica D. McCray

The English language learner (EL) student population is rapidly increasing in the U.S., while the teaching force remains predominantly White and monolingual. Latinx ESOL paraprofessionals are underutilized educators that are uniquely qualified to bridge these cultural gaps and promote positive outcomes for ELs. This qualitative study explores various perceptions regarding the role of Latinx ESOL paraprofessionals. Attendees will learn how to better partner with these professionals through consultative strategies to support their students.

OS013: Conducting Evidence-Based Assessments for Learning Disabilities [D]
Practice Model Domain(s): 1, 6; Skill Level: II
Presenter(s): Cathleen A. Geraghty-Jenkinson & Kerri T. Knight-Teague, California State University, Long Beach

Popular models for identifying learning disabilities are fraught with psychometric issues and are especially problematic
when working with CLD students. Participants will be provided with examples of integrating MTSS and special education eligibility decision-making. How this approach can be used for English learners, and other students for whom standardized assessment is not appropriate, will be discussed. Participants will have the opportunity to review and examine case study examples for culturally and linguistically diverse learners.

OS014: Beyond the Model Minority Myth: Working With Asian American Students [D]
Practice Model Domain(s): 7, 8; Skill Level: II
Presenter(s): Kavita K. Atwal, East Side Union High School District; Rebecca E. Hickey, Victor Elementary School District

Have we moved past the model minority myth? Based on a critical review of the literature, this presentation will provide recommendations for culturally competent practices when working with Asian American students. Resources will be provided.

OS015: Measuring Graduate Students Clinical Judgment of Suicidal Behaviors in Students
Practice Model Domain(s): 4, 6; Skill Level: I
Presenter(s): Laurie B. O’Daniel, Tawny McCleon, T. J. S. Bobak, & Orlandria D. Beamon, Mississippi State University

As suicide is a leading cause of death among adolescents, there is need for continued research regarding recognizing students’ suicidal risk in schools. The purpose of the current study was to determine if the suicide risk screener, adapted from previous research, is a reliable tool for mental health service providers to use in determining students’ level of suicidal risk. The study explored the relationship between graduate students’ clinical judgment and objective ratings from the screening measure.

OS016: Supporting the Mental Health Needs of Students With Autism
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Anaiza Valladolid, Savanna School District

Individuals with autism spectrum disorder (ASD) have increased levels of depression, anxiety, oppositional behavior, aggression, irritability, and self-injurious behaviors. Due to the heightened risk of mental health concerns among individuals with ASD, addressing their needs is imperative. Thus, this presentation will provide an overview of related risk and protective factors associated with mental health concerns, provide suggestions for conducting social–emotional assessments, and discuss school-based prevention and intervention strategies to address their needs.

OS017: How to Successfully Implement a Social–Emotional–Behavioral Multitiered Support System [D] [PS]
Practice Model Domain(s): 4, 6; Skill Level: III
Presenter(s): Katherine Dockweiler, Clark County School District; Alison G. Clark, East Side Union High School District; Rebecca E. Hickey, Victor Elementary School District

How can you teach students to implement an integrated social–emotional–behavioral MTSS program? We will share results from the Healthy Minds, Safe Schools program, which is demonstrating significant reductions in students’ internalized and externalized behaviors. Participants will learn the components of the program and how to customize them to meet their schools’ unique needs.

OS018: The Power of Possibilities Through Collaborative Internship Supervision [D]
Practice Model Domain(s): 8, 10; Skill Level: III
Presenter(s): Maria I. Gallardo-Cooper, Palm Beach County School Board and Private Practice
Contributor(s): Melissa H. Rosenquist

An expanding internship program benefits from a collaborative and supportive supervision model that relies on shared, cosupervision and supervision of supervisors. Positive outcomes are evident with possibilities to provide a broader range of field experiences and multicultural engagement, enrich supervisors’ competencies, maintain consistency in supervision methods, and better allocate district resources. This model responds to supervision challenges, reduces supervision stress, and adapts to remote practice. Monitoring tools, safeguards, and findings will be shared.

OS019: Just Go With It: Improvisational Skills and ASD
Practice Model Domain(s): 4; Skill Level: II
Presenter(s): Amanda Ables, Norton Children’s Hospital Autism Center; Heidi A. Cooley-Cook, Kentucky Autism Training Center; Amanda M. Simmons, Mercy Academy

The use of improvisational techniques to improve social communication skills in students with ASD is discussed. Brief review of research support is presented, as well as discussion of why such a strategy may fill gaps in current interventions. A case study of the intervention will be presented, and attendees will leave with clear examples of strategies to use in their own practice, as well as how they may use these strategies to address IEP goals.

OS020: Internalizing Behaviors and Social Skills of Young Students With ASD
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Brittany A. Pereira, Gianna M. Famolare, & Narmene Hamsho, University of Massachusetts Boston
Contributor(s): Annisha Susilo, Jan Blacher, Abbey Eisenhower

This 1.5-year longitudinal study analyzed teacher-reported social skills and internalizing behaviors for 177 students with ASD ages 4–7. Cross-lagged panel analyses indicated an
association between earlier internalizing behaviors and later social skills; lower internalizing problems predicted greater social skills from one school year to the next. An interaction with intellectual disability (ID) was observed; for children with both ASD and ID, social skills predicted change in internalizing behaviors. Evidence-based recommendations for practice will be discussed.

**OS021: Building Connections in Classrooms Using the Circle of Security Intervention**

Practice Model Domain(s): 4; Skill Level: I  
Presenter(s): Justine J. Vecchiarelli, Sarah E. Rea, Karl Jancart, & Kara E. McGoey, Duquesne University

This presentation is intended to introduce school psychologists to the Circle of Security (CoS) model, and explore its adaptation for classroom use. COS is an evidence-based reflective caregiving model, with a goal of cultivating secure attachments by improving caregiver (educator) reflective capacity, specifically when confronted with challenging behavior. Participants will leave with an understanding of the CoS model and how it may be utilized in classrooms for consideration in their practice.

**OS022: Addressing Needs: Supporting Spanish-Speaking Parents of Children With ASD [D]**

Practice Model Domain(s): 7; Skill Level: III  
Presenter(s): Ileana Y. Umana, Daira J. Rodriguez, Ashley Armenta, & Evelina Y. Guerrero, Texas A&M University  
Contributor(s): Sara M. Castro-Olivo

Researchers have reported disparities in autism diagnosis for Hispanic children when compared to their peers. After diagnosis, their parents have difficulties navigating the complexities of life with autism. Parents report gaps in service delivery and knowledge. The current paper reviews previous literature stating the needs of Spanish-speaking parents of children with autism and reviews recent needs assessment interviews. The authors also provide recommendations for school psychologists to act on these needs to support students and parents.

**OS023: School Psychologists and BCBAs Working Together to Solve Complex Problems**

Practice Model Domain(s): 2, 4; Skill Level: III  
Presenter(s): Tiffany Hornsby & Sara Snyder, James Madison University  
Contributor(s): Heartley Huber, Brian Leventhal

Schools’ need for highly trained school psychologists and behavior analysts continues to grow, and training programs need to prepare school psychologists and behavior analysts who can effectively collaborate to support students in need of significant behavior support. This study will explore the current practices of school psychologists and BCBAs on collaborating with each other in schools, their training in interprofessional collaboration, and perceptions of factors that promote or inhibit collaboration.

**OS024: Using Supervision to Cultivate Cultural Humility: Creating Space, Making Change [D]**

Practice Model Domain(s): 8; Skill Level: III  
Presenter(s): Elizabeth Gibbons Holtzman, Lily Nieto, Stephanie Pagliarini, & Danielle M. Caddick, Rhode Island College  
Contributor(s): Michelle J. Amore

Come learn how the DEP model of supervision is being used to support development of cultural humility in school psychology practicum students. Structured assignments bridging the gap from university classroom to field to create intentional spaces for critical conversations will be shared. Discuss the successes and challenges of this pilot project exploring the impact of centering school psychologist identity development around the question of what does it mean to be school psychologists doing antiracist work.

**OS025: Analysis of Intercultural Communication in Assessment Feedback Sessions [D]**

Practice Model Domain(s): 2, 8; Skill Level: II  
Presenter(s): Dorna Rahimi & Laurie Ford, The University of British Columbia

While the diversity of families in North America is growing, there are limited literature and studies on the effective communication of psychologists with immigrant parents. The purpose of this presentation is to study the communication between immigrant families and psychologists in an assessment feedback session using a critical discursive psychology approach. This presentation will reveal some of the ways immigrant families and psychologists use emotion talk to construct different identities in their interactions.

**OS026: Scaling Up SEL Through Delivery in the Language Arts Classroom**

Practice Model Domain(s): 4, 5; Skill Level: II  
Presenter(s): Elana R. Bernstein, University of Dayton

This presentation will share the results of a quasi-experimental design study examining the impact of the Social-Emotional Learning Language Arts (SELLA) program in fourth grade classrooms. SSELLA is a unique approach to school-wide SEL through integration with academic content delivery. Session attendees will have an opportunity to learn about the program, along with the results of this initial quantitative outcome evaluation. Strategies for effectively scaling up school-wide SEL implementation will be discussed.

**OS027: Developing Mental Health MTSS: A Critical Analysis of the Process [D]**

Practice Model Domain(s): 4, 8; Skill Level: II  
Presenter(s): Nicole Skaar & Kerri L. Clopton, University of Northern Iowa; Jennifer Ulle-Wells, Please Pass the Love

Presenters will provide a critical analysis of how to begin MTSS development and implementation for systems that address student mental and behavioral health. In our critical analysis, we will address the ethical obligations that are unique to
OS028: Anxiety of Struggling and Excelling Readers During the COVID-19 Pandemic
Practice Model Domain(s): 4, 6; Skill Level: I
Presenter(s): Chelsea I. Lemmon & Elizabeth A. Cutrer-Párraga, Brigham Young University
Contributor(s): Melissa A. Heath

The number of children (approximately 20%) who struggle with anxiety is increasing due to the COVID-19 pandemic. Students across the reading achievement spectrum experience anxiety but exhibit different types of anxiety depending on their reading capability. We identified different types of anxiety experienced by children who excel at reading or at risk for reading failure. Bibliotherapy is a proposed intervention to help students across the reading achievement spectrum develop coping mechanisms for their various anxieties.

OS029: School Type, Self-Efficacy, and Teacher Burnout
Practice Model Domain(s): 2, 7; Skill Level: I
Presenter(s): Chelsea R. Lawrence & Emilie A. Ney, Barry University

The presenter will discuss trends in teacher burnout and self-efficacy among teachers in public, private, and charter schools. Variables contributing to teacher burnout and self-efficacy will be reviewed and attributes of each school type that impact these constructs will be examined.

OS030: COVID-19 Pandemic Reactions From Fourth Through 12th Grade Students [D]
Practice Model Domain(s): 6; Skill Level: I
Presenter(s): Michelle K. Demaray, Christine K. Malecki, Julia A. Ogg, & Kara M. Styck, Northern Illinois University
Contributor(s): Kristina L. Wiemer, Moira J. Wendel, Ruth Jeong, Abigail E. Pruitt

It is important to understand how the COVID-19 pandemic has impacted youth. This study provided descriptive data on how over 2,500 fourth through twelfth grade students in a Midwest suburban school district positively and negatively reacted to the quarantine. The study also examined symptoms of depression and anxiety for students in this sample.

OS031: Utilizing Coaching Supports to Increase Fidelity of Classroom PBIS Systems [D]
Practice Model Domain(s): 2, 4; Skill Level: II
Presenter(s): Dama W. Abshier, Catherine P. Raulerson, & Brooke A. Curtiss, University of South Florida

Class-wide positive behavior supports (CWPBS) encompass strategies that support student behavior in the classroom within the school-wide positive behavioral interventions and supports (SWPBIS) framework. The Classroom Coaching Guide (CCG) was developed as a free resource to assist teachers struggling with classroom management to implement CWPBS strategies via the application of a four-step problem-solving model. During this mini-skills session participants will learn to utilize the CCG to support teachers’ with the successful implementation of CWPBS practices.

OS032: Accommodations and Treatment of TBI Amongst Children in School Settings [D]
Practice Model Domain(s): 6, 8; Skill Level: II
Presenter(s): Jared B. Hammond, Head to Head Consultants
Contributor(s): Adrienne Garro, Christina M. Galese

Traumatic brain injury (TBI) is a national epidemic, with an estimated one in five children being affected before age ten (INS, 2020). This rate will likely increase due to coronavirus and its potential complications. School psychologists can help develop interventions for these children, but research suggests they feel under prepared to address TBI (Glang et al., 2017). This paper will provide a neuropsychological background in TBI, including coronavirus effects, and discuss assessment and intervention strategies.

OS033: Supporting Tier 1 in High-Need Schools: The School Psychologist’s Role [D]
Practice Model Domain(s): 1, 3; Skill Level: II
Presenter(s): Sandra M. Pulles & David C. Parker, ServeMinnesota

This presentation describes the school psychologist’s role on the development and implementation of a Tier 1 literacy instruction program in kindergarten and first grade at a high-needs school. Coaching and professional development were provided by school psychologists trained in creating systems change. Student skills in phonological awareness, phonics, and fluency showed the majority of students exceeded grade level growth and was markedly improved compared to the same time frame in prior years.

OS034: Caregiver-Mediated Telehealth: Errorless Learning to Improve Social Skills
Practice Model Domain(s): 2, 7; Skill Level: II
Presenter(s): Shengtian Wu, University of Utah; Carma L. Rollins & Kippie Barney, Washington County School District; Aaron J. Fischer, University of Utah
Contributor(s): Derek J. Smith

The current study examined the feasibility of caregiver-mediated telehealth and the efficacy of errorless learning (EL) in improving greeting skills of a child with autism. Results showed a high fidelity of caregiver-implemented intervention and a moderate to high efficacy of EL across three different measurements of greeting skills. Participants will learn about EL design and implementation, caregiver-mediated interventions, and behavior measurements in virtual settings.
ON-DEMAND SESSIONS

OS035: Expanded Mental Health Role of School Psychologists Within MTSS
Practice Model Domain(s): 4, 5; Skill Level: III
Presenter(s): Margaret A. Sedor, Sweetwater Union High School District; Robert J. Dixon, University of Wisconsin-La Crosse

The prevalence of mental health concerns of youth is troubling, with approximately one in six students meeting the criteria for a mental health disorder (Whitney & Peterson, 2019). The lack of access to services is even more critical. School psychologists are uniquely positioned in schools to provide leadership for a continuum of school-based mental health services. This paper will provide an overview of mult tiered system of support (MTSS) and the practice of school psychologists.

OS036: Preparing School Psychologists to Work With Early Childhood Populations [D]
Practice Model Domain(s): 9, 10; Skill Level: II
Presenter(s): Meagan M. Guenther, Rio Elementary School District; Lynanne Black, Indiana University of Pennsylvania

This paper describes a research project to determine the extent to which school psychologists in the state of California are serving the infant, toddler, and preschool populations, as well as to ascertain the comprehensiveness of their knowledge and abilities preparation for serving these populations, considering graduate and post graduate training experiences. Contributions of various forms of professional preparation are discussed, as are personal characteristics, professional competencies, and special interest areas.

OS037: School Psychology Program Characteristics and Relationship to Student Racial Diversity [D]
Practice Model Domain(s): 8, 10; Skill Level: I
Presenter(s): Celeste M. Malone, Howard University; Tara C. Raines, University of Denver; Eric Rossen & Sheila Desai, National Association of School Psychologists
Contributor(s): MyLea M. Barcliff

The lack of racial/ethnic diversity in school psychology has been a long-standing concern. The purpose of this study was to determine what program characteristics were associated with higher racial and ethnic minoritized (REM) student enrollment using the NASP Graduate Program Database. Program data were organized into three categories: quality, support, and setting. Attendees will gain a better understanding of what program characteristics are most aligned with successful recruitment and retention of REM students.

OS038: Enhancing Executive Function Skills Using the MTSS Framework
Practice Model Domain(s): 5, 6; Skill Level: II
Presenter(s): Anaiza Valladolid, Savanna School District

Targeting executive function skills within schools is important, as executive function skills play an imperative role in student’s academic, social-emotional, and behavioral functioning. Using the mult tiered system of supports (MTSS) framework, evidence-based supports and interventions will be proposed under the three tiers to provide school psychologists with guidance in developing an effective method to support and promote the development of executive function skills among school-aged children with and without disabilities.

OS039: Promoting Social Justice and Antiracism in Schools: Potential and Peril [D]
Practice Model Domain(s): 5, 10; Skill Level: II
Presenter(s): Jared B. Hammond, Head to Head Consultants; Yael Osman, Vanessa Vega, & Adrienne Garro, Kean University

Following the murder of George Floyd, protests against systemic racism and police brutality commenced nationwide. Social media challenged individuals and institutions to reflect on their own privileges and biases. Students across the country adopted a call-out culture to address their schools’ inequities and racist practices. School psychologists are uniquely equipped to help administrators, teachers, and students weather the resulting tumult. This symposium offers suggestions to incorporate antiracism and social justice practices into K–12 schools.

OS040: Examining Student Reading Growth Across Low, Moderate, and High Performers
Practice Model Domain(s): 3; Skill Level: II
Presenter(s): Jessica L. Thompson, Spokane Public Schools; Joseph Engler & Jenna M. White, Gonzaga University

This study examined the effects of the Peer Assisted Learning Strategies reading program on two elementary second grade classrooms. The results of the study showed that student’s oral reading fluency significantly increased from pre- to posttest. Additionally, results suggested that low and moderate performing reader’s growth rates were significantly higher than high performing readers. The data suggests that the program may be most effective for students that have moderate reading difficulties.

OS041: Assessing Diverse Student Populations: Practices and Needs [D]
Practice Model Domain(s): 1, 8; Skill Level: II
Presenter(s): Kristin K. Begay & Laura L. Feuerborn, University of Washington Tacoma

There is an urgency to promote equity and actively address racial injustice in schools. It is essential to understand the ways school psychologists are serving students from culturally and linguistically diverse (CLD) populations. This paper will review the findings of a survey of practicing school psychologists on assessment practices with CLD populations, with a focus on autism, EBD, SLD, and ADHD. Recommendations for practical implementation of the findings will be shared and future research suggested.
OS042: Enhancing Our Understanding of Risk-Taking Through Psychological Flexibility
Practice Model Domain(s): 4; Skill Level: II
Presenter(s): Shelley R. Upton & Tyler Renshaw, Utah State University; Tony Roberson, Cypress-Fairbanks ISD

Psychological flexibility—a functional explanation of the processes traditionally called mindfulness—allows one to be in contact with the present moment and to persist or change their behavior to contact their goals and achieve valued ends. These processes are often implicated in disorders characterized by risk-taking and this presentation will review an original research project aimed at understanding how psychological flexibility might explain health risk behaviors.

OS043: What Makes a Standard: Content Analysis of State SEL Standards
Practice Model Domain(s): 1, 10; Skill Level: II
Presenter(s): Delaney Boss & Christopher J. Anthony, University of Florida
Contributor(s): Katherine E. Matthews

Although many states are enacting social and emotional learning (SEL) focused standards, little is known about the content breadth of these standards, whether they align with contemporary SEL frameworks, and whether they align across states. Thus, this study utilized text mining and network analysis to evaluate the content of SEL standards from 11 states. Results indicate both similarities and differences in SEL standard content across states. Implications for SEL assessment and intervention will be discussed.

OS044: Evaluation of Family Inclusion in Screening for Social–Emotional Competence
Practice Model Domain(s): 1, 7; Skill Level: II
Presenter(s): Brian Daniels, Stacy L. Bender, & Bryce Scottron, University of Massachusetts Boston

Families offer unique perspectives of child behavior in social, emotional, and behavioral (SEB) screening; however, limited research has evaluated the contribution of parent informants. This study will evaluate the consistency between teacher and parent ratings of K–2 students’ social–emotional strengths, as well as the stability of the ratings for each type of informant over time. Results will be considered in the context of usability, particularly with regard to conducting SEB screening with parents as informants.

OS045: Engaging Families Virtually: Shifting Parent SEL Groups Online [D]
Practice Model Domain(s): 7; Skill Level: II
Presenter(s): Mayra A. Gaona, Lynne R. Golomb, Prabha Kaundinya, & Hana Polachek, Loyola University Chicago

The school closures due to the COVID-19 pandemic impacted various outreach and educational programs. This session will focus on the adaptation of parent education groups to a virtual format in response to the COVID-19 pandemic. Presenters will share considerations and tips on digital adaptations that may be necessary in order to engage low-income, multicultural, and multilingual families within a school community in online parent education programs following a participatory action framework.

Practice Model Domain(s): 7, 8; Skill Level: II
Presenter(s): Kenia G. Cruz & Kizzy Albritton, Kent State University

The field of school psychology is committed to advocating for an equitable, positive, and inclusive educational environment. This includes access to evidence-based educational and culturally responsive home–school collaboration practices. This session examines specific home–school collaboration barriers facing Black and Latinx families. This session also examines the extent to which school psychologists are actively engaged in home–school collaboration efforts between schools and Black and Latinx families.

OS047: Perfectionism’s Role in Suicide Intervention Competency
Practice Model Domain(s): 9; Skill Level: I
Presenter(s): Melody A. Schmaltz, Madison K. Strauss, Ivanna Juliusburger, & Corin L. Osborn, Nova Southeastern University
Contributor(s): Natalia M. Ramirez, Maria Elena Barroso Cue, Pamela Hirsh, Gene R. Cash

While research has demonstrated the negative impact of clinician perfectionism on general therapeutic abilities, no current research exists on perfectionism’s role in suicide intervention skills. The current presentation provides an overview of a study that analyzes the impact of perfectionism on the acquisition of suicide intervention skills in first-year graduate students. Recommendations for graduate education and ongoing professional development regarding best practices in suicide intervention skills will be discussed.

OS048: Improving Written-Expression Curriculum-Based Measurement Feasibility With Automated Text Evaluation Programs
Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Michael Matta & Milena A. Keller-Margulis, University of Houston; Sterrett H. Mercer, The University of British Columbia; Katherine L. Zopatti, University of Houston

In this research study, we examined the use of automated text evaluation for the prediction of Written-Expression Curriculum-Based Measurement (WE-CBM) metrics. One hundred forty-five elementary students completed nine 7-min WE-CBM tasks. Writing samples were hand-scored for WE-CBM metrics and processed through automated text evaluation programs. The results demonstrated strong criterion validity for predicted CWS and moderate for predicted CIWS scores. Researchers and practitioners will gain insights on the use of automated programs for universal screening of writing.
The integration of trauma-informed care within MTSS frameworks is promoted as a means for addressing the widespread impacts of trauma and for recognizing trauma’s impact on students from marginalized groups. We assert that social justice oriented trauma-informed service delivery requires greater acknowledgement of trauma as individual and systemic. Collaboration opportunities among school mental health professionals are identified at the prevention-oriented, Tier 1 level to build resilience and foster networks of relationships and support for students.

Text-based family engagement interventions can be promising, low-intensity options for reducing student absences and chronic absenteeism. The presentation will include a description of the text-based intervention utilized, the effects of results of a randomized controlled trial focusing on families of K–12 students who were chronically absent and implications for implementation.

The systemic model for integrated mental health supports, within a large urban district near Denver, is a collaborative effort between school psychologists, social workers, counselors, and nurses. Participants of this session will gain an understanding of the current mental health support model in Jeffco Public Schools, including the selection of evidence-based SEL programs, evaluation methods of program implementation across the tiers of support, a training model for mental health providers, and obstacles to systemic implementation.

What is the best approach to help students who are shy? Do stereotypes about shy individuals negatively affect their performance in school? We present a study that demonstrates the positive impact of written prompts on the social performance of students who are shy. Practitioners will learn to identify challenges of shy students, distinguish between shy/nonshy and sociable/unsociable characteristics, and craft prompts to improve the performance of students who are shy during school presentations.

Hundreds of research studies support the science of reading, but how does this information apply to school psychologists? The presenters will provide an overview of the science of reading and application to school psychologists, first from an assessment lens and next from an intervention approach. Participants will leave with knowledge of assessment tools and intervention strategies aligned with the science of reading, in addition to free resources to support implementation.

This qualitative study examines middle school educators’ perceptions of pursuing positive teacher–student relationships (TSRs). Data were obtained from 18 focus groups (9 with PBIS team members; 9 with non-PBIS team members). Results shared will illustrate the costs and benefits of pursuing positive TSRs from educators’ perspectives in PBIS middle schools. Practitioners will learn strategies to maximize benefits and minimize costs for educators pursuing positive TSRs in PBIS middle schools.

We will provide the results of a 3-year investigation to assess the role of working memory on math word problem-solving accuracy in children who are English learners at risk for math difficulties. The mediational effects of vocabulary across language systems (e.g., Spanish and English) and their moderating effects will be discussed. Variables related to math word problem and implications, including explicit instruction in vocabulary and working memory in math curriculum, will be addressed.
OS056: Let’s Talk About Mental Health Promotion—Not Just Prevention [D]
Practice Model Domain(s): 6; Skill Level: II
Presenter(s): Philip J. Lazarus, Florida International University; Shannon M. Suldo, University of South Florida; Beth Doll, University of Nebraska, Lincoln
This presentation will demonstrate how the practice of school psychology can fundamentally be changed by focusing on mental health promotion. That is, making good things happen, as opposed to stopping bad things from happening. Participants will learn about the dual-factor model of mental health which focuses on promoting well-being and how to implement the PERMA theory. Resources on innovations in mindfulness, meditation, yoga, student happiness, student strengths, and gratitude will be shared.

OS057: Validating a Teacher Self-Assessment of Cultural Responsiveness: Use and Implications [D]
Practice Model Domain(s): 1, 5; Skill Level: II
Presenter(s): Sadie C. Cathcart & Lindsay M. Fallon, University of Massachusetts Boston; Austin H. Johnson, University of California, Riverside
Contributor(s): Talia Berkowitz
In schools, tools are needed to assess teachers’ culturally responsive actions. Yet, few instruments have been validated for this use. We describe validation procedures applied to the Assessment of Culturally and Contextually Relevant Supports (ACCReS), a teacher-self assessment, using Kane’s (1990) argument-based approach to validation. This includes a description of factor analyses, concurrent validity, and results of differential item functioning analysis. We offer ideas for future research and applications to school psychologists and educational leaders.

OS058: Latent Profiles of Social–Emotional Risk
Practice Model Domain(s): 9; Skill Level: II
Presenter(s): Cristin M. Hall, The Pennsylvania State University
Students who demonstrate early indicators of social and emotional maladjustment are a concern for practitioners as they often struggle with academic achievement. The present paper will examine latent profiles of early elementary students who are at risk for social and emotional problems. The analysis examines a combination of teacher- and peer-rated social and emotional behaviors. Differences in profile membership on peer- and teacher-rated social, emotional, and academic outcomes will be explored.

OS059: The SEE Model: Supporting School Psychologist Consultations Regarding Self-Regulated Learning
Practice Model Domain(s): 2, 5; Skill Level: I
Presenter(s): David N. Longhurst, Aliya L. Halterman, Tyler R. Barton, & Gregory L. Callan, Utah State University
Contributor(s): Nai-Jiin Yang
This study examines a new tool for supporting school psychologists’ consultation regarding self-regulated learning (SRL) known as the SEE model. This model helps school psychologists identify research-based procedures that can be implemented in the classrooms, across multiple tiers, and systems of supports. Attendees will learn how SRL overlaps and differs from related constructs, be given detailed definitions of practices within the SEE model, and how school psychologists can better support teachers in the classrooms using SRL.

OS060: Hit Me Baby One More Time: Reading Intervention Dosage Effects
Practice Model Domain(s): 3; Skill Level: III
Presenter(s): Daniel Anderson, Osage County Interlocal Cooperative; Arynne G. Horton & Gary J. Duhon, Oklahoma State University
Research has yet to inform practitioners about the effects of academic intervention when the frequency of the administration, referred to as the dosage, is increased or decreased. This presentation will describe a research project that evaluated the differences between two different dosages of a peer-mediated repeated readings intervention on words correct per minute scores. Practitioners will learn how to employ interventions that take less resources and potentially provide quicker results by modifying the intervention dosage.

OS061: Are Group Contingencies Effective in Preschool Classrooms [D]
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Brad A. Dufrene, Mary E. Ware, Crystal N. Taylor, & Tiffany A. Mixon, The University of Southern Mississippi
Are group contingencies effective in preschool? It’s logical to assume that they are as multiple literature reviews and meta-analyses indicate they are effective in schools for a variety of student performance domains. However, fewer studies have been conducted in preschool, and there has not been a quantitative synthesis of the effects of group contingencies in preschool classrooms. This presentation includes a systematic review and quantitative synthesis of studies implementing group contingencies in preschool classrooms.
OS062: Promoting Positive Classroom Behavior: Evaluating the Effectiveness of the CW-FIT

Practice Model Domain(s): 4; Skill Level: II

Presenter(s): Alexandria C. Muldrew, University of Minnesota - Twin Cities

Contributor(s): Faith Miller, Mahasweta Bose, Greta Kos

Classroom behavior management interventions are designed to reduce the disruptive behaviors of students and provide teachers with more time to focus on instruction. The Class-Wide Function-Related Intervention Teams (CW-FIT) is a multicomponent behavior management intervention program developed to improve the classroom behaviors of students. This presentation will share results from a systematic review that evaluated the quality of studies examining the effectiveness of implementing Tier 1 components of the CW-FIT to improve class-wide student behavior.

OS063: Integrating and Aligning Behavioral Health Initiatives Within Your School’s MTSS [D]

Practice Model Domain(s): 4, 5; Skill Level: II

Presenter(s): Dama W. Abshire, Catherine P. Raulerson, & Brooke A. Curtiss, University of South Florida

This session is focused on equipping participants with research, strategies and tools to build their school leadership team’s capacity to integrate and align school-wide behavioral health interventions within a multitiered system of supports. By focusing on overlapping goals and implementation planning, teams will see the benefits in student outcomes and reduced duplication of efforts and resources. Examples and resources will be shared as well as connections to current work.

OS064: Culturally Grounded After-School Arts Programming: Social–Emotional Benefits for Indigenous Students [D]

Practice Model Domain(s): 4, 9; Skill Level: I

Presenter(s): Vesna Pepic & Sheena Greenstone, Northern Arizona University

Contributor(s): Yolanda E. Garcia

This session engages participants in understanding the implications of attending urban educational settings and the importance of art and cultural programming for Indigenous students. Recent empirical findings regarding culturally salient after-school art programming as a means of strengthening social–emotional skills will be reviewed. Practitioners will learn how culturally relevant programming can support Indigenous students within their school community through participation in a hands-on activity that applies social–emotional enhancing principles reviewed during the session.

OS065: The Matter of Black Lives: Youth Suicide Prevention and Intervention [D]

Practice Model Domain(s): 6, 8; Skill Level: III

Presenter(s): Krystal Simmons, Texas A&M University; Denika Y. Douglas, Texas Southern University; Melanie R. Almaguer, Texas A&M University; Mary I. McCullough, Schmalz Elementary

Acts of suicide are on the rise among Black youth at an alarming rate. Presenters will provide an empirical review of the etiology and protective factors related to suicidal behaviors among Black youth. As schools and school psychologists are often the primary care providers for youth’s mental health services, emphasis will be placed on understanding culturally responsive approaches to suicide prevention and intervention with Black and minoritized youth in a school setting.

OS066: Strategies to Increase Teacher Adherence to Evidence-Based Practices: A Meta-Analysis

Practice Model Domain(s): 2; Skill Level: II

Presenter(s): James L. Merle, University of Minnesota

Contributor(s): Madeline Larson, Andrew J. Heyer, Sydney N. Pauling, Margaret M. Sullivan

This meta-analysis sought to examine the types and magnitude of effects of single-case experimental designs, strategies that have been designed and tested to improve teacher adherence to SEB EBPs. Included studies (a) used single-case experimental designs, (b) employed at least one implementation strategy, (c) targeted general education teachers, and (d) evaluated adherence as a core dimension of fidelity related to the delivery of EBPs.

OS067: Demystifying the School Psychology Internship: Guidance for Graduate Students

Practice Model Domain(s): 10; Skill Level: I

Presenter(s): Alexandria C. Muldrew, University of Minnesota - Twin Cities; Stephanie M. Campbell, University of Wisconsin-Madison; Andrew Jenkins, University of South Florida

Securing an internship is an important, exciting—yet stressful—undertaking in school psychology training. Given its pivotal importance, it is vital that graduate students feel confident in their abilities to pursue and secure a fitting internship. To assist students’ preparation for this complex process, this session aims to describe important considerations, share strategies, makes space for inquiries, and provide helpful resources to facilitate internship selection, application, and interviews.

OS068: Return-to-Learn Protocol Considerations Following a Concussion [D]

Practice Model Domain(s): 3, 5; Skill Level: I

Presenter(s): Morgan L. Oldham, Nova Southeastern University; Catherine Ivey, Student

Contributor(s): Sarah Valley-Gray, Isabel Velasquez

With child and adolescent concussions on the rise, school psychologists may find themselves as the point person for concussion cases within their school districts. As a result, school psychologists need to be knowledgeable of student
OS069: Using Pinterest to Supplement Evidence-Based Resources for Students With Autism
Practice Model Domain(s): 1; Skill Level: I
Presenter(s): Giulietta Flaherty, Nicole Breeden, & Linda A. Reddy, Rutgers University; Cristin M. Hall, Penn State University

The novel coronavirus of 2019 shifted the way school personnel provide instruction and interventions for students in early 2020. One way educators handled the move to virtual learning in the U.S. is by using materials from the internet. School psychologists use Pinterest, a popular social media presentations. This presentation will provide practitioners with a breakdown of Pinterest content for students with autism spectrum disorder and a systematic way to review efficacy of online resources.

OS070: English Proficiency’s Relationship to ELLs’ Spanish and English Assessment Performance [D]
Practice Model Domain(s): 1, 8; Skill Level: II
Presenter(s): Garret J. Hall & Laura J. Swanlund, Community Consolidated School District 15

Equitable assessment of ELLs in RTI requires continued improvement. One area that requires further investigation is the relationship of language of assessment with English language proficiency (ELP). ELP may not relate to academic performance equally across assessment languages. We examined the ELP scores at which performance between reading and math interferes in Spanish and English measurable differ. Attendees will learn about the use of multiple languages of assessment within the RTI context.

OS071: Components of a Successful Classroom: Factor Analysis for Initial Validation
Practice Model Domain(s): 1, 2; Skill Level: II
Presenter(s): Annette F. Maldonado, Aaron J. Fischer, Ashley N. Coombs, & Keith C. Radley, University of Utah
Contributor(s): Leanne S. Hawken, Shengtian Wu, Lauren Perez

The current study examined a factor analysis of a Tier 1 classroom management observation tool for initial validation. This tool includes 15 items measuring critical features of Tier 1 strategies implemented by the classroom teacher, and is used to guide the problem-solving consultation process. Results showed that a three-factor solution provided better psychological interpretability; these constituted (a) preventive supports, (b) feedback and engagement, and (c) expectations and consequences. Future directions for continued psychometric validation will be reviewed.

OS072: Understanding Administrators School Discipline Reform Experiences: Applications for School Psychologists [D]
Practice Model Domain(s): 6; Skill Level: II
Presenter(s): Pamela A. Fenning, Shamia Clark, Kaelyn C. Green, & Taylor A. Williamson, Loyola University Chicago
Contributor(s): Brandon Westerman, Katherine Bermudez, Nicolas E. Gatz

This presentation will describe the results of qualitative interviews completed with administrators about their perspectives on the implementation of Senate Bill 100 (SB100). SB100 is statewide school discipline reform legislation passed in 2016 meant to reduce suspension, expulsion, and disciplinary transfers and address long-standing racial disparities within such practices. The presenters will highlight implications of the findings for both administrators and school psychologists enacting school discipline reform.

OS073: Practical Analyses to Support Data-Based Decision Making in RTI
Practice Model Domain(s): 1, 9; Skill Level: II
Presenter(s): Robin L. Hojnoski, Olivia L. Rich, & Amanda M. Campanaro, Lehigh University
Contributor(s): Ethan R. Van Norman, Megan Turner

Effective response to intervention (RTI) requires practical analyses to enhance data-based decision making (DBDM). This paper presents three applications of DBDM in RTI using data routinely collected by schools. The first paper investigates classification accuracy of a mathematics screener; the second paper evaluates the effects of reading interventions, and the third examines differences in progress monitoring data based on the measures used. Attendees will gain knowledge and initial skills in the practical analyses featured.

OS074: Can’t Touch This: Decreasing Inappropriate Sexual Behavior
Practice Model Domain(s): 1, 9; Skill Level: II
Presenter(s): Meleah M. Ackley & Lauren N. Layman, The University of Southern Mississippi
Contributor(s): Andrew Rozsa III, Parker Lundy, Joe Olmi

How can we target inappropriate sexual behavior that occurs infrequently but, due to its magnitude, needs a support plan? We will provide results of two functional behavior assessments that show identification of antecedents and consequences that contribute to identifying how to address such behaviors. Practitioners will learn how they can decrease sensitive and intermittently occurring behaviors across settings and staff.

OS075: Timer Interventions: Decreasing Latency to Compliance for Preschool Students
Practice Model Domain(s): 6; Skill Level: II
Presenter(s): Cara L. Dillon, Julia N. Villareal, Hannah McIntire, & Daniel S. Newman, University of Cincinnati

Children learn many skills during preschool, but compliance and transition behaviors may be difficult for early learners.
Antecedent timer interventions are one way to effectively manage student behavior and provide students with early skills necessary for elementary school. Two studies will be presented that demonstrate the application and implementation of antecedent timer interventions both for individual students and class-wide.

**OS076: Efficacy and Efficiency of Sight-Word Versus Sight-Phrase Interventions**  
*Practice Model Domain(s): 3; Skill Level: I*  
*Presenter(s): Kathleen B. Aspiranti, University of Kentucky; Angela N. Hilton-Prillhart, Milligan University*

Few studies have implemented interventions aimed at increasing sight-phrase fluency. This study examined whether students using a tablet-based sight-phrase intervention could acquire words at the same rate as when completing a sight-word intervention. We also examined whether sight-phrase or sight-word interventions were more efficient for classroom use. Participants will learn how to implement their own sight-phrase fluency intervention using tablet-based technology and the implications of teaching unknown words within phrases instead of in isolation.

**OS077: Measuring ASSETs: Development of the Assessment of School Social–Emotional Teaching [D]**  
*Practice Model Domain(s): 4, 9; Skill Level: II*  
*Presenter(s): Susan C. Hart & James C. DiPerna, The Pennsylvania State University*

Implementation science suggests that teacher beliefs can facilitate or hinder effective social–emotional learning (SEL) in schools. We developed a new measure, the Assessment of School Social–Emotional Teaching (ASSET), to assess teacher beliefs salient to the implementation of SEL programs and practices. We present initial psychometric evidence for the scale and describe its potential utility for school psychologists involved in program planning and professional development related to universal SEL implementation.

**OS078: Stress and Externalizing Behaviors: Is Growth Mindset a Moderator**  
*Practice Model Domain(s): 4, 6; Skill Level: I*  
*Presenter(s): Kelsey Walker & Xu (Lilya) Jiang, University of Memphis*

Normative stress, such as academic stress and peer stress, has been found to be associated with externalizing behaviors in adolescents. The current study aims to investigate whether holding a stronger growth mindset moderates the relation between normative stress and externalizing behaviors in a diverse sample of high school students. The hypothesis is growth mindset has the buffering effects to reduce the negative effect of stress. Results and implications will be discussed.

**OS079: Using Assessment to Inform Web-Resource Selection: Development of the URP-WR**  
*Practice Model Domain(s): 1, 2; Skill Level: I*  
*Presenter(s): Nina R. Mandracchia, Wesley A. Sims, Melissa Klaib, & Sarah Panameno, University of California, Riverside*

As technology use increases, so too does the use of web-based resources. This presentation outlines the development of the Usage Rating Profile, Web-Resource (URP-WR), an assessment of web-resource usability. The URP-WR seeks to better inform school psychologist and other educators as they seek out, evaluate, and utilize web-based resources. Content validation and exploratory factor analysis extracted four factors: plausibility, acceptability, appearance, and systems support. Extracted factors demonstrated acceptable reliability estimates and levels of social validity.

**OS080: Teletherapy Services During the COVID-19 School Closures: Satisfaction and Outcomes [D]**  
*Practice Model Domain(s): 4, 9; Skill Level: II*  
*Presenter(s): Jenna Ouye, Marlene Schwaighofer, & Amanda Suarez, Psyched Services*  
*Contributor(s): Cathleen A. Geraghty-Jenkinson*

Amidst the COVID-19 school closures, special education programs across the country have entered uncharted territory in creating systems to provide services to students with counseling on their IEPs. This study will examine the outcomes and levels of satisfaction in students, parents, and case managers after 8 weeks of teletherapy during the COVID-19 school closures. It is anticipated that parties will report a positive increase in perceptions of convenience, access, involvement, and progress toward goals.

**OS081: Promoting Interaction to Performance Among African American Youth [D]**  
*Practice Model Domain(s): 6; Skill Level: I*  
*Presenter(s): Elizabeth Keefe & Francesca L. Alboli, Montclair State University*  
*Contributor(s): Matthew A. Tucker*

Interactionist strategies and programs, within a prevention and preparedness framework, aim to promote student communication and should be implemented to prevent the occurrence of student violence in school. This study makes a unique empirical contribution by using longitudinal data from several hundred students in one inner-city school district to determine the extent to which preventive interactionist strategies affect students. Findings highlight steps for educators and administrators to follow for inclusive preventative programming that is culturally sensitive.
OS082: Effects of Security in Schools a Review of the Literature [D]
Practice Model Domain(s): 6, 8; Skill Level: I
Presenter(s): Mariam Hanna, Johnelle K. Mannie, Samantha Coyle, & Matthew J. Cuellar, Montclair State University

Recent statistics suggest that schools have increased their reliance on security measures to ensure safe schools. School security measures are described as specific interventions that provide supervision, oversight, or support to students with the overarching goal of reducing episodes of violence and promoting school safety. This presentation will provide a review of the literature on school security and how it relates to school climate. Equity in school security will be discussed.

OS083: Supporting Graduate Student Mental Health During the COVID-19 Crisis
Practice Model Domain(s): 10; Skill Level: I
Presenter(s): Kelly J. Gardner, Letchworth Central School District; Nina C. Mostowfi, Rocketship Delta Prep; Heidi J. Stevens, Farmington Public Schools; Barbara L. Wascher, Portville Central School
Contributor(s): Jenna Martuscello, Bradford Daly

The COVID-19 crisis will have inevitable consequences for mental health and as an at-risk population, graduate students may be exceptionally vulnerable (Evans et al., 2018; Gao et al., 2020). Survey results from students and instructors demonstrated one training program’s efficacy in fostering student mental health during a pandemic-related campus shutdown. Attendees will be offered recommendations to respond to the mental health gaps within training programs both during and after the COVID-19 pandemic.

OS084: Front-Line Implementer Practice Elements of PBIS: Expert Consensus
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Kevin J. Filter & Courtney A. Sowle, Minnesota State University, Mankato
Contributor(s): LeAnne Johnson, Samuel J. Bullard

A panel of research experts and practice experts participated in a research study that incorporated the Delphi Method to establish consensus on the core practice elements of Tier 1 PBIS. Practice elements are the implementation actions required of front-line implementers such as teachers, staff, and school psychologists. The process generated 16 practice elements organized into five domains. Results of this process will inform efforts to evaluate and support the implementation of Tier 1 PBIS.

OS085: Do Children With Adverse Childhood Experiences Access Mental Health Services
Practice Model Domain(s): 4; Skill Level: I
Presenter(s): Courtney C. Foster, Kelli R. Long, Aimee W. Smith, & Jeannie A. Golden, East Carolina University

Adverse childhood experiences (ACEs) are related to increased need for mental health services, particularly for internalizing symptoms (e.g., anxiety, depression). This study examined the relationship between four ACEs and mental health services received. Children with ACEs were less likely to receive mental health services than their peers without ACEs. School psychologists will learn that they can effectively serve these students by identifying them, developing expertise, advocating for them, and finding community resources for referral.

OS086: Leveraging Community Members to Improve Student Reading Skills
Practice Model Domain(s): 3, 9; Skill Level: II
Presenter(s): Patrick Kaiser, Peter M. Nelson, & David C. Parker, ServeMinnesota

Schools across the country stand to benefit greatly from sustainable, external resources to meet Tier 2 needs. This project examined the impact of a community–school partnership program that provided schools with full-time reading interventionists. Participants included 198 early elementary students from 12 schools in North Dakota. We discuss the effects of the program on students and the school resource structure and provide practical details on the program and similar partnership models.

OS087: Truth Versus Hysteria of Screen Time Effects in Early Childhood
Practice Model Domain(s): 1; Skill Level: I
Presenter(s): Melissa Mueller & Kelly D. Schwartz, University of Calgary

What is truly the relationship between parenting, screen time, and behavioral outcomes? The present study examined how parenting influences child behavior and its relationship to screen time use in 3-year-olds using data from a pregnancy cohort in Calgary, Alberta. The results will inform strategies to limit, model, and monitor children’s screen time.

OS088: Assessing the Effects of COVID-19 on Adolescent Mental Health
Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Suniya S. Luthar & Nina L. Kumar, Authentic Connections

School closures and the move to distance learning during the COVID-19 pandemic have had considerable implications not only for students’ mastery of academic material but also for their mental health. We will describe the effects of the pandemic on mental health and the discrete modifiable aspects of student life most linked to student well-being during distance learning. Participants will consider integrated findings and receive specific, actionable recommendations for interventions.
**OS089: Teacher Preparedness in Addressing Cyberbullying: Implications for Practice**

Practice Model Domain(s): 4, 5; Skill Level: II  
Presenter(s): Samantha Coyle, Montclair State University; Stephanie S. Fredrick & Abbey J. McClemon, University of Buffalo; Carrie Masia, Montclair State University

Cybervictimization and phone use are common issues in today's schools, yet little work has investigated how prepared teachers feel in addressing or managing these concerns in their classrooms. The current study will provide an overview of teachers’ perspectives and preparedness to address cyberbullying at school and how school phone policies may relate to cyber-victimization. Recommendations and best practices for school-based practitioners in addressing cyber victimization in a digital era will be discussed.

**OS090: Reestablishing Student Social–Emotional and Mental Health During a Pandemic**

Practice Model Domain(s): 4, 6; Skill Level: II  
Presenter(s): Hana Polachek, Sara Alavi, Sharnequa N. Hunter, & Ashley M. Mayworm, Loyola University Chicago

This presentation will discuss crisis-related school closures, with an emphasis on the COVID-19 pandemic. Participants will learn about best practices in crisis response, including social-emotional learning and mental health interventions that address student pandemic-specific concerns like anxiety, depression, challenges adjusting to changes in routine, and crisis-related trauma. Presenters will provide resources and recommendations related to reestablishing student well-being during and after a pandemic, which school psychologists can use to improve practices in their own schools.

**OS091: At-Risk Student Perceptions of Resilience Promoting Factors in Schools [D]**

Practice Model Domain(s): 4, 9; Skill Level: II  
Presenter(s): Hong Ni, California State University-Fresno

Research suggests that resilience results from the bidirectional interactions between the individual and their environment. In this process, individuals are active organizers of their daily experiences. Children’s subjective perception reflects the transactional and interactive nature of resilience process. This research examines at-risk students’ perceived resilience promoting factors in schools and how that perception varies by ethnicity, socioeconomic status, English language proficiency, and academic performance. The findings will provide accurate information for student-centered intervention development.

**OS092: Remote Learning During COVID-19: Accessing Educational Supports via Social Media [D]**

Practice Model Domain(s): 2, 8; Skill Level: I  
Presenter(s): Annette Maldonado, Ashley N. Coombs, Merry Feng, & Janaina A. Sill, University of Utah  
Contributor(s): Shengtian Wu, Christina C. Hesley, Aaron J. Fischer, Gerry Trelease

The current study analyzed the provision of evidence-based behavior and social-emotional learning strategies via short, animated video clips through social media (SM). Analyses on targeting accessibility outcomes, specifically total views, impressions, and number of countries reached. Results showed English videos were viewed more than other languages with significantly greater number of views in Spanish, Portuguese, and Mandarin on Facebook. Participants will learn about details and implications of using SM to provide information to caregivers during physical distancing.

**OS093: Enhancing College Transition Success for Students in Foster Care**

Practice Model Domain(s): 3, 4; Skill Level: II  
Presenter(s): Katherine Connolly, Sophie Rodenbush, & Sarah K. Charbonneau, University of Connecticut  
Contributor(s): Lisa M. Sanetti

Students in foster care face lower college enrollment and graduation rates than their peers, and report academic and social support as barriers. While empirically supported college-based interventions target these barriers and have been associated with increased graduation rates, few evidence-based interventions or strategies exist for this population at the high-school level. The current study will review the target aims of college-based interventions and identify comparable high school-based supports that may be delivered by school psychologists.

**OS094: BCALM: Behavioral Check-Ins and Logging Moods [D]**

Practice Model Domain(s): 4, 6; Skill Level: II  
Presenter(s): Sara A. Whitcomb, Gabrielle A. Esposito, Kelsey L. Gordon, & Caitlin L. Bourgaize-Saunderson, University of Massachusetts Amherst

This presentation will highlight a pilot study of a Tier 2 intervention that combines features of the mentoring relationship found in check-in/check-out with cognitive behavioral therapy. Attendees will learn about how Behavioral Check-Ins and Logging Moods (BCALM) was implemented with four students in a middle school setting using a single-subject experimental design.
OS095: Psychometric Analysis of Behavior Screening Data in Elementary Schools [D]
Practice Model Domain(s): 1, 6; Skill Level: II
Presenter(s): Sara Moulton & Ellie Young, Brigham Young University

The Student Risk Screening Scale for Internalizing and Externalizing behaviors (SRSS-IE) is a promising tool for screening children who may be at risk for emotional and behavioral disorders (EBD). This session will explore common screening practices recommended for utilizing SRSS-IE behavior screening data at the elementary level. Additionally, we will present ideas for how to examine screening data to ensure that equitable practices and procedures are in place when recommending supports for students in need.

OS096: Transition to Kindergarten: COVID-19 Parental Experiences, Efficacy, and Adjustment
Practice Model Domain(s): 2, 7; Skill Level: I
Presenter(s): Samira A. Amirazizi & Emily R. Edelman, University of California, Santa Barbara
Contributor(s): Erin Dowdy, Matthew Quirk

Due to school closures, COVID-19 has significantly impacted parents' routines. This study examined the experiences of parents through focus groups during COVID-19. Additionally, parents of incoming kindergarteners participated in virtual psychoeducational parent groups based on the five domains of school readiness. Researchers will discuss ratings of overall parental self-efficacy and efficacy towards the transition to kindergarten before and after participating in the parent groups.

OS097: Supporting Youth During School Reentry From the Juvenile Justice System [D]
Practice Model Domain(s): 6, 8; Skill Level: II
Presenter(s): Julia B. Kubek, Saline Area Schools; Carly M. Tindall, Loyola University Chicago

Supportive school reentry after a youth experiences the juvenile justice system is an important factor in addressing the negative impact of juvenile justice involvement and promoting positive outcomes. This presentation highlights the findings of a qualitative study which examined youth experiences and the process of reentry, and provides a framework for planning, implementing, and monitoring effective and meaningful reentry programming.

OS098: Psychoeducational Services for Racially Diverse High School Students [D]
Practice Model Domain(s): 4, 6; Skill Level: I
Presenter(s): Angel Mae A. Elchico, N/A; Leigh A. Tipton Fisler, California State University, Los Angeles

The underutilization of mental health services is a prevalent issue among students of color. This study aims to evaluate a psychoeducational group that discusses the importance of mental health among racially diverse students. The content of the group will provide students the knowledge and tools needed to identify, manage, and seek support for the social–emotional challenges they may face. Results will contribute to reduce the stigma for accessing mental health services for minority students.

OS099: Go PAST Phoneme Segmentation
Practice Model Domain(s): 1, 3; Skill Level: III
Presenter(s): Stephanie L. Corcoran, University of Alabama at Birmingham

With dyslexia emerging as a policy priority in education, many states now mandate universal reading screening systems. This paper presentation describes a mixed methods study that investigated the screening measures of DIBELS PSF and the PAST, with the goal of determining a universal reading screener that adequately assesses phonemic awareness and has clinical utility. Implications and suggestions for practitioners conducting universal reading screenings and the subsequent reading instruction will be explored.

OS100: Using Assessment to Support Professional Development in Classroom Management [D]
Practice Model Domain(s): 1, 2; Skill Level: I
Presenter(s): Wesley A. Sims & Kathleen R. King, University of California, Riverside; Lia E. Sandilos, Temple University; Wesley A. Sims, University of California, Riverside
Contributor(s): Wendy M. Reinke, Keith C. Herman

The impact of effective classroom management on student academic, social, and behavioral outcomes is well documented. Despite this intuitive and empirical connection, teachers report receiving little training in classroom management. The Direct Behavior Rating-Classroom Management (DBR-CM) was developed to assist schools in identifying teachers that may benefit from professional development opportunities in this area. This study presents initial diagnostic accuracy information for the DBR-CM to support its use for screening within tiered professional development models.

OS101: Online Peer Victimization of Rural Youth
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Bradford Daly & Rachel A. Gardner, Alfred University
Contributor(s): Jacqueline Diana, Abby C. Nevill

Rural youth may be at higher risk for negative outcomes of online victimization due to increased isolation, barriers to connecting with social support, and greater difficulties in accessing mental health treatment. This session presents results of a study with high school students intended to understand how different patterns of social media use affect exposure to peer victimization. Attendees will better understand how social media use can influence risks of victimization in rural youth.
OS102: Perceptions of Safety in Urban Schools
[D]
Practice Model Domain(s): 6, 8; Skill Level: II
Presenter(s): Gabriella E. Davila, Samantha Coyle, & Matthew J. Cuellar, Montclair State University

High-profile incidents of school violence have led to increased initiatives to ensure that school is a safe place for students to learn (Addington, 2009). Assessing students’ perceptions of safety is critical because feeling safe at school is associated with school success. Using latent class analysis, the current study investigated patterns of school safety with a diverse sample of youth within an urban district. Evidence-based recommendations to promote safe schools will be discussed.

OS103: Eudaimonic Versus Hedonic Well-Being in Predicting Academic Success [D]
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Gulden Esat, Syed A. Rizvi, & Caroline Mousa, University of Houston; Estler L. Shaw, Texas Tech University
Contributor(s): Bradley H. Smith

This presentation examines the relationship between mental health and GPA; these considerations will guide prevention and intervention designed to maximize retention. Possible contribution of conceptualizing mental health through joint consideration of well-being and symptoms (Dual Factor Model) will be discussed. The differences in prediction of GPA using two types of well-being (hedonic vs. eudaimonic) and two types of symptoms (anxiety, and depression) will be compared using multiple regression analysis.

OS104: Mitigating COVID-19’s Differential Impact on Marginalized Students With Trauma [D]
Practice Model Domain(s): 6, 8; Skill Level: II
Presenter(s): Joaquin Alvarez-Bautista, Colby J. Anderson, Quinn H. Houchin, & Andrea Rodriguez, Cal State Monterey Bay
Contributor(s): Anthony G. Calcagno, Mayra Hernandez, Stephanie D’Costa, & Christine E. Valdez

The COVID-19 pandemic has had a substantial impact on the emotional, social, behavioral, and academic needs of students across their home and school environments. Notably, these effects differentially impact populations that are at higher risk for adverse childhood experiences (Johnson et al., 2013). This qualitative study aims to explore and mitigate the differential impacts of COVID-19 on students in order to prepare school psychologists to deliver culturally competent interventions.

OS106: Data-Based Decision Making With Kindergarten Screening Measures [D]
Practice Model Domain(s): 1, 6; Skill Level: I
Presenter(s): Lauren M. Pucci & Margaret C. Kammerer, St. John’s University
Contributor(s): Mark D. Terjesen, Loraine Alderman

Kindergarten screeners assist in determining children’s readiness for learning and assist with placement in the academic setting. This paper will provide attendees with information regarding the reliability and validity of various common kindergarten screening measures. It will review specific qualities of each test and the predictive abilities across different populations of students. Additionally, data using the DIAL-4 screener as a predictor of academic achievement will be presented to further support the utility of kindergarten screening.

OS107: Feasibility of a School-Based Treatment Program for Students With ED [D]
Practice Model Domain(s): 6, 9; Skill Level: I
Presenter(s): Rondy Yu, University of California, Riverside; Alan D. Haddock, Crane Country Day School; Wesley A. Sims, University of California, Riverside

Using data from a recent study, this presentation will provide school professionals with an overview of the various practical elements of a multicomponent, school-based treatment program designed for students with severe emotional disturbance and explore the feasibility of its implementation. It is expected that participants will increase their general knowledge of empirically supported interventions for students experiencing emotional/behavioral challenges with consideration of what may be feasible for implementation.

OS108: Clarifying High School Student Development of Mathematics Self-Beliefs and Achievement [D]
Practice Model Domain(s): 3, 9; Skill Level: III
Presenter(s): Cassandra Mia Bonitto, Wichita State University

The direction of causality in the relationship between self-beliefs and academic performance is one of the “thorniest issues” in education research. This presentation will analyze cross-lagged panel models to investigate the longitudinal relationships between mathematical self-efficacy, identity, and achievement in high school students, and examine whether the longitudinal
effects work in the same ways for male and female students. The results will promote better understanding and inform action on the paths students follow in mathematics.

**OS109: Educators’ Conversations With Students About Race [D]**
**Practice Model Domain(s):** 5, 8; **Skill Level:** III
**Presenter(s):** Elana N. Wolcott, William James College
**Contributor(s):** Ronda A. Goodale

When educators discuss issues related to race and racism effectively with their students, they can increase engagement for students of color and decrease prejudice among White students. Yet many educators avoid these discussions. This session will present quantitative and qualitative data from a research study which examined the frequency with which educators have these conversations and what variables influence their impact. Participants will benefit from initial findings of best practices for facilitating these conversations.

**OS110: Beyond the Hype: What Research Says About Self-Care**
**Practice Model Domain(s):** 10; **Skill Level:** III
**Presenter(s):** Bradford Daly, Alfred University

Application of self-care strategies has frequently been recommended to prevent burnout and increase meaning derived from work, but there are important questions about how to best implement self-care to enhance professional functioning. This presentation will share the results of a project intended to teach self-care strategies to first year school psychology graduate students. The presenter will share lessons learned from implementing this project to assist attendees with making research-based decisions about their own self-care strategies.

**OS111: Using Academic Enablers to Predict Achievement for Students With SLD**
**Practice Model Domain(s):** 1, 3; **Skill Level:** II
**Presenter(s):** Lily A. Russell, Penn State
**Contributor(s):** Cristin M. Hall, James C. DiPerna

The purpose of this study is to investigate the effectiveness of academic enablers as predictors of current and future academic achievement for students with learning disabilities, while controlling for past achievement, and to consider academic self-concept as an academic enabler. When controlling for the past achievement, academic enablers and academic self-concept did not contribute any significant additional variance. Participants will benefit from discussion about the importance of considering and controlling for past achievement.

**OS112: Estimating Cost of School-Based Mental Health With Discrete Event Simulation**
**Practice Model Domain(s):** 1; **Skill Level:** II
**Presenter(s):** Andrew Jenkins, Nathaniel von der Embse, & Brianna N. Chin, University of South Florida
**Contributor(s):** Stephen P. Kilgus

Complete school-based mental health (SMH) has been shown effective to stem the development of more severe problems and prevent long-term negative life outcomes. However, educators are often hesitant to adopt comprehensive SMH services since schools may not have the capacity to provide services to at-risk youth, may result in overspending, and/or lead to overworked school personnel. Thus, the current study seeks to estimate costs, staff requirements, and staff utilization of SMH using discrete event simulation.

**OS113: School Psychologists’ Experiences of Responding to Discrimination in Schools [D]**
**Practice Model Domain(s):** 8, 10; **Skill Level:** I
**Presenter(s):** Shereen C. Naser, Cleveland State University; Charity B. Griffin, Winston-Salem State University; Sherrie L. Proctor, Queens College, City University of New York; Sally L. Grapin, Montclair State University
**Contributor(s):** Jeffrey M. Brown

This presentation will review the results of an ongoing project. The primary aim of this project is to document and describe school psychologists’ role in responding to discrimination in schools, and their level of preparedness in these responses. A mixture of qualitative and quantitative data analysis techniques are used to reach this goal.

**OS114: Juvenile Justice IRB Policies: Increasing Access to Evidence-Based Practices [D]**
**Practice Model Domain(s):** 8, 9; **Skill Level:** II
**Presenter(s):** Brandy Elrod & Kris Varjas, Georgia State University

This presentation describes findings from a systematic review of IRB policies and practices across the U.S. for gaining approval and conducting research in juvenile justice (JJ) facilities. Discussion will focus facilitators or barriers in serving this underrepresented population. School psychologists will better understand their role as advocates for social justice and how they can collaborate with JJ personnel to conduct research as they strive to provide equitable access to evidence-based practices.

**CONNECT WITH US**

@NASPONLINE
#NASP2021
#NASPADVOCATES
**OS115: Conceptualizing the Postsecondary Experience of Academically Advanced Students With ASD**

Practice Model Domain(s): 8, 9; Skill Level: I  
**Presenter(s):** Alexandra A. Cascio & Nicholas W. Gelbar, University of Connecticut  
**Contributor(s):** Sally M. Reis, Joseph W. Madaus

Existing data on poor postschool outcomes for individuals with ASD indicates a need to further explore experiences of higher-functioning individuals as they exit the K–12 education system. As part of a federally funded project, 40 successful college students with ASD were interviewed to gain knowledge on the skills and challenges they faced at the postsecondary level. Key results regarding perceptions of factors contributing to student success will be reported, as will recommendations for providing support.

**OS118: Student Actions That Influence Teacher—Student Relationships in PBIS Schools**

Practice Model Domain(s): 4, 5; Skill Level: II  
**Presenter(s):** James P. Pooley & Sneha Pimpalkhute, Georgia State University  
**Contributor(s):** Stephanie A. Wilks, Joel Meyers, Kris Varjas, Catherine A. Perkins

Current literature lacks information on effective strategies for building high-quality positive teacher–student relationships (TSRs) in middle schools, particularly how students can improve them. This qualitative study provides detailed descriptions of students’ actions that can affect TSR quality as reported by middle school educators in schools implementing positive behavioral interventions and supports. Practitioners will learn positive actions students can take to enhance TSRs and how to encourage students to be prosocial through consulting with teachers.

**OS116: Investigating the Effectiveness of Parent-Delivered Reading Interventions**

Practice Model Domain(s): 3, 7; Skill Level: II  
**Presenter(s):** Iwalani N. Dela Paz, Elizabeth J. Kinsey Hawley, Shawna Petersen-Brown, & Emily K. Fischer, Minnesota State University, Mankato

Family–school collaboration, specifically the at-home implementation of academic interventions, may improve students’ academic achievement. We will present the results of a review of the literature followed by a single-case design study. Attendees will understand the overall effectiveness of at-home academic interventions and implications for research and practice.

**OS119: The Impact of Comorbid Conditions on Reading Growth**

Practice Model Domain(s): 3; Skill Level: I  
**Presenter(s):** Emily K. Lewis & Elizabeth B. Meisinger, University of Memphis

Ninety percent of all specific learning disorders (SLDs) in our schools are in reading. However, struggling readers frequently have comorbid diagnoses such as other SLDs or disorders that are not learning based, which complicates intervention and remediation of skills. This study will examine the impact of comorbidity on reading fluency and comprehension growth across the school year among a reading remediation sample (N = 109; ages 5–12). Future study directions and implications of results will be discussed.

**OS117: A Systematic Review of Therapeutic Interventions With LGBTQ Youth [D]**

Practice Model Domain(s): 4, 8; Skill Level: I  
**Presenter(s):** Nina C. Brown, N/A; Sarah Kiperman, Wayne State University

The purpose of this research was to systematically review therapeutic interventions that have been implemented and evaluated with lesbian, gay, bisexual, transgender, and questioning (LGBTQ+) youth. A total of n = 4,181 articles were identified in the initial search and n = 21 articles were included in this systematic review. The results of this review present insight on therapeutic techniques, measures used to monitor progress, and recruitment methods from included studies to guide practice with LGBTQ+ youth.

**OS120: Using Mindfulness to Increase On-Task Behaviors**

Practice Model Domain(s): 4; Skill Level: I  
**Presenter(s):** Robyn Riley, The Autism Clinic; Christina C. Omlie, University of Utah; Riann Gubler, Jordan School District  
**Contributor(s):** Elaine Clark, Aaron J. Fischer, William R. Jenson, Janiece L. Pompa

Mindfulness-based interventions (MBIs) have been associated with positive outcomes for youth; however, more research is needed evaluating current established mindfulness-based curricula that are frequently used in the schools. Results of a study examining the use of the Mindful Schools curriculum in elementary school classrooms will be presented. Attendees will be able to describe potential benefits of the use of MBIs in the classroom and evaluate whether MBIs are appropriate for their setting.
Despite high rates of behavioral problems, rural children have less access to intervention than their nonrural peers. Teachers and Parents as Partners (TAPP) may ameliorate this disparity but is not always available in rural communities. This single-case design study aimed to determine the efficacy of distance-technology delivered TAPP (“tele-TAPP”) for improving child behavior and its acceptability in rural Appalachia. Tele-TAPP resulted in improved behavioral outcomes and participants rated tele-TAPP as highly acceptable.

How did you use telehealth during COVID-19? This session will provide results of a survey study that explored the type of telehealth and services families received from school psychologists and other related services providers during COVID-19 as well as how caregivers perceived such services and their levels of stress during the school dismissal. Professionals of all levels will deepen their knowledge of how telehealth can be used to support students and caregivers during crises.

Graduate programs are unique and challenging—barriers that are heightened for students whose backgrounds reflect low-income and economically marginalization (LIEM), first-generation status, or both. These students experience greater psychological distress, intensified financial hardship, and inequitable access to professional support. Using interview data from six school psychology graduate students as well as social justice frameworks, this paper illuminates the experiences, challenges, and strengths of doctoral students who hold these socioeconomically minoritized identities.

Students with ADHD often struggle with organizational skills necessary to be successful in school. This presentation will focus on a multicomponent intervention for students with ADHD, which includes parent and teacher involvement, weekly assigned practice, and video coaching calls to support skill development. School practitioners will learn valuable skills to implement an organizational skills group with parent and teacher involvement, as well as strategies to incorporate technology to support skill building and generalization.

We discuss how dynamics of race and gender unfold in school psychology graduate programs. This presentation is based on a 13-week participatory action research project conducted with 17 women of color pursuing a doctoral degree in school psychology at various universities across the United States.

The adolescent community reinforcement approach (A-CRA) focuses on improving school satisfaction and reducing substance use. Longitudinal data supports the effectiveness of A-CRA in decreasing truancy and episodes of disciplinary action despite a lack of emphasis on school behavior. Participants will learn how harm reducing methods foster a positive environment that can positively affect patient lifestyle behavior.
OS128: Teaching Self-Control Skills to Facilitate Kindergarten Readiness [D]
Practice Model Domain(s): 1, 4; Skill Level: II
Presenter(s): Kaitlin M. Gould, University of Massachusetts Boston; Matthew Edelstein & Alicia L. Sullivan, Kennedy Krieger Institute

National standards highlight the importance of kindergarten readiness skills, such as communication skills and delaying gratification. However, there is little available guidance on how to teach these skills at the Tier 1 level. The current study provides an overview of a delayed/denied access protocol for students between the ages of 2 and 5. Results indicated that students displayed significant reductions in target behavior and increases in adaptive communication which were maintained across phases.

OS129: Sound Decision-Making With Universal Social, Emotional, and Behavioral Screening [D]
Practice Model Domain(s): 1, 6; Skill Level: II
Presenter(s): Madeline J. Wadington, University of Wisconsin-Madison; Taylor P. Dorlack & Abigail N. Eubanks, Graduate Students

Many children and adolescents experience significant social, emotional, or behavioral challenges, and schools have been tasked with the responsibility to engage in preventative practices and promote positive student trajectories. In this session, participants will gain knowledge and skills surrounding implementation of universal screening in schools and best-practice decision-making regarding selection and utilization of screening measures. Participants will also have the opportunity to practice connecting screening data outcomes to evidence-based intervention considerations.

OS130: Reciprocal Peer Monitoring to Increase Appropriate Classroom Behaviors
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Cara L. Dillon, Kavya Kandarpa, & Emma DenBleyker, University of Cincinnati
Contributor(s): Skyler VanMeter, Megan K. Leamon, Julia N. Villarreal, Mary K. Gerrard

Students with emotional and behavioral disorders (EBD) present challenging behaviors that often lead to school removals. This can lead to placements in alternative schools with other children presenting with similar behaviors. Reciprocal peer monitoring provides a class-wide intervention where students cooperate to earn points for appropriate behaviors are given peer-to-peer feedback. Results demonstrated increased appropriate classroom behaviors and decreased disruptions.

OS131: Examining Training Program Coursework Related to LGBTQ Student Needs [D]
Practice Model Domain(s): 8; Skill Level: I
Presenter(s): Kierstin L. Keller & Jeffrey M. Brown, University of Minnesota, Mankato

The ability of school psychologists to address the needs of lesbian, gay, bisexual, transgender, questioning, and differently identified (LGBTQ+) students has received relatively little recognition until recent years despite pressure to meet the unique needs of these students. The session will provide results of a study examining the depth of topics in diversity-related coursework associated with LGBTQ+ student needs within school psychology training programs. The study will have implications for graduate student training and competency.

OS132: Navigating Through Traumatic Experiences: Best Practices for Intervention [D]
Practice Model Domain(s): 6, 7; Skill Level: II
Presenter(s): Kathleen P. Hurley, Baldwin Union Free School District

This presentation looks at best practices in trauma-informed school treatment while addressing the needs that have emerged from the concurrent coronavirus pandemic and reinvigorated social justice movement. While the presentation will review the literature on evidence-based approaches, the focus will be on how to implement strategies for parents, teachers, and professionals to better understand their students’ level of trauma. The presentation will provide comprehensive assessment, consultation, and intervention techniques for staff working with traumatized youth.

OS133: CBM in Other Languages: A Systematic Review [D]
Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Mariana Vazquez, Elias S. Loria, Samantha Tan, & Anna Laakman, University of Houston
Contributor(s): Milena A. Keller-Margulis

Despite the growing linguistic diversity in U.S. public schools, most research focusing on CBMs has been conducted using English CBM probes and there is significantly less research on use of CBM probes in other languages. The present study describes the results of a systematic review of the existing literature on CBM in other languages and ethnically and linguistically diverse populations. Implications for effectively measuring the academic skills of linguistically diverse students will be discussed.
OS134: Student Risk Screening Scale at the Middle School Level
Practice Model Domain(s): 1, 6; Skill Level: II
Presenter(s): Chelsea L. Harris, N/A; Giancarlo A. Anselmo, Winthrop University

The Student Risk Screening Scale (SRSS) is a free, brief behavioral screening instrument. Despite previous psychometric studies, little research has examined the interrater reliability of the SRSS, especially at secondary levels. Our study used a sample of 247 sixth grade students from a Southeast middle school, each rated by two teachers. We examined the interrater reliability between raters, as well as predictive validity of total suspension rates and days missed in school with SRSS scores.

OS135: Integrating Social Justice Advocacy and Interdisciplinary Collaboration in Graduate Training [D]
Practice Model Domain(s): 8, 10; Skill Level: I
Presenter(s): Andy V. Pham, Philip Lazarus, Quennie S. Dong, & Renee K. Bastian, Florida International University
Contributor(s): Annela Costa, Dominique Walker, Stephanie P. Desir; Jessica L. Bus

School psychology programs must be intentional in recruiting and retaining diverse graduate students to address the nationwide shortage of school psychologists. This session will help participants (a) address barriers in the recruitment and retention of CLD graduate students, (b) help student leaders and faculty incorporate social justice advocacy and interdisciplinary collaborative training within graduate programs, and (c) provide strategies from a successful OSEP-funded interdisciplinary training grant that promotes diversity in school psychology and allied professions.

OS136: Cultural Considerations in Promoting Social–Emotional Learning With K–12 Students [D]
Practice Model Domain(s): 4, 8; Skill Level: II
Presenter(s): Quennie S. Dong, Milagros Zavalia, Athena Mavrakis, & Johanna Lopez, Florida International University
Contributor(s): Andy V. Pham, Alyssa J. Delcampo

Given the current state of youth’s social–emotional well-being, the rise of social–emotional learning (SEL) programs calls forth cultural considerations when working with diverse K–12 students. This intermediate-level paper presentation will identify efficacious SEL programs that align with cultural values and practices for diverse students. Practitioners will be informed of existing frameworks of cultural tailoring that adapt or modify SEL interventions and utilize culturally responsive SEL programs to meet the social emotional needs of diverse students.

OS137: Promoting Family-Centered Positive Behavior Support at the Transition to Kindergarten [D]
Practice Model Domain(s): 6, 7; Skill Level: II
Presenter(s): Stanley A. Garbacz, Garret J. Hall, Caleb E. Flack, & Megan J. Kaul, University of Wisconsin-Madison
Contributor(s): Laura Lee McIntyre, Carly Holtzman, Kaitlyn Young

The purpose of this presentation is to describe a family-centered approach to promoting parenting and family–school support in a model called the Family Check-Up. Efficacy findings of the Family Check-Up at kindergarten entry for promoting parenting, family–school support, and children’s social–emotional competencies will be described. Participants will learn about efficacy findings of the Family Check-Up, as well as practical strategies to integrate family-centered assessment and intervention in a multitiered framework at the transition to kindergarten.

OS138: Applying Positive Psychology Interventions Through a Trauma-Informed Lens [D] [PS]
Practice Model Domain(s): 4; Skill Level: II
Presenter(s): Katrina Scarimbolo, Alexis D. Taylor, Andrea C. Guarnieri, & Tajaney L. Pinnock, University of South Florida
Contributor(s): Jasmine L. Gray, Myesha M. Morgan, Alexis C. Elvy, Gabrielle C. Francis

Trauma can impact youth everywhere and at any time. Providing students support under a trauma-informed framework can impact their ability to experience positive psychological changes and safety. We can provide trauma-informed supports utilizing evidence based positive psychology interventions in any tier. Participants in this presentation will increase knowledge of the factors that impact happiness, posttraumatic growth and the connection to positive psychology, and how to provide positive psychology supports within a trauma-informed framework.

OS139: Preventing and Responding to Child Sexual Abuse [D]
Practice Model Domain(s): 4, 6; Skill Level: III
Presenter(s): Robyn B. Bratica, William James College

School psychologists have a unique and powerful opportunity to prevent and respond to child sexual abuse. This presentation will introduce best practices in developing child sexual abuse prevention efforts in schools, as well as responding to such abuse when it occurs. The role of school psychologists in school-based prevention and intervention efforts is paramount, and this presentation outlines that role and action steps in detail.

OS140: Error Analysis of Achievement Assessments for Spanish Speaking Students [D]
Practice Model Domain(s): 1, 8; Skill Level: III
Presenter(s): Jessica Clark, Reading School District

Formal academic assessments are heavily used in the identification of learning disorders, especially in states where
ON-DEMAND SESSIONS

the ability achievement discrepancy model is primary. In this session, participants will learn expected error patterns for Spanish speaking students who are learning English, practice applying those error patterns to responses on common reading and writing tasks, interpret how error may impact standard scores, and discuss how to present the potential impact of second language acquisition.

**OS141: Graduate Students’ Perceptions of Program Accreditation and Advocacy [D]**

Practice Model Domain(s): 9, 10; Skill Level: III
Presenter(s): Alana Smith & James R. Deni, Appalachian State University

This session will report graduate students’ knowledge and perception of the NASP 2020 Professional Standards and the accreditation process. Information on how graduate students have advocated for changes in their own program, and if they believe they should have a larger voice in NASP standards will also be presented. Attendees will hear graduate students’ thoughts on training standards, as well as how practitioners and NASP can help graduate students advocate for themselves and their training.

**OS143: Implementation of RAP to Improve Reading Comprehension**

Practice Model Domain(s): 3; Skill Level: I
Presenter(s): Laurie B. O’Daniel, Jasmine R. Sorrell, & Daniel L. Gadke, Mississippi State University

There is a need for continued research regarding best practices for improving reading comprehension abilities in school-aged individuals. This paper presentation will discuss the use of the RAP reading comprehension intervention with five students ranging from third to eighth grade. Results from the study suggest RAP could be a beneficial reading comprehension intervention for students exhibiting difficulty in this area. Limitations, implications for future research, and the significance for practitioners will also be discussed.

**OS144: Incorporating Physical Activity Within Mental Health Interventions: School Psychologists’ Perspectives**

Practice Model Domain(s): 4, 9; Skill Level: II
Presenter(s): Scott B. Greenspan, Wediko Children’s Services; Sara A. Whitcomb & Kelsey L. Gordon, University of Massachusetts Amherst
Contributor(s): Laura A. Hayden, Alexandra A. Lauterbach, Sarah A. Feer, Catherine A. Griffith

Research continues to suggest that physical activity can enhance mental health outcomes among youth. Twenty school psychologists participated in focus groups to explore their perspectives of implementing physical activity within mental health service delivery. Results suggest that school psychologists feel strongly about infusing physical activity within mental health service delivery and could foresee their skill set in data analysis, mental health promotion, and consultation in strengthening these efforts in schools. Implications for practice will be discussed.

**OS145: In Pursuit of Equity: Discipline Disproportionality and SWPBIS Implementation [D]**

Practice Model Domain(s): 5, 9; Skill Level: II
Presenter(s): Brittany Zakszeski, Devereux Center for Effective Schools; Kamontá J. Heidelburg, University at Buffalo; Laura E. Rutherford, Devereux Center for Effective Schools

Students from particular racial, gender, and age groups are consistently overrepresented in exclusionary school discipline practices in schools throughout the United States. School-wide positive behavioral interventions and supports (SWPBIS) has been suggested as a framework for reducing exclusionary discipline and discipline disproportionality. This session will review the evidence for SWPBIS in addressing discipline disparities and identify important implementation elements that promote equity in educational outcomes.

**OS146: From Screening to Intervention: A Skill-by-Treatment Interaction in Computational Fluency**

Practice Model Domain(s): 1, 3; Skill Level: II
Presenter(s): Nicole McKevett, University of Minnesota
Contributor(s): Robin S. Codding

Many students continue to struggle with computation. Fortunately, there are many effective computation interventions, but some research has suggested that they are most effective when match to students’ levels of baseline fluency. This presentation will describe a study that examined a skill-by-treatment intervention in computational fluency. Results of the study will be provided, as well as recommendations for how to determine which instructional strategies to use with students who have acquisition and fluency deficits.

**OS147: Neuromyths in the Classroom: The Cost of Pseudoscience**

Practice Model Domain(s): 2, 9; Skill Level: III
Presenter(s): Dan Pezzulo & Melinda Byham, PA Virtual Charter School

Neuroscientists know a great deal about attention, stress, memory, exercise, sleep, and music and their application to education, but the complexity of this information has enabled many pseudoscientific beliefs or neuromyths to develop between research and classroom practices. This study explored the prevalence of neuromyths among a group of public school teachers. School psychologists will assess their own beliefs in common neuromyths and learn to recognize/identify and respectfully challenge teachers’ beliefs in neuromyths.
OS148: The Role of Student Race and Ethnicity on Screening Results [D]
Practice Model Domain(s): 1, 8; Skill Level: II
Presenter(s): Alexandra J. Barber, Katie Eklund, Stephen P. Kilgus, & Bri’Anna Collins, University of Wisconsin-Madison
Contributor(s): Madison Eikenmeyer, Brittany Gregory, Kortni Dubose

Little research has examined the equity with which universal screeners identify students demonstrating social–emotional and behavioral risk. Accordingly, this study examined the diagnostic accuracy of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) as moderated by student race/ethnicity. Results indicated borderline to optimal sensitivity and specificity across racial/ethnic subgroups in predicting risk. Furthermore, the accuracy of screening results was similar across Black, Hispanic/Latinx, and White subgroups, suggesting fairness in screening outcomes.

OS149: Relax, Breathe, and Do Math: Interventions to Address Math Anxiety
Practice Model Domain(s): 3, 4; Skill Level: I
Presenter(s): Abigail Goodridge, Emily E. Hill, Robin S. Coddington, & Robert J. Volpe, Northeastern University

Identifying and addressing early indicators of poor math achievement is a vital component in supporting students’ long-term academic success. One such indicator is math anxiety. This presentation will describe a systematic review of the current status of math anxiety interventions for elementary school students. Participants will learn the symptoms, risk factors, and underlying causes of math anxiety, along with best practices for selecting and implementing evidence-based math anxiety interventions.

OS150: Comparing Active Breaks With Mindfulness Breaks in Elementary School Classrooms
Practice Model Domain(s): 3, 4; Skill Level: I
Presenter(s): Abbey M. Linderholm & Chip Panahon, Minnesota State University, Mankato

Classroom management is a difficult challenge that teachers face today. Published literature has included research regarding active and mindfulness classroom breaks. The literature review will define the two types of breaks most often used, then discuss similarities and differences between them, the effectiveness of each, and teacher/student perceptions of them. Implications for school psychologists and teachers will be discussed. Graduate students, trainers, and practitioners will benefit by learning about implementing breaks as classroom management strategies.

OS151: Evolution of School Psychological Services During the COVID-19 Outbreak [D]
Practice Model Domain(s): 5, 6; Skill Level: I
Presenter(s): Gary E. Schaffer, Niagara University, NYS OPWDD, & ECMC; Elizabeth M. Power & Amy Fisk, College of Saint Rose

The coronavirus (COVID-19) pandemic led to the immediate closure of private and public schools, impacting school psychologists across the world. Within this study, researchers provide results from 723 school psychologists who were surveyed across the United States and Canada regarding their experiences with COVID-19. Results show that school psychologists’ roles and responsibilities changed drastically because of school closures. Implications and recommendations for future practice are presented.

OS152: School Psychology Training Programs: Socialization, Oppression, and Marginalized Students [D]
Practice Model Domain(s): 8, 9; Skill Level: I
Presenter(s): Jose M. Castillo, Patricia Y. Hanson, Jasmine L. Gray, & Alexis M. Sanchez, University of South Florida
Contributor(s): Chelsea Salvatore, Myesha M. Morgan

Promoting social justice in school psychology starts with graduate training programs. It is critical that school psychology programs focus on their socialization processes for students, including students with marginalized identities. We explored the experiences of marginalized students in school psychology graduate programs and how faculty members understand the socialization process. Second, we analyzed those experiences and understandings through critical theories to identify and critique existing oppressive structures for marginalized students. Preliminary findings will be presented.

OS153: The Effects of Self-Management on Challenging Student Behaviors: A Meta-Analysis
Practice Model Domain(s): 4; Skill Level: II
Presenter(s): Tyler E. Smith, University of Missouri/Missouri Prevention Science Institute
Contributor(s): Aaron M. Thompson, Jenna M. Strawhun, Daniel Benard, Alyssa B. Kohne

Self-management (SM) interventions are often utilized within schools to address student’s challenging behaviors and academic concerns. The current presentation will present results of a meta-analysis focused on: (a) assessing the impact of SM intervention on school-aged children’s academic and behavioral outcomes, (b) determining what components differentially affect positive student outcomes, and (c) evaluating if results are moderated by student characteristics (i.e., race, age/grade, gender).
**OS154: The Power and Possibility of Predicting Reading Outcomes With RAN**
Practice Model Domain(s): 1, 6; Skill Level: II
Presenter(s): Kelly A. Powell-Smith, Jacob Gray, Roland H. Good, & Amy N. Warnock, Acadience Learning

Rapid automated naming (RAN) involves quickly and accurately naming repeated sets of familiar items. Though considerable research supports RAN as a strong predictor of reading skill, there exists variation in the relation between RAN and reading skill. In this presentation, we discuss the incremental validity of RAN with respect to reading outcomes independent of commonly used reading measures in kindergarten and first grade. Implications for screening for dyslexia and other reading difficulties will be discussed.

**OS155: Leveraging Implementation Science to Advance Multitiered Systems of Support**
Practice Model Domain(s): 4, 5; Skill Level: II
Presenter(s): Stephanie A. Moore, University of California, Riverside; Jennifer M. Cooper, Yeshiva University

High-quality implementation of multitiered systems of support (MTSS) is critical to meeting the full range of student mental health needs. Through analysis of research from diverse youth mental health service settings, attendees will identify the essential features and implementation determinants of MTSS as compared to multilevel service delivery frameworks across service sectors. Together, we explore how this research can be leveraged to advance MTSS implementation focused on student mental health in your school settings.

**OS156: Social Norms in Bullying, Cyberbullying, and Sexual Harassment**
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Lyndsay N. Jenkins, Florida State University; Amanda B. Nickerson, Margaret E. Manges, & Gina M. Bellavia, SUNY University at Buffalo

The association between personal and perceived peer norms of bullying, cyberbullying, and sexual harassment were explored in a sample of 241 high school students via self-report. Youth reported that they viewed bullying and sexual harassment more negatively than their peers. Additionally, personal attitudes about bullying were significantly and negatively related to sexual harassment and cyberbullying perpetration, but were positively related to bullying perpetration. Perceived peer attitudes were significantly and negatively related to sexual harassment perpetration.

**OS157: College Students’ Perceptions of Peers With Autism: Replication and Extension [D]**
Practice Model Domain(s): 4, 8; Skill Level: I
Presenter(s): Pauline Wang & Leigh A. Tipton Fisler, California State University, Los Angeles
Contributor(s): Janice N. Phung

Recent research addressing peer attitudes toward college students with autism demonstrated that students were favorably disposed toward peers when the peer was labeled as having autism. Our study builds on previous research and provides results whether students’ attitudes of peers with autism differed by college majors and gender of the peer. Practitioners will learn the potential benefits of disclosing one’s diagnosis to peers and how to best support these students when transitioning to college.

**OS158: A Systematic Review of School Transitions’ Impact on Suicidal Ideation [D]**
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Malena A. Nygaard, Indiana University; Christopher W. Drapeau, Valparaiso University; Heather E. Ormiston, Indiana University

Do school-based transitions impact student suicidal ideation? We will detail the results of a mixed studies systematic narrative literature review analyzing the impact of school-based transitions on student suicidal ideation to inform the future practice of school psychologists. Researchers will discover a gap in the existing literature and practitioners will recognize the need to support students as they transition schools.

**OS159: Review of Evidence-Based Accommodations for English Learners [D]**
Practice Model Domain(s): 2, 3; Skill Level: I
Presenter(s): Nathalie L. Marinho, Sarina Roschmann, & Sara E. Witmer, Michigan State University

This presentation will provide an overview of evidence-based accommodations for English learners (ELs) during instruction and assessment in addition to recommendations for implementation based on the results of a systematic literature review. Findings from the past 20 years of research in this area will be summarized and implications for future research will be discussed. This presentation will support attendees’ knowledge of accommodations for ELs and their consultation with general education teachers working with them.

**OS160: Climbing the Pyramid: Building Advanced Tiers in a Preschool Setting**
Practice Model Domain(s): 1, 6; Skill Level: II
Presenter(s): Lyndsie A. Erdy & Rachel A. Eisenberg, Devereux Center for Effective Schools

Program-wide positive behavior supports (PW-PBS) can be effective in reducing problem behavior and increasing prosocial behavior in preschool settings. Even with a strong universal system in place, some children will need more intensive supports to address specific social, emotional, and behavioral challenges. This session will describe the development and implementation of advanced tiers (i.e., 2 and 3) within one low-income preschool setting. Specific interventions and processes for data-based decision making will be described.
OS161: Implementing Restorative Circles Training to Decrease Exclusionary Discipline Practices [D]
Practice Model Domain(s): 6, 8; Skill Level: II
Presenter(s): Avy Q. Zheng & Adam D. Weaver, University of Nebraska at Omaha

The purpose of this paper session is to provide guidance to school psychologists and other educators on how to develop effective professional development to train classroom teachers and other service providers in leading restorative circles. This presentation will specify all the steps needed to ensure that classroom teachers will be able to accurately and confidently facilitate restorative circles with their students.

OS164: Intervention for Adolescents With ADHD: Academic and Social Functioning Effects [D]
Practice Model Domain(s): 3, 4; Skill Level: II
Presenter(s): George J. DuPaul, Lehigh University; Steven W. Evans & Julie S. Owens, Ohio University; Courtney Cleminshaw, Lehigh University
Contributor(s): Kristen L. Kipperman

Adolescents with attention deficit hyperactivity disorder (ADHD) frequently experience significant academic and social impairment. We present findings from a randomized trial of the Challenging Horizons Program in high school students with ADHD (N = 186). Significant improvements in organization skills, homework performance, social skills, and inattention symptoms were found along with a less steep decline in report card grades relative to controls. Implications for delivery of feasible, effective school-based intervention for students with ADHD will be discussed.

OS162: The Impact of School Closures on Training: A Student Perspective
Practice Model Domain(s): 9, 10; Skill Level: II
Presenter(s): Emily E. Hill, Zachary Bliedermann, Jenna Caruso, & Julianne B. Quinn, Northeastern University
Contributor(s): Matthew R. DuBois

The coronavirus pandemic resulted in graduate students missing approximately 30–40% of their in-person training experiences during the 2019–2020 school year. Students’ perceptions of the impact of school closures on their skill development and readiness to enter their next training or professional experience is unknown. Accordingly, this paper will discuss the results of a survey that asked school psychology graduate students to compare their in-person and remote training experiences in assessment, counseling, consultation, and supervision.

OS165: System Change, the Forgotten Tool [D]
Practice Model Domain(s): 1, 2; Skill Level: III
Presenter(s): James R. Deni, Alana Smith, & Faith D. Dearman, Appalachian State University

Why do some schools and districts struggle with full implementation of MTSS? Are there specific variables that lead to more successful MTSS implementation? We will provide results of a study looking at the knowledge and training that school psychologists have in implementation science. Practitioners will also learn how to use the Heptagon Tool to help their school or district scale up a new innovative practice or program.

OS163: Creating Sustainable Integrated Mental Health Supports Through Consultation
Practice Model Domain(s): 2, 4; Skill Level: II
Presenter(s): Joseph D. Latimer, Alexis M. Sanchez, Nathaniel von der Embse, & Shannon M. Suldo, University of South Florida
Contributor(s): Chelsea Salvatore, Rachael E. Hite, Bethany A. Goodhue, Gabrielle C. Francis

Schools are one of the major facilitators of mental health interventions and frequently utilize universal screenings for identifying students who are at risk. However, there is little guidance and inconsistent application with utilizing universal screening to inform modification of Tier 1 services and selection of Tier 2 interventions. This presentation will provide real world experiences facilitating universal screening and Tier 2 intervention implementation for middle school populations identified as at risk for mental health concerns.

OS166: Identifying Predictors of Teacher Stress and Burnout to Inform Intervention
Practice Model Domain(s): 1, 10; Skill Level: I
Presenter(s): Alexandra M. Pierce & Alexandra A. Cascio, University of Connecticut
Contributor(s): Lisa M. Sanetti

Chronic teacher stress has been shown to be associated with elevated rates of attrition, physical and psychological health challenges, poor job performance, and negative student outcomes. How can school-based professionals support teachers experiencing stress and burnout? This presentation will synthesize the findings of previous literature on predictors of negative teacher outcomes to create a comprehensive model of teacher well-being. The proposed model will serve as a foundation for providing evidence-based recommendations for screening and intervention.

OS167: Oral Expression and Listening Comprehension: SLD or SLI
Practice Model Domain(s): 1, 5; Skill Level: II
Presenter(s): Kenneth L. Grizzle, Medical College of Wisconsin

The ability to effectively understand and use language, oral and written, plays a critical role in the definition of a specific learning disability, as outlined by the federal government. How
state departments of education operationalize constructs of oral expression and listening comprehension will be presented, and recommendations for IEP team decision making offered.

**OS168: Continued Provision of School District Family Services During a Pandemic [D]**

**Practice Model Domain(s):** 4, 7; **Skill Level:** I  
**Presenter(s):** Cherisse R. Rambarose, Jane L. Jooste, Shelley M. Barber, & Angeanette M. Nixon, Lewisville ISD

At a large metropolitan school district, our after-school psychology clinic traditionally provided services to families with children in special education. Services included family counseling and resource groups. COVID-19 school closures threatened to curtail important school-based mental health services, and challenged school psychologists to adapt our work within a telehealth framework. This paper describes a practical approach to adapting family outreach services via telehealth, with lessons learned from our school-based telehealth model.

**OS169: Achievement, Grit, and Mindset Across Adolescent Mental Health Profiles**

**Practice Model Domain(s):** 1, 6; **Skill Level:** II  
**Presenter(s):** Kelly N. Clark, Louisiana State University; Christine K. Malecki, Northern Illinois University

The dual-factor mental health model proposes the integration of subjective well-being and psychopathology when conceptualizing mental health. In addition to investigating associations between noncognitive factors, academic achievement, and mental health, the current study also empirically identified mental health groups through latent profile analysis among adolescents (N = 429). Gender and socioeconomic disproportionalities were observed across mental health groups. Adolescents with complete mental health had higher achievement, grit, academic grit, and growth-oriented mindsets than other adolescents.

**OS170: Strategic Planning at the District Level: Improving School Psychological Services**

**Practice Model Domain(s):** 1, 10; **Skill Level:** II  
**Presenter(s):** Tyler J. Kitson & Lina Kitson, Olathe Public Schools

It can be frustrating that our role as school psychologists is frequently misunderstood, often by important stakeholders. In this paper presentation, participants will learn how to change that. Specifically, participants will be provided strategies for how to advocate for an expanded role and tools for strategically planning at the district level to improve service delivery and student outcomes.

**OS171: A National Study: Factors Influencing the School Psychology Shortages [D]**

**Practice Model Domain(s):** 1, 9; **Skill Level:** III  
**Presenter(s):** James R. Deni, Appalachian State University; Elizabeth M. Power, The College of Saint Rose; Allison D. Sams, Appalachian State University  
**Contributor(s):** Katherine H. Walls

The purpose of this study is to provide demographic characteristics, employment setting details, and reasons behind the national school psychology shortage. Data collected from a U.S. national sample (N = 1,104) across 44 states will be presented. School psychology practitioners, administrators, graduate trainers, and graduate students will learn specific reasons behind the school psychology shortage, as well as recommendations to alleviate the school workforce shortage.

**OS172: Perceptions of IEP Meetings Through the Lens of Parents [D]**

**Practice Model Domain(s):** 1, 7; **Skill Level:** III  
**Presenter(s):** Miriam M. Pages, Student; James R. Deni, Appalachian State University; Stephanie L. Corcoran, University of Alabama at Birmingham

The purpose of this paper session is to report the results of a study looking at the effectiveness and barriers to IEP meetings through the lens of parents. Quantitative and qualitative data collected from a parent population in the southeast region will be presented. Attendees will learn how to make IEP meetings more parent friendly and inclusive so parents feel they are equal partners.

**OS173: Supporting Reentry After a Psychiatric Hospitalization**

**Practice Model Domain(s):** 4, 6; **Skill Level:** II  
**Presenter(s):** Jasmine B. Romero & Victoria L. Vickers, Chapman University

Set students up for success by learning best practices for reintegration plans following a psychiatric hospitalization. Participants will leave with templates for reentry that details guidelines and provides sample questions to consider when supporting a student’s return to school following hospitalization.

**OS174: Best Practices for Preparing for an Armed School Intruder [D]**

**Practice Model Domain(s):** 6; **Skill Level:** III  
**Presenter(s):** Catherine G. Kennedy-Paine, Retired

Being prepared to respond to an active shooter on school property is critical to keeping students safe and ready to learn. Lockdowns can save lives and are an integral component in crisis response. However, when not done appropriately, lockdown drills may cause physical and psychological harm. Learn a hierarchy of developmentally appropriate drill strategies that will increase preparedness while minimizing potential harm to K–12 students and staff members.
This study reviewed assessment practices of psychologists and mental health practitioners. Over 50% of children will experience significant trauma. Practitioners will learn how to incorporate or improve existing trauma assessment practices.

The purpose of this presentation is to use research to connect the training and expertise of school psychologists to a rationale that we are ideally positioned to lead the efforts of trauma-informed multileveled systems of support (TI-MTSS) in schools. Framed in the 10 Core Area guidelines by the National Child Traumatic Stress Network, we operationalize the school psychologist’s role and skills within each domain. Practitioners will gain information to support their implementation of TI-MTSS.

This paper presentation is designed to demonstrate the effectiveness of the popular game “spot the difference” on discriminating attention deficit and hyperactivity impulsivity disorder (ADHD) in adults. The differences in time, accuracy, visual strategies, and eye-tracking variables between ADHD, faking ADHD, and non-ADHD groups will be discussed. We will provide preliminary evidence for the use of “spot the difference” game as an ADHD screener.

This study investigated the role of morphological awareness (MA) on reading comprehension in elementary age students. MA was assessed at the subword, word, and sentence level. Phonological awareness (PA), rapid automatized naming (RAN), and vocabulary were all controlled for. Results indicated that vocabulary, PA, and RAN impacted reading comprehension. MA helped to explain some of the variance present. This study affirms that vocabulary, RAN, and PA are all important factors in reading.
OS182: Spirituality and SEL: Culturally Responsive Practice With Native American Students [D]
Practice Model Domain(s): 8; Skill Level: I
Presenter(s): Amy E. Violante & Anisa N. Goforth, University of Montana; Kiva N. Sam, University of South Dakota; Martin R. Taber, University of Montana
Contributor(s): Emily Brown, Leclaire Johnson, Diana M. Diakowski

Affirming culture and identity is a core element of culturally responsive practice with Indigenous students (NASP, 2020). Spirituality is an important component of Native American culture and resilience, although it is often not included in Western education (HeavyRunner & Morris, 1997). This session will provide recommendations for school psychologists to consider the role of spirituality in fostering Native American students’ well-being, specifically as it relates to social-emotional learning.

OS183: A Meta-Analysis of the Mystery Motivator Intervention
Practice Model Domain(s): 3, 4; Skill Level: II
Presenter(s): Hunter King, Hilary J. Jensen, Cambria M. Corsi, & John L. Davis, University of Utah, Department of Education
Contributor(s): William R. Jenson, Keith C. Radley, III

The mystery motivator (MM) is a behavioral intervention that provides an individual with an opportunity to earn rewards for appropriate behavior(s). A unique characteristic of the MM intervention is the element of reward uncertainty in which individuals are either unaware if the MM is in effect for a given day or which reward they will receive. The present study reports the results of a meta-analysis of the effects of the MM intervention on behavioral outcomes.

OS184: Academic Self-Efficacy Miscalibration in High School Students With ADHD [D]
Practice Model Domain(s): 8; Skill Level: II
Presenter(s): Jae Hyung Ahn & George J. DuPaul, Lehigh University

This study examined academic self-efficacy miscalibration, or the discrepancy between students’ self-efficacy and their actual competence, in high school students with ADHD. Data of 23,503 students in the High School Longitudinal Study of 2009 (HSLS:09) was used. As hypothesized, students with ADHD showed significant higher levels of miscalibration compared to their peers in math and science. Miscalibration occurred regardless of their ADHD medication status. Results will inform interventions to help students with ADHD set realistic goals.

OS185: Helping Students Transition to Middle School [D]
Practice Model Domain(s): 3, 4; Skill Level: II
Presenter(s): Gordon Hall, Mifflin County School District
Contributor(s): James C. DiPerna

How effective are attributional interventions in education, like growth mindset, when used as universal interventions? We will provide results of a study of one such intervention that was not successful in shifting attributions or impacting motivation, social belonging, and achievement but may have been successful in improving achievement for a local minority population. We will compare these results to several meta-analyses. Practitioners will learn how best to implement attributional interventions in a school setting.

OS186: Parent Perceptions of Early Intensive Behavioral Intervention for Autism
Practice Model Domain(s): 1, 7; Skill Level: II
Presenter(s): Yi Ding & Pamela Giambona, Fordham University
Contributor(s): Su Je Cho

The focus of this study was on parents’ retrospective perceptions of past early intensive behavioral intervention (EIBI) services and current outcomes for their children with ASD. Results of this study suggested that the intensity of ABA intervention accounted for significant variance in adaptive skill levels and school placement, emphasizing the importance of the length of time EIBI was received. Parent interviews reveal benefits and limitations of EIBI perceived by parents.

OS187: Problematic Internet Use, Social–Emotional Learning Competencies, and Bullying Victimization [D]
Practice Model Domain(s): 4, 6; Skill Level: I
Presenter(s): Chun Yang, University of California Santa Barbara; Chunyan Yang, University of California Berkeley

Do students’ experiences of being bullied make them vulnerable to problematic internet use (PIU)? Why some bullied adolescents were not likely to develop negativities, while others were at risk? We will provide results of a study that examined the relationship between bullying victimization and PIU and moderating effects of social–emotional learning (SEL) competencies among Chinese adolescents. School psychologists will learn what interventions to implement as means of preventing bullied adolescents from addiction to PIU.

OS188: Boosting Math Fluency Through Class-Wide Intervention
Practice Model Domain(s): 3; Skill Level: II
Presenter(s): Rebecca R. Edmunds, Baltimore City Public Schools; Robin S. Coddin, Northeastern University; Kortney R. Kromminga & Nicole McKevett, University of Minnesota
Contributor(s): Calvary R. Diggs, Kristin E. Running, Stacey C. Brandjord, Danielle M. Becker

Effective class-wide fluency interventions are a low-cost method to practice targeted skills and are recommended as a component of core mathematics instruction. This presentation will discuss the relationships between fluency, strategy use, and researcher-provided feedback for improving students’ math skills in a class-wide multiplication intervention. The discussion will be guided by data from a randomized controlled trial and will focus on practical implications for intervention.
OS190: Enhancing Teacher–Student Interactional Quality in Middle School Classrooms [D]
Practice Model Domain(s): 5; Skill Level: II
Presenter(s): Daniel A. Camacho, University of Virginia Curry School of Education; Stephanie A. Moore, University of California—Riverside
Contributor(s): Elise T. Pas, Catherine P. Bradshaw

What factors are most essential for promoting high quality D201 interactions in middle school classrooms? This study of 334 middle school teachers demonstrates how to distinguish between low, medium, and high quality teacher–student classroom interactions and the importance of factors such as school geography and student racial composition, student behavior, and teacher self-efficacy and connection to other teachers. Implications for student and teacher supports will be discussed.

OS191: Tools for Assessing Classroom Management Within Data-Based Coaching and Consultation
Practice Model Domain(s): 1, 5; Skill Level: II
Presenter(s): Brittany Zakzeski, Lyndsie A. Erdy, & Lisa Thomas, Devereux Center for Effective Schools; Olivia L. Rich, Lehigh University

Effective instructional and behavioral management in the classroom has been linked to students’ increased academic learning and positive classroom behaviors. School psychologists can support educators’ classroom management through data-based coaching and consultation but need empirically supported assessment measures to do so. This session will present results of a systematic literature review to identify and describe existing classroom management assessment tools. We will provide recommendations for using these tools within feasible, scalable coaching and consultation models.

OS192: Using Cost-Effectiveness to Evaluate Academic Screening Models
Practice Model Domain(s): 1, 6; Skill Level: I
Presenter(s): Benjamin J. Paly, University of Texas at Austin; David A. Klingbeil, University of Wisconsin-Madison

A cost-effectiveness analysis examined four approaches to academic screening in reading across fourth through eighth grades in a large suburban school district. Screening models included prior year statewide achievement test data, a curriculum-based measure alone (aimswebPlus), a gated model, and a multivariate model. Attendees will be walked through the process of systematically understanding cost and effectiveness data in academic screening to help administrators make informed decisions when allocating resources in an MTSS model.

OS193: Delivering Math Interventions to Maximize Student Outcomes: Meta-Analysis Findings
Practice Model Domain(s): 1, 3; Skill Level: II
Presenter(s): Emily R. DeFouw, University of Massachusetts Boston; Austin H. Johnson, UCR
Contributor(s): Melissa Collier-Meek, Robin S. Codding, Kaitlin M. Gould

When delivering supports within RTI, interventions must be intensified to meet student needs while ensuring they are feasible, equitable, and resource efficient. Treatment strength is an understudied, yet important intervention component. The purpose of this presentation is to provide updated findings and recommendations on math interventions targeting whole number computation and discuss moderating effects of treatment strength (e.g., duration, frequency), implementation components, and dependent variable aspects (e.g., criteria). Research and practice implications will be provided.

OS194: Effects of Intervention on Kindergarten Readiness for Students With Disabilities
Practice Model Domain(s): 3; Skill Level: I
Presenter(s): Jacksunia A. Wolfe, Kingsport City Schools; Angela N. Hilton-Prillhart & Mark Dula, Milligan University
Contributor(s): Patrick N. Kariuki, Amy S. Doran

This study examines early intervention participation on kindergarten readiness focusing on students with disabilities; 113 students, including 30 with disabilities, participated. Findings suggest early intervention programs had a positive impact on growth scores for overall general development and five developmental domains. There was no significant difference for students with disabilities based on the number of participating years in early intervention programs. Participants will gain an understanding of the outcomes of early intervention programs.

OS195: Neurodiversity and Intelligence: The Flynn Effect in Children With Autism [D]
Practice Model Domain(s): 8, 10; Skill Level: II
Presenter(s): Kenzie B. Billeiter, Baylor University; John M. Froiland, Purdue University
Contributor(s): Justin P. Allen, Daniel B. Hajovsky

The Flynn effect (FE) has been demonstrated across several contexts and with many different populations. However, little is known about the FE among youth with autism spectrum disorder (ASD). Using the National Database for Autism Research, this study examined whether general intelligence changed significantly over a decade (N = 671). Results demonstrate that there is no FE in children with ASD, further demonstrating the neurodiversity within the spectrum. Implications for research and practice are discussed.
OS196: SEL in Head Start: Evaluating a Tier 2 Intervention
Practice Model Domain(s): 4; Skill Level: I
Presenter(s): Summer Wurster & Lynanne Black, Indiana University of Pennsylvania
Contributor(s): Courtney L. McLaughlin

Early childhood is an ideal time for targeted promotion of prosocial behaviors and social–emotional skills. The current study investigates the impact of an abbreviated modified version of a second-tier intervention on Head Start students' social–emotional competencies in rural Western Pennsylvania. Alignment between CASEL competencies, Head Start Early Learning Outcomes, and measures utilized by Head Start and FIRST STEP Next will be discussed. The findings of the study will be shared, with recommendations for practitioners.

OS197: Student and Faculty Perspectives on Multicultural Training Efficacy [D]
Practice Model Domain(s): 8, 9; Skill Level: I
Presenter(s): Nina R. Mandracchia, Anacary Ramirez, Sarah Panameno, & Randolph C. Munoz II, University of California, Riverside

Historically, multicultural content in school psychology curricula has been lacking. This study presents results of a survey assessing students and faculty perceptions of the academic training and preparation to work with culturally and linguistically diverse (CLD) populations provided by their program. General trends in respondent perception are presented, along with differences in perceptions between individual groups (e.g., students and faculty). Implications and recommendations based on these findings are discussed.

OS198: School-Based Support for Families of Students With Traumatic Brain Injuries
Practice Model Domain(s): 2, 7; Skill Level: II
Presenter(s): Susan Davies, University of Dayton

Families of children with TBIs often experience emotional burden related to the sudden onset, intensity, and duration of the recovery process. Parents and siblings of students with TBI often do not receive support, which can impede the injured child’s recovery. This qualitative study involved focus groups with school psychologists to explore their understanding of challenges experienced by families of students with TBI, as well as opportunities for improving school-based support.

OS199: Frontiers in Early Childhood: School Psychology and Supporting Young Children
Practice Model Domain(s): 4, 10; Skill Level: I
Presenter(s): Rachel Stein, University of Colorado Denver; Marisa E. Marraccini, University of North Carolina at Chapel Hill; Shannon M. Suldo, University of South Florida
Contributor(s): Christopher W. Drapeau

There is increasing recognition that school psychologists work in early childhood settings (e.g., Child Find, preschools, pediatrics) and that school psychologists’ skills are well suited for these settings. Limited scholarly work has explored school psychologists’ pursuing careers in early childhood settings. This presentation will present findings from in-depth interviews conducted with five school psychologists about their professional roles in early childhood settings, and the paths that brought them there.

OS200: Finding Solutions for Refugee Children [D]
Practice Model Domain(s): 8; Skill Level: I
Presenter(s): Esmeralda Kekic, University of Northern Iowa

Do we know all we need to know about our refugee students? This session will provide an overview of significant differences between refugees and immigrants related to trauma and forced displacement and how these differences should impact the selection of interventions. Key issues including effective interventions for refugee students, culturally responsive teacher education programs, and the overall preparedness of schools in serving newly arrived refugee students and their families will be discussed.

OS201: Helping Teachers Use Early Literacy Screening Data to Prioritize Intervention
Practice Model Domain(s): 1, 3; Skill Level: II
Presenter(s): Alisha Wackerle-Hollman, University of Minnesota; Robin L. Hojnoski, Lehigh University; Kristen Missall, University of Washington; Kristin E. Running, University of Minnesota

How do educators decide how to prioritize early literacy intervention when children are below benchmark in more than one domain? This session will describe data from a commonly used preschool early literacy and language measure (Individual Growth and Development Indicators) to illustrate how to use empirical predictive validity results to inform how to prioritize intervention targets. School psychologists will benefit from strategies to improve data-based decision making in the context of early literacy assessment.

OS202: Consultation With Staff Regarding Treatment of Selective Mutism in Schools
Practice Model Domain(s): 2, 4; Skill Level: III
Presenter(s): Brittany Rice-Urbach, Medical College of Wisconsin/Children's Hospital of Wisconsin

This paper presentation will examine the role of school psychologists in providing consultation and treatment to children with selective mutism in the school setting. More specifically, this presentation will provide (a) background about the diagnosis of selective mutism, (b) strategies for effective staff consultation and collaboration when addressing selective mutism in the school setting, and (c) study results regarding teacher feedback of important intervention strategies for treating selective mutism in the school setting.
OS203: Becoming Efficient and Cohesive: How to Align Initiatives and Processes
Practice Model Domain(s): 5; Skill Level: III
Presenter(s): Ellie L. Young, Sara Moulton, Cade Charlton, & Christian V. Sabey, Brigham Young University

As school psychologists collaboratively develop and implement initiatives in schools, they often find that programs may overlap and duplicate services. Aligning initiatives and practices within a school ensures that practices, policies, funding, goals, and data collection systems are cohesive. This presentation will propose strategies to ensure that the range of services provided, especially within an MTSS framework, are effective and efficient. The presenters will share an operational definition of alignment and indicators of effective alignment.

OS204: Predicting Instructional Approaches for English Learners’ Reading Achievement [D]
Practice Model Domain(s): 3; Skill Level: II
Presenter(s): Monica E. Romero, University of Missouri

English learners (ELs) are one subgroup of students that require special attention, particularly because of their growing numbers and low-performance relative to their non-EL peers. Using a nationally representative database, the study examined the effects of language of instruction and pull-out small group reading interventions on the reading achievement of ELs. Results provided evidence that the language of instruction emerged as a significant predictor in the student’s reading performance.

OS205: Perceived Teacher Discrimination and Psychological Well-Being in Black Youth [D]
Practice Model Domain(s): 8; Skill Level: II
Presenter(s): Daniel Cohen, University of Alabama
Contributor(s): Gregory Cohen

A wide body of research demonstrates that racism has negative impacts on mental and physical health, but few studies have investigated the link between teacher racial discrimination and student psychological well-being. This study will evaluate how teacher discrimination is associated with coping, mastery, and stress in a nationally representative sample of Black youth. Findings will be discussed in relation to advocacy efforts and the development and implementation of evidence-based strategies to reduce racial discrimination in schools.

OS206: Finding Fit: Students Support Needs Scale for Minority STEM Learners [D]
Practice Model Domain(s): 1, 8; Skill Level: II
Presenter(s): Thomas J. Gross & Catherine E. Hines, Western Kentucky University; Qingxia Li, Fisk University

This study examined the factor structure of the Student Support Needs Scale - Augmented (SSNS-A) for underrepresented minority STEM students. The participants were primarily Black/African American first year STEM students at a Historically Black University (N = 384; Mage = 18.25 years). It was found that a bifactor model best fit the data. However, factor loadings, post-hoc adjustments, and the potential for unidimensionality indicate the possible needs rethink how underrepresented minority STEM students’ needs are conceptualized.

OS207: Family–School Collaboration Within Tiered Prevention Frameworks: Assessing Fidelity for Improvement [D]
Practice Model Domain(s): 6, 7; Skill Level: II
Presenter(s): Devon R. Minch, University of South Florida; Stanley A. Garbacz, University of Wisconsin-Madison

The purpose of this session is to describe a framework of family–school collaboration within multitiered systems of support (MTSS). The Family–School Collaboration: Tiered Fidelity Inventory (FSC: TFI), a free fidelity tool used to assess family–school collaboration within MTSS, will be reviewed and shared with participants. Participants will be provided with resources to improve family–school collaboration practices within MTSS.

OS208: Using Online Surveys for Data-Based Decision Making During COVID-19 Response
Practice Model Domain(s): 1, 2; Skill Level: II
Presenter(s): Taylor Koriakin, Erin Dunn, Christopher M. Barclay, & Jacquelyn Briesch-DuBois, EASTCONN Regional Education Service Center
Contributor(s): Ravit R. Stein

The COVID-19 pandemic and shift to distance learning have impacted all aspects of school-based service delivery, especially the tools used by school psychologists for data collection. Measuring student engagement during distance learning and staff stress and well-being are of particular interest for guiding response efforts. This presentation will provide an overview of a series of surveys used to facilitate data-based decision making in evaluating both student engagement during distance learning and staff wellness during COVID-19 response.

OS209: The Impact of Raters on Teacher Behavior Rating Scale Scores
Practice Model Domain(s): 1, 9; Skill Level: II
Presenter(s): Kara M. Stycz, Northern Illinois University; Christopher J. Anthony, University of Florida
Contributor(s): Katherine E. Matthews, Justin R. Martel, Erin Cooke

Despite the ubiquitous use of rating scales, scores on these measures are affected by the unique perspectives of those who complete them. Yet, research has not evaluated whether statistically correcting rater effects might improve score validity/utility. Thus, the purpose of this study was to evaluate this possibility using advanced psychometric techniques. Results indicated that rater effects had potentially large impacts on individual scores, but correcting them did not improve score validity/utility. Implications are discussed.
**OS210: Preservice Education Professionals’ Knowledge and Perceptions About ADHD**

Practice Model Domain(s): 3, 4; Skill Level: II  
**Presenter(s):** Renee K. Bastian & Milagros Zavala, Florida International University  
**Contributor(s):** Andy V. Pham

What happens when education professionals are not equipped to work with children with attention deficit hyperactivity disorder? This session will provide the results of a survey study that highlights preservice’s knowledge of ADHD and differences between educational disciplines. Attendees will be provided with recommendations for improving undergraduate and graduate curricula and coursework in topics related to ADHD in an effort to improve preservice professionals’ understanding of educational supports for children with ADHD.

**OS211: Meeting Deadlines: Steps for Completing Eligibility Determinations Using Social Distancing**

Practice Model Domain(s): 1, 10; Skill Level: II  
**Presenter(s):** Tracy L. Paskiewicz, University of Massachusetts Boston; S. Kathleen Krach, Florida State University; Suzanne Botana, Yarmouth School Department; Staci Ballard, University of Massachusetts Boston

School psychologists were faced with the challenge of completing psychoeducational assessments for IDEA eligibility at a time when face-to-face testing became impossible due to school closures. This paper represents a compilation of professional recommendations and includes a framework for decision-making for completing high-stakes testing. The particular focus is on choosing nontraditional methods, including virtual and teleassessment options of which practitioners may not have been aware. The presented framework will assist practitioners in meeting recommended guidelines.

**OS212: Powerfully Adapting Social Skills Training for Students With Cognitive Impairment**

Practice Model Domain(s): 4, 8; Skill Level: I  
**Presenter(s):** Sarah Sparrow, Rachel Team, Charles Wadlington, & Melissa Gant, Abilene Christian University  
**Contributor(s):** Rachel M. Team, Charles Wadlington, Melissa Gant

This presentation will highlight the aspects of identifying and modifying appropriate social skills training and lessons for students with cognitive impairment. Additionally, lessons learned throughout the process of implementing social skills training in special education classrooms will be highlighted. This presentation will offer valuable information for those who are looking to apply social skills training for this specialized population.

**OS213: Teaching Functional Sight Words to Adolescents With Intellectual Disabilities**

Practice Model Domain(s): 3; Skill Level: I  
**Presenter(s):** Margaret A. Beneville, Northeastern University; Matthew R. DuBois, Brookline High School; Amy M. Briesch, Northeastern University

This presentation will discuss the methodology and findings of three single-case design studies that investigated traditional drill and practice (TDP) and incremental rehearsal (IR) as methods for teaching functional sight words to adolescents with intellectual disabilities (ID). Attendees will learn about best practices in teaching sight words to students with ID, how to deliver computer-based TDP and IR, considerations in measuring acquisition, retention, and maintenance, and implications for practice and future research.


Practice Model Domain(s): 8, 10; Skill Level: I  
**Presenter(s):** Kiley Callahan, Loyola University Chicago

The urban school context is associated with a number of challenges that may impact school psychology practice, including environmental stressors, systemic barriers, systematic marginalization, and limited resources. Urban school psychologists must be responsive to the ways in which these challenges emerge across practice areas in order to advance positive outcomes for children living in urban communities. As such, the purpose of this study is to explore urban practitioners’ perspectives regarding their professional practice and training needs.

**OS215: Intersectionality: Applying a Transdisciplinary Paradigm to School Psychology [D]**

Practice Model Domain(s): 8, 9; Skill Level: II  
**Presenter(s):** Madison M. Weist, Stephanie M. Campbell, Bri’Anna Collins, & Miranda R. Zahn, University of Wisconsin-Madison  
**Contributor(s):** Dahlia Gonzalez, Katherine L. Lawlor

School psychologists can and should be responsible stewards of intersectionality. This paper positions intersectionality as interactions between identity and social locations with special attention to power relations. Presenters interrogate how intersectionality is discussed in school psychology literature through a scoping review. To supplement the limited work within school psychology, transdisciplinary theory, and strategies from counseling psychology (e.g., Moradi & Grzanka, 2017) are applied to the 2020 NASP Practice Model to generate suggestions for research and practice.
OS216: Comparing Two Levels of Opportunities to Respond on Learning
Practice Model Domain(s): 1, 3; Skill Level: I
Presenter(s): Cutler T. Ruby, Jillian Dawes, Daniel F. McCleary, & Dallin R. Marr; Stephen F. Austin State University
Contributor(s): Taylor R. Robinson

Increasing opportunities to respond (OTR) is an often-recommended way to increase the intensity of an academic intervention. However, little research has experimentally compared different levels of OTR on learning. This project utilized a within-subject time series group design to evaluate differences in learning between two levels of OTR. Practitioners, educators, and researchers will learn about the base intervention used, outcomes of the study, and future directions for related research.

OS217: Merrell’s Strong Kids Meta-Analysis: Results and Reflections on Methodology
Practice Model Domain(s): 4, 9; Skill Level: II
Presenter(s): Barbara A. Guelñder, Successful Kids Today; Sara A. Whitcomb, Hee Kyung Park, & Kelsey L. Gordon, University of Massachusetts Amherst
Contributor(s): Gregory E. Moy, Dianna Lovitz, Fe. Engellmann, Jessica Pearlman, Laura B. Guelñder

Evaluating whether a SEL program “works” includes analyzing outcome and implementation data across studies, its effect on knowledge, skills, and problems, and how it performs across tier levels and in the presence of implementation problems. This paper will review key findings from a second wave meta-analysis of Merrell’s Strong Kids and highlight nuanced results using moderator variables. Participants will dialogue on results, the decision-making process in coding, and the importance of specificity in data reporting.

OS218: A Systematic Review of Treatment Fidelity in School-Based Behavioral Health
Practice Model Domain(s): 4; Skill Level: II
Presenter(s): Shannon Holmes, University of Missouri-Columbia; Jennifer M. Cooper, University of Massachusetts Amherst

Treatment fidelity is a critical methodological concern in research and practice because it is essential to making valid conclusions regarding intervention outcomes. Despite its importance, treatment fidelity has been largely overlooked in the school psychology. Although interest in implementation science has grown, very few studies address treatment fidelity in schools. Findings from a systematic literature review that examined treatment fidelity for school-based behavior interventions will be presented to inform future research and practice in schools.

OS219: Impact of Extracurricular Participation, ADHD, and Self-Efficacy on College Enrollment
Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Heath Patterson, Lehigh University
Contributor(s): George J. DuPaul, Courtney Cleminshaw

Can primary factors, such as extracurricular participation and self-concept/efficacy, be identified in predicting immediate college enrollment (ICE) of high school graduates? We provide results of a binary logistic regression of participants in the NCES High School Longitudinal Study of 2009 (N = 7,590). Participation in extracurricular activities and attention deficit hyperactivity disorder (ADHD) status significantly predicts ICE. Differences in the influence of these factors on ICE rates of students with and without ADHD are explored.

OS220: Strategies to Promote Parental Resilience: Obstacles and Solutions [D]
Practice Model Domain(s): 2, 7; Skill Level: I
Presenter(s): Richard W. VanVoorhis & Kenneth L. Miller, Youngstown State University
Contributor(s): Amy E. Williams, Susan M. Miller

Authors present school psychologist focus group findings to help promote strategies for increasing parental resilience for families of children diagnosed with low-incidence disabilities. Authors present workshop evaluation results, research products, and implications for parents and school psychologists.

OS221: Academic Intervention in the World of COVID-19
Practice Model Domain(s): 3, 9; Skill Level: I
Presenter(s): Lauren Peak, University of Southern Mississippi

When schools and clinics were closed due to COVID-19, school psychologists had to find new ways to provide the vital interventions their students had in place. This study will show results from incremental rehearsal and listening passage preview, repeated reading, and error correction prior to COVID-19, during the switch to telehealth, and after the return to the standard clinic model. Practitioners will be provided the data and tips for efficient academic interventions via the platform zoom.

OS222: How to Address the Inequities of Sex Education as Practitioners [D]
Practice Model Domain(s): 4, 8; Skill Level: I
Presenter(s): Elly Q. Maras, Chase M. Burkart, & Mark H. Thomas, University of Denver

The lack of comprehensive sex education has caused inequitable and negative outcomes for adolescents. Adolescents of color are disproportionately impacted. This call to practice will educate practitioners on the past and current landscapes of sex education and related policies as well as equitable and inclusive curricula. Practitioners will learn how to advocate for comprehensive sex education in schools and be provided resources to use with diverse student and family populations.
ON-DEMAND SESSIONS

OS223: Meta-Analysis of Mental and Behavioral Health Interventions in Rural Schools [D]
Practice Model Domain(s): 4, 9; Skill Level: II
Presenter(s): Soebin Im, Kaitlyn Young, Katherine L. Lawlor, & Madeline Waddington, University of Wisconsin-Madison
Contributor(s): Eliza S. Godfrey, Stanley A. Garbacz, Craig A. Albers

This presentation will discuss the results from a meta-analysis study examining the effectiveness of mental and behavioral health interventions implemented in rural schools. The presenters will describe the types and characteristics of mental and behavioral health interventions in rural schools and discuss components of interventions that lead to an improvement in student mental health symptoms. Future directions for rural MBH intervention research and practical implications for rural practitioners will also be discussed.

OS224: Understanding Racial/Ethnic Mismatch and Teacher Perceptions of Problem Behavior [D]
Practice Model Domain(s): 5, 8; Skill Level: III
Presenter(s): Bhawandeep K. Bains, Tyler A. Bomack, Laura A. Alba, & Austin H. Johnson, University of California, Riverside
Contributor(s): Barbara Bates

Using data from the 1999–2005 National Education Longitudinal Study (NELS:2000), this study assessed whether teachers are more likely to report problematic student behavior when there is a racial/ethnic mismatch between the student and teacher. To update this study with a more recent sample and methods, this study evaluated whether teachers in 2011 were more likely to perceive students in Grades 3 and 4 as disruptive, unengaged, or unsuccessful if a racial/ethnic mismatch was present. Results will elaborate upon disproportionality in exclusionary discipline.

OS225: Beyond Fidelity Checks: Measuring Multiple Dimensions of SEL Implementation
Practice Model Domain(s): 4, 9; Skill Level: II
Presenter(s): Barbara A. Gueldner, Successful Kids Today; Caroline Wallace, Norwich Public Schools; Laura L. Feuerborn, University of Washington Tacoma; Hee Kyung Park, University of Massachusetts Amherst

SEL program evaluations must include assessing the extent to which and how a program was implemented under often complex circumstances. This paper will review the results of a qualitative analysis of eight dimensions of implementation applied to Merrell’s Strong Kids program. Participants will review the dimensions and corresponding assessment methods. We will discuss operationalizing construct definitions and the ways a dimensional approach to implementation assessment can be used in practice and research.

OS226: Graduate School Self-Care in the Roaring 20s
Practice Model Domain(s): 10; Skill Level: I
Presenter(s): Lisa Kelly-Vance, University of Nebraska Omaha; Lauren Mangus, Wayne State University

School psychology graduate students are vulnerable to stress when balancing school, work, and life. Faculty experience similar stress in their roles. For both groups, burnout can result from the stress and self-care is a way to prevent and remediate the impact. The purpose of this presentation is to provide information about self-care and how it can be incorporated effectively into a graduate program.

OS227: Parent–Teacher Relationship Congruence: Whether Views on Relationships Match [D]
Practice Model Domain(s): 7, 8; Skill Level: II
Presenter(s): Karalynn E. Brown, Susan M. Sheridan, Lorey A. Wheeler, & Amanda L. Witte, University of Nebraska-Lincoln
Contributor(s): Donna Chen, Kristen I. Derr

Do parents and teachers at your school agree on how they see each other? Positive family–school relationships are essential for student success, but parents’ and teachers’ perceptions of their relationships are not always congruent. This study examines the congruence of parent–teacher relationships and considers how diverse parent, teacher, and school characteristics impact congruence. A discussion of common barriers and best practices for promoting healthy relationships will help practitioners, students, and researchers apply findings to practice.

OS228: Practical Utility of a School Climate Walkthrough Assessment
Practice Model Domain(s): 1, 9; Skill Level: I
Presenter(s): Jesslynn Rocha Neves, River University; Tamika P. La Salle, University of Connecticut

Get familiar with the School Climate Walkthrough Assessment (SCWA), a recently developed measure for assessing environmental indicators and student perceptions of the general school climate. The walkthrough tool contributes to comprehensive school climate assessment and expands our capacity to assess the physical school environment, target school climate interventions, and make use of qualitative school climate data sources.

OS229: Formation and Evidence of a Secondary Student Suicide Prevention Club [D]
Practice Model Domain(s): 6; Skill Level: II
Presenter(s): Meagan Medley, Arkansas State University
Contributor(s): Jessica Curtis, Margaret A. Hance

This study will present the process of developing and implementing a research-based suicide prevention club at the secondary level and the outcomes and future directions for a large-scale follow up study. The primary aim of this project is
to decrease suicide and suicide behaviors in youth as in many states both high school students reported having seriously considered attempting suicide and/or reported to have actually attempted suicide have increased in recent years (CDC, 2017).

**OS230: School Reopening and Student Mental Health in Metropolitan School Districts [D]**

*Practice Model Domain(s): 4; Skill Level: II*

*Presenter(s): Kelly D. Schwartz, University of Calgary; Erica M. Makarenko, Carly Mcmorris, & Melissa Mueller, Werklund School of Education, University of Calgary*

*Contributor(s): Marisa S. Van Bavel*

COVID-19 displaced millions of students from their schools, teachers, and peer groups. Early data proclaimed everything from a second “mental health pandemic” wave to significant expressions of strength and resilience. This study measured behavioural and mental health functioning and resilience in a large sample (N = 2,600) of metropolitan school district students at the time of school reentry and again 3 months later. Results are discussed as they inform strategic programming and student services.

**OS231: Systematic Review of State School Mental Health Policies and Practices [D]**

*Practice Model Domain(s): 4, 6; Skill Level: II*

*Presenter(s): Katie Eklund, Sophia C. Dodge, Eliza S. Godfrey, & Madeline Wadington, University of Wisconsin-Madison*

*Contributor(s): Noah Gill, Harrison Chalnick*

Due to the high prevalence of mental health concerns among youth, schools are a critical setting to provide services to school-aged youth. However, there is wide variation in state-level guidance around school mental health (SMH), including policies, practices, and funding streams. This presentation provides findings from a systematic review of state-level policies, practices, and guidance related to SMH services. Attendees will also learn how states are addressing the mental health needs of minoritized students.

**OS232: Advances in Writing Research: Assessment, Intervention, and Acceptability [D]**

*Practice Model Domain(s): 3; Skill Level: II*

*Presenter(s): Tanya L. Eckert & Bridget O. Hier, Syracuse University; Scott P. Ardon, University of Georgia; Natalie L. Williams, Syracuse University*

*Contributor(s): Joshua J. Circe, Taylor Hitchings, Emily A. Watts, Carly C. Finelli*

The paper provides an update on research advances in writing research for elementary-aged students. The results of four recent studies focusing on the assessment of written expression skills as well as the effectiveness and acceptability of multicomponent writing interventions will be reviewed and synthesized. Results will be considered in the context of evidence-based assessment and intervention standards. Participants will benefit by learning assessment consideration and intervention techniques in writing.

**OS233: Supporting Child Behavior Using Tiered Parent Training via Telehealth**

*Practice Model Domain(s): 2, 7; Skill Level: II*

*Presenter(s): Keely M. McCulla, Heather Lewis, Lauren Perez, & Vanessa Feola, University of Utah*

*Contributor(s): Christina C. Hasley, Aaron J. Fischer*

Despite the impact of COVID-19, practitioners must continue to serve families through contemporary platforms. Indirect support, such as parent training and consultation, are a promising way to maximize the provision of behavioral health services for students. This presentation will describe a tiered intervention model delivered via telehealth to support the feeding behavior of children with mild feeding challenges. School psychologists may consider a similar model as a way to remotely serve students on their caseloads.

**OS234: Teamwork Makes the Dream Work: Distributed Leadership for MTSS**

*Practice Model Domain(s): 5, 6; Skill Level: I*

*Presenter(s): Joseph D. Latimer & Jose M. Castillo, University of South Florida*

A multtiered system of supports (MTSS) is a comprehensive framework for serving students. However, implementation involves various components that are too cumbersome for one leader, which contributes to the use of distributed leadership for MTSS. Yet, there is little attention on how school leadership teams think about and act upon distributed leadership models when implementing MTSS. This presentation reports the findings from a case study examining a leadership team’s use of distributed leadership for MTSS.

**OS235: SEL Screening to Identify Students At-Risk in Middle School**

*Practice Model Domain(s): 1, 4; Skill Level: I*

*Presenter(s): Amy N. Gorniak & Thomas Schanding, Jr., University of Houston-Clear Lake*

Social-emotional learning (SEL) skills have been found to predict classroom behavior, academic performance, and peer relationships (Zins et al., 2004). The SEL skills of 369 seventh grade students were screened, and associations were found with absences, number of discipline referrals, and state test scores. School administrators and educators will learn about the implications for the value of SEL screening in schools, and support for the relationship between SEL and school engagement, classroom behavior, and outcomes.

**OS236: Sound the Alarm: Cognitive Assessment Errors in Practice**

*Practice Model Domain(s): 1, 10; Skill Level: II*

*Presenter(s): Faith D. Dearman, Wake County Public Schools; James R. Deni, Appalachian State University; Stephanie L. Corcoran, University of Alabama at Birmingham*

*Contributor(s): Kerrin Harvan, Allison D. Sams*

Disturbingly, experienced school psychologists routinely commit administration and scoring errors. These errors can
have detrimental and long-lasting implications on students and possible legal ramifications for school psychologists in practice. Practitioners will learn the most common cognitive assessment errors made in the field, as well as a set of strategies to implement for reducing scoring errors.

**OS237: Belonging: Racial Minority Adolescent Insight for Inclusiveness in Rural Schools [D]**  
Practitioner Model Domain(s): 6, 8; Skill Level: II  
**Presenter(s): Laura M. Gumbiner, Indiana University**

Rural racial minority adolescents encounter circumstances unique from other youth, including limited geographic and socioeconomic resources coupled with enculturation, prejudice, and discrimination. During this paper session we will provide results of a qualitative study exploring strengths, stressors, and context for rural minority adolescents that influence their school belonging as school belonging is positively correlated with academic and psychological outcomes. School psychologists will learn how they can contribute to making rural public schools more inclusive.

**OS238: Self-Care in Action [D]**  
Practitioner Model Domain(s): 6, 10; Skill Level: II  
**Presenter(s): Sarah D. Jackson, Graduate Student; James R. Deni, Professor; Stephanie L. Corcoran, Professor**  
**Contributor(s): Jodi C. Williams**

Practitioners who utilize self-care strategies can feel a relief of anxiety during times of adversity. This paper presentation will describe a mixed method study that investigated the self-care of practitioners, with the goal of providing recommendations for self-care. We will provide results of a national study on self-care practices of practitioners, including actions taken during the COVID-19 crisis. Practitioners will learn strategies that lead to a healthier workforce.

**OS239: Burnout Among Parents of Children With Disabilities: A Systematic Review**  
Practitioner Model Domain(s): 7; Skill Level: I  
**Presenter(s): Theresa J. Brown & Samantha L. Defilippo, Georgian Court University**

Originally conceptualized as applying to human service workers, research on burnout has been extended to parents. This research is limited, but indicates that many parents do experience burnout, with parents of children with disabilities particularly susceptible to burnout. Here, we conduct a systematic review of burnout among parents of children with disabilities where we identify parental and child characteristics associated with burnout. We also identify evidence-based interventions for treating parental burnout.

**OS240: School Connectedness Through Eyes of Hispanic Students and Their Teachers [D]**  
Practitioner Model Domain(s): 8; Skill Level: II  
**Presenter(s): Katsiaryna Aniskovich, Emily C. Duryea, Kerstin E. Schnopp, & Sara A. Whitcomb, University of Massachusetts Amherst**

This presentation aims to describe the data elicited from a phenomenological study involving Hispanic/Latinx youth and teachers who they nominated as feeling “most connected to” within one middle school in an urban setting in New England. The authors will present statements from the interviews that have formed common themes. During this presentation, attendees will learn from the themes that emerged from the interviews, and that reflected perspectives of both Hispanic/Latinx students and their teachers.

**OS241: Diversifying the Field: Supporting and Empowering Minoritized Graduate Students [D]**  
Practitioner Model Domain(s): 8; Skill Level: I  
**Presenter(s): Marie L. Tanaka, University of Arizona; Rachel M. Wiegand, Chapman University; Amy K. Barton, University of Houston**

How can graduate training programs cultivate inclusive, equitable, evidence-based practices that recruit, retain, and support students from minoritized backgrounds? In this paper presentation, facilitators will provide an overview of the current literature base regarding the need for diversification within the field, and the challenges and barriers of graduate students from minoritized backgrounds. Participants will then have the opportunity to discuss how all stakeholders can work to support minoritized students with a panel of professionals.

**OS242: Campus Mental Health: Stigma and Students’ Approach to Resources**  
Practitioner Model Domain(s): 5, 6; Skill Level: I  
**Presenter(s): Julia Stamp, University of Calgary**

Stigma is a known barrier to students’ approach to mental health resources. This paper presentation discusses a research study that investigated mental health stigma at a Canadian university using a mixed methods sequential explanatory design. Undergraduate students (N = 218) completed a survey addressing mental health stigma and likelihood of using/recommending university mental health resources. Semistructured interviews were conducted with a subset of participants (n = 18) to inform quantitative findings. Recommendations for reducing stigma on campus are discussed.

**OS243: Promoting Latinx Parent Home-Based Involvement: Strengthening Home–School Collaboration [D]**  
Practitioner Model Domain(s): 7; Skill Level: II  
**Presenter(s): Mariana Vazquez, University of Houston**

Despite the importance of parent involvement in children’s early academic achievement, there is a paucity of research exploring
motivations for parent involvement in the early schooling years among linguistically and ethnically diverse populations such as Latinx students. Grounded in Hoover-Dempsey and Sandler’s theoretical model, this study examines Latinx parents’ motivations for home-based involvement in shared-book reading with their preschool children. Implications for school psychologists and early education teachers will be discussed.

OS244: Understanding School-Based Protective Factors Against Out-of-School Suspensions [D]
Practice Model Domain(s): 5, 6; Skill Level: I
Presenter(s): Laura A. Alba, Bhawanddeep K. Bains, & Barbara Katic, University of California, Riverside
Contributor(s): Austin H. Johnson

Research has shown that out-of-school suspensions are ineffective and perpetuate the school-to-prison pipeline (Skiba, Arredondo, & Rausch, 2014). This study will use the School Survey on Crime and Safety (SSOCS, 2017–2018) to examine the effect of teacher training in school safety and the use of mental health services, behavior supports, and restorative justice practices on the rate of out-of-school suspensions. Results aim to promote the use of positive practices for reducing challenging behavior in schools.

OS245: Integrating Positive Psychology Interventions With Social–Emotional Learning [PS]
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Jasmine L. Gray, Danielle R. Ahrendt, Talia E. Shuman, & Bethany A. Goodhue, University of South Florida
Contributor(s): Shannon M. Suilo

Today’s youth face a rising number of economic, social, and health stressors, requiring psychologists to work efficiently to promote positive mental health and resilience rather than prioritize individualized treatments. This session proposes the integration of positive psychology interventions (PPIs) and social–emotional learning (SEL) including strategies to teach appropriate social skills and promote positive relationships and personal happiness (subjective well-being). Participants will learn Tier 1 classroom-level strategies that upregulate positive emotions and downregulate negative emotions.

OS246: Considerations for Single-Skill Math CBM Under Varying Instructional Conditions
Practice Model Domain(s): 1, 9; Skill Level: II
Presenter(s): Alexandra Payne, Benjamin Solomon, & Erika R. Korzeniewski, University at Albany, SUNY; Brian C. Poncy, Oklahoma State University
Contributor(s): Sara Sleiman-Tellaoui, Louise M. Olson, Samuel F. Sutton, Carmela Battista

This presentation will report on the results of a study examining the precision of growth slopes of single-skill math CBM assessment probes across four conditions: two set sizes and intervention with and without goal setting, for students participating in an explicit timing intervention. Researchers and practitioners will learn of recommended timelines and schedules for monitoring growth in single-skills under varying instructional conditions as well as tips for probe construction.

OS247: School-Based Mindfulness Interventions: Assessing Current Studies With Evidence-Based Guidelines
Practice Model Domain(s): 4; Skill Level: I
Presenter(s): Mary L. Phan, Utah State University
Contributor(s): Julie Caramanico, Jeffrey M. Greeson, Tyler Renshaw, Heather J. Nuske

Mindfulness-based school interventions (MBSIs) have increasingly been incorporated in classrooms to support students’ mental health and well-being; however, there is little research evaluating the quality of studies. We will provide results from a systematic review that will reveal the strongest evidence with MBSIs across specific outcomes for youth. Practitioners will learn about the existing scientific literature with MBSIs for youth.

OS248: Capacity to Access School Mental Health: A Statewide Case Study [D]
Practice Model Domain(s): 9, 10; Skill Level: III
Presenter(s): Melissa Pearrow, University of Massachusetts Boston, Sara A. Whitcomb, University of Massachusetts Amherst; Talia Berkowitz, University of Massachusetts Boston; Kelsey L. Gordon, University of Massachusetts Amherst

The State Department of Education licenses professionals to provide behavioral health services; however, there are vast inequities across districts. This presentation compares the staffing ratios of public school district licensed professionals, based on student economic need, to the ratios recommended by professional organizations. Capacity building and access to state and community resources is examined using social network analysis and interviews with key stakeholders from around the state. Policy and professional development implications are addressed.

OS249: Addressing Child Behavioral Problems: Parent and Administrator Perspectives of PCIT
Practice Model Domain(s): 4, 7; Skill Level: II
Presenter(s): Huanhuan Wang, Tabitha C. Fleming, Jeanette Smith, & Matthew Gibbs, Texas Tech University
Contributor(s): Lauren A. Pascarella, Paige L. Huckaby, Douglas B. Shoumaker, Jamie G. Raborn

Parent–child interaction therapy (PCIT) is an evidence-based intervention addressing child behavioral problems with a larger effect size than many established interventions. However, it is not easily accessible. Schools seem a promising avenue to reach more children. This interview study with five parents who have completed the standard PCIT and 15 school administrators will provide initial data of their perspectives, which may inform future examination and implementation of PCIT in schools at a larger scale.
OS250: Social Media, Family Strengths, and Psychological Distress: A Moderation Model [D]
Practitioner Domain(s): 4, 7; Skill Level: I
Presenter(s): Keeley Hynes & Alexandra V. Horton, Illinois State University
Contributor(s): Jeremy Kanter, Luke T. Russell, Dan Lannin, Ani Yazdijian

Social media rumination, the tendency to continuously mull over social media, is associated with psychological distress in youth (Lannin et al., 2020; Nolen-Hoeksema, 1991). The present study found that social media rumination was less detrimental to the mental health of youth whose families have developed multiple strengths such as open communication and trusting and caring environments. Effective mental health interventions may require considering the interaction between real-world and online environments (Dworkin, Hessel, & LeBouef, 2019).

OS251: Classroom Intervention Choice: Influence of Diagnostic Label and Teacher Efficacy
Practitioner Domain(s): 3, 4; Skill Level: II
Presenter(s): Alicia M. Chunta & George J. DuPaul, Lehigh University

Children with ADHD and SLD face similar academic and behavioral challenges. Although combined behavioral and academic interventions are among the most effective, other factors influence intervention choice. This study examined the relationship between diagnostic label and teacher self-efficacy on intervention choice. Results indicate that teachers endorsed academic interventions for children with SLD compared to ADHD, even with identical presenting needs, and that self-efficacy was not a moderator but a predictor. Implications are relevant to researchers/practitioners.

OS252: Integrating Self-Determination Into School Psychology Best Practice [D]
Practitioner Domain(s): 3, 4; Skill Level: II
Presenter(s): Dustin Ducharme & Andrew T. Roch, Georgia State University

Self-determination theory (SDT) and its educational applications will be reviewed. Attendees will first participate in a review of SDT, then discuss how to promote autonomy, choice, and other aspects of self-determination in our daily practice. Results of a quasi-experimental assessment of the Steps to SDT curriculum will be reviewed before discussing available instruments to assess self-determination skills.

OS253: Using Rasch Measurement Theory to Identify Poorly Performing ORF Passages
Practitioner Domain(s): 1, 9; Skill Level: II
Presenter(s): Esther H. Yi & Kara M. Styc, Northern Illinois University; Christopher J. Anthony, University of Florida

It has become widely acknowledged that oral reading fluency (ORF) passages vary in text difficulty. Moreover, research has flagged some passages as especially problematic because they do not adequately discriminate between students with high/low ORF skills. The resultant purpose of the present study was to estimate the Rasch discrimination index for a sample of first through third grade ORF passages using the Rasch Poisson Counts Model in order to identify poorly performing passages.

OS254: A Collaborative Community Responsive Training Model in School Psychology
Practitioner Domain(s): 10; Skill Level: II
Presenter(s): Emilie A. Ney, Barry University

What happens when we cross the line between the classroom and the field? This session will present a collaborative model for training school psychology graduate students that connects theory to practice by incorporating field-based learning experiences into didactic classes. The presenter will discuss how establishing partnerships with local school districts enables University faculty to remain engaged with current practice, provide experiential learning opportunities to their students, and provide service to their local district.

OS255: BIP, BIP, Hooray
Practitioner Domain(s): 2, 6; Skill Level: II
Presenter(s): Rebecca E. Hickey, Victor Elementary School District; Kavita K. Atwal, Berryessa Union School District

This presentation will review results from a study utilizing the Behavior Intervention Plan Quality Evaluation II (BIP-QE II) as a tool to evaluate quality of BIP templates and redacted BIPs for special education students. Participants will learn about (a) legal considerations for BIPs, (b) applying the BIP-QE II to guide BIP development and evaluate BIPs, and (c) results from the study. Implications for early career and seasoned school-based practitioners will be discussed.

OS256: Examining Bilingual School Psychologists: Demographics, Training, and Competencies [D]
Practitioner Domain(s): 8, 10; Skill Level: I
Presenter(s): Jaclyn Wolf, Alaina M. Puff, & Desiree Vega, University of Arizona

Bilingual school psychologists (BSPs) play an essential role in serving culturally and linguistically diverse students in public schools. This exploratory study examines the lived experiences and practice competencies of BSPs by investigating their demographics, training experiences, and practices. Findings and implications, especially related to the training of BSPs and their service provision in schools, will be discussed.
OS257: Writing Meaningful Reports for Parents and Teachers
Practice Model Domain(s): 2, 7; Skill Level: II
Presenter(s): Marlene Schwaighofer & Amanda Suarez, Psyched Services
Contributor(s): Cathleen A. Geraghty-Jenkinson

Psychologists typically spend a lot of time writing reports, with the outcome that they are often not read by stakeholders. The current study was designed to help school psychologists write user-friendly and meaningful reports for parents and teachers. Participants included parents and teachers in K–12 public schools who participated in a collaborative assessment process. A postassessment online survey was used to gauge satisfaction and usability. Anticipated results include increased satisfaction with the process and report.

OS258: Collaboration With Culturally and Linguistically Diverse Families Through Social Bridging [D] [PS]
Practice Model Domain(s): 7, 8; Skill Level: II
Presenter(s): Brigette E. Amidon & Gloria E. Miller, University of Denver; Hongyi Wang, University of Arizona

Social bridging with persons outside of one’s own cultural community can promote the successful adaption of refugee students and families. This presentation will focus on the rationale for and outcomes associated with an empirical evaluation of one such social bridging experience conducted between first-year school psychology graduate students and English language learner refugee family members who were not educated in the United States, but whose children are educated in the United States.

OS259: Summer Reading Loss: Targeting Through an In-Person and Virtual Camp [D]
Practice Model Domain(s): 1, 3; Skill Level: I
Presenter(s): Maria C. Jimenez, Veronica L. Botts, & Lisa Kelly-Vance, University of Nebraska Omaha

We will discuss summer reading loss and its impact on reading performances with elementary aged students. Participants will learn about an in-person summer reading camp that was successful in increasing reading performance especially for the younger students. The methods and barriers of transitioning from an in-person reading camp to a virtual reading camp will also be discussed. Data collection from the virtual camp will be analyzed and presented to the participants.

OS260: Student- and School-Level Factors Associated With School Suspensions [D]
Practice Model Domain(s): 1, 5; Skill Level: I
Presenter(s): Katherine N. Lacy, CSULB Research Foundation; Kristi S. Hagans & Rory M. Papworth, California State University, Long Beach

Suspension from school is predictive of negative student outcomes, and students of color and students with disabilities experience disproportionately higher rates of suspension. Based on the findings of a research study, this presentation will examine school- and student-level factors associated with the risk of suspension and identify factors that can be targeted to decrease the risk of suspension and improve student outcomes. Attendees will be equipped with targeted recommendations to address disproportionality in suspension.

OS261: Reconceptualizing Student Wellness: An Exploration of Positive Psychotherapy
Practice Model Domain(s): 4; Skill Level: II
Presenter(s): Letty L. DiLeo, Hannah Giffix, Myesha M. Morgan, & Danielle R. Ahrendt, University of South Florida
Contributor(s): Bethany A. Goodhue, Katrina Scarambolo, Shannon M. Suldo

Positive psychotherapy (PPT) is a promising Tier 3 positive psychology intervention for individuals displaying symptoms of psychopathology. While traditional mental health care focuses on reducing mental illness, PPT recognizes the importance of increasing subjective well-being to achieve complete mental health. This presentation will share the benefits of implementing positive psychology interventions in schools, discuss the components and evidence-based benefits of PPT, and provide resources for implementing PPT in various settings.

OS262: Improving Student Outcomes Using Class-Wide Function-Related Intervention Teams
Practice Model Domain(s): 1, 4; Skill Level: I
Presenter(s): Lina Kitson, Olathe Public Schools; Christopher R. Niileksela, University of Kansas

Help teachers address off-task behavior using praise, group contingency, and teaching of appropriate behaviors while using a cost-effective intervention that is acceptable and liked by students as well as teachers. This presentation will provide the results of a study which utilized class-wide function-related intervention teams in three elementary classrooms. Participants will learn about the intervention used in the study, how to implement it, and its positive impact on student and teacher behavior.

OS263: Mental Health Trajectories and Academic Adjustment in High-Achieving Youth
Practice Model Domain(s): 4; Skill Level: II
Presenter(s): Letty L. DiLeo & Shannon M. Suldo, University of South Florida
Contributor(s): John M. Ferron, Elizabeth Sha Nessy-Dedrick

Middle adolescence is associated with declines in mental health, including increased mental illness and diminished subjective well-being. A dual-factor model (DFM) recognizes that complete mental health involves both reduced symptoms of psychopathology and high subjective well-being. This presentation will share the results of a study on the stability of mental health within a DFM for students enrolled in accelerated curricula, describe associations between mental health and academic success, and discuss implications for school-based services.
Treatment fidelity is most often evaluated by checklists of intervention steps after an observation session. Less explored approaches may involve adoption of direct observation methods including time sampling or event recording. This presentation will review a study to evaluate the utility of using time sampling and event recording in comparison to the traditional postobservation checklist method. Implications for future treatment fidelity assessment research and consultation practice are described.

OS266: Altering Racial Preferences via Transformation of Stimulus Functions [D]
Practice Model Domain(s): 2; Skill Level: I
Presenter(s): Sarah E. Litten & Crystal N. Taylor, The University of Southern Mississippi
Contributor(s): Elena V. Stepanova, Kyle E. Rowsey

How can we reduce racial biases in educational settings? We will provide the results of a pilot study examining the use of relational frame theory to alter racial biases through transformation of stimulus functions. Practitioners will learn culturally sensitive consultation practices in order to promote reform in schools pertaining to disproportionate disciplinary practices and teacher responses to students of color, thus promoting racial equity in the educational setting.

OS267: Embedding Family Engagement Within Positive Behavioral Interventions and Supports
Practice Model Domain(s): 5, 7; Skill Level: I
Presenter(s): Katherine L. Lawlor & Stanley A. Garbacz, University of Wisconsin-Madison
Contributor(s): Pheobe E. Jordan

Research demonstrates that family engagement is tied to positive outcomes for students. However, schools continue to experience challenges involving parents. Family engagement within positive behavioral supports (FE-PBIS) provides a structured approach for embedding engagement efforts within existing school-wide PBIS practices. This paper will present findings from a 2-year formative evaluation of the FE-PBIS intervention implemented in an elementary setting. Presenters will describe the implementation process, examine effects on school-wide student behavior outcomes, and discuss feasibility.

OS268: Supporting Intersectional, Inclusive Education for Students With Intellectual Disabilities [D]
Practice Model Domain(s): 7, 8; Skill Level: I
Presenter(s): Amy Q. Tran, Sabrina Khan, & Thomas A. Nunan, California State University, Long Beach

What does inclusion mean for youth with intellectual disabilities (ID) who also belong to racial, sexual, and cultural minority groups? We present findings from studies focused on youth with intellectual disabilities who identify with the following groups: African American, South and Southeast Asian American, LGBTQ, and foster care youth. Their expressed views and needs will be discussed. Practitioners will learn how to consider, develop, and implement supports to promote inclusion for minority youth with ID.

OS269: Improving Diverse Family–School Partnerships [D]
Practice Model Domain(s): 7; Skill Level: II
Presenter(s): Jessie A. Gomez Munson & Anna C. Long, Louisiana State University
Contributor(s): Anna C. Long

Family–school partnership, a well-documented and significant contributing factor to student outcomes, may be particularly important for ethnic minority students, as inequities in education and disparities in academic outcomes persist. Group differences in the type or amount of parent-reported family–school partnership across race/ethnicity will be investigated and contributing factors to those potential differences will be identified in order to uproot harmful stereotypes and promote better outcomes for students.

OS270: Moving Mindfulness Online: Collaborative Practice With Teachers During COVID-19 [D]
Practice Model Domain(s): 2, 4; Skill Level: I
Presenter(s): Adrienne Garro, Christina M. Galese, & Jonah D. McManus, Kean University
Contributor(s): Oscar J. Kosecki

This presentation focuses on the development and implementation of a mindfulness training initiative for teachers in an urban elementary school. The initiative began pre-COVID-19 through the delivery of professional development workshops and face-to-face classroom training. With the closure of schools, it was adapted to an online format. In addition to covering specific mindfulness interventions for teachers, the presentation will...
highlight effective strategies for online mindfulness and the importance of addressing logistical challenges.

OS271: Coaching Educators to Use Evidence-Based Practices Through Specialized PBIS
Practice Model Domain(s): 2, 9; Skill Level: II
Presenter(s): Megan R. Joy, Ryan M. Biemuller, & Todd A. Harris, Devereux Advanced Behavioral Health

This presentation will provide an overview of a specialized PBIS model designed to increase use of evidence-based practices through a behavioral skills training approach to coaching in the classroom. Participants will gain knowledge about evidence-based classroom management strategies to reduce challenging behavior, how to effectively coach teachers and classroom staff to use these practices, and how classroom observation data can be used to support coaching and monitor outcomes.

OS272: We Got Ya’All: Establishing Culture in a Black Girls Group [D]
Practice Model Domain(s): 4, 8; Skill Level: I
Presenter(s): Caitlyn Chambers & Gabrielle Hicks, Ohio State University

What, if any, behavioral supports are available to Black girls in K–12 settings? A culturally relevant intervention/counseling curriculum was implemented with a Black girl group in an urban, elementary school utilizing affirmations, Black historical figures, and a behavioral skills training program. The curriculum development, along with the initial implementation of the program will be discussed including anecdotal data from participants, as well as limitations and obstacles faced in the process. Black girls are powerful!

OS273: Social Justice, IQ Tests, and Identification of Gifted Students [D]
Practice Model Domain(s): 1, 5; Skill Level: II
Presenter(s): Jack A. Naglieri, University of Virginia

Students of color have been underrepresented in gifted education for decades. Recent research indicates that at least 850,000 African American, Hispanic, and Native American students in K–12 public school could have been identified but were not. This session will explain the way knowledge interferes with the measurement of ability in traditional IQ tests and a more equitable way to identify gifted students. Research will be summarized, case examples shared, and interventions to meet student needs provided.

OS274: Student Perspectives on Universal Depression Screening Following a Suicide
Practice Model Domain(s): 6; Skill Level: II
Presenter(s): Meghan Diamon, Riverside Community Care
Contributor(s): Rebecca G. Mirick, James McCauley

School psychologists often lead a school’s response to a suicide death especially since universal depression/suicide screening is indicated in best practice postvention guidelines. But little research has looked at students’ perspectives on how schools can best support them following a suicide death. This presentation provides an initial glimpse into students’ perspectives on education/screening programs and effective ways that school psychologists can support students following a suicide death.

OS275: Precision of Single-Skill CBM: Group Versus Individual Administration
Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Jillian Daws, The Citadel; Daniel F. McCleary & Cutler T. Ruby, Stephen F. Austin State University; Benjamin Solomon, SUNY Albany

Single skill measures (SSMs) are designed to measure a specific skill, and probes contain problems that are similar, such as addition with single digits. While SSMs are widely used in education to determine systems-level needs, as well as to monitor academic progress, little research has contributed to establishing expectations for precision of slopes. This project utilized a within-subject group design to evaluate differences in learning between two levels of SSM administration: individual and group.

OS276: Fostering Possibilities Through a “Grow Your Own” School Psychology Program [D]
Practice Model Domain(s): 4, 9; Skill Level: II
Presenter(s): Stephanie J. Dredge, Green Hills Area Education; David L. VanHorn, Green Hills Area Education Agency; Nicole Skaar, University of Northern Iowa
Contributor(s): Kerri L. Clopton, Stephanie L. Schmitz

A lack of trained professionals and resources often leave rural schools scrambling to meet mental health needs. We will be presenting on how a regional education agency partnered with a university to develop a long distance school psychology program to help meet these needs. Attendees will learn how the agency is training professionals to become school psychologists and how the newly trained professionals will be embedded in the existing system.

OS277: The Impact of Data Presentation on SLD Identification Decision Making
Practice Model Domain(s): 1, 10; Skill Level: II
Presenter(s): Kathrin E. Maki, University of Florida; Ryan J. McGill, William & Mary; Sarah J. Conoyer, University of Southern Illinois Edwardsville; Sarah A. Fefer, University of Massachusetts Amherst

There is little consensus regarding appropriate identification of students with specific learning disabilities (SLD). This paper presents the results of an experimental study examining the impact of the amount of assessment data and data order presentation on school psychologists’ SLD identification decisions using patterns of strengths and weaknesses. Findings showed that overall identification consistency was poor and that the amount of student data did not improve identification consistency. Implications for practice will be discussed.
ON-DEMAND SESSIONS

OS278: Interpreting the WJ-IV COG Factor Structure
Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Shannon M. Winans, Carlos O. Calderon, Kathy J. Bohan, & Lisa L. Persinger, Northern Arizona University

How well does the factor structure Woodcock-Johnson IV Test of Cognitive Abilities hold over time? How does factor structure influence real world interpretation practices during psychoeducational evaluations? This session presents the results of independent exploratory and confirmatory factor analyses over time of the WJ-IV COG in a school referral population. Practitioners will learn how to critically evaluate the cognitive assessments and theory they use and translate the results into clinical practice.

Practice Model Domain(s): 9; Skill Level: II
Presenter(s): Andrew T. Roach, Quynh D. Wellons, Dustin Ducharme, & Chloe A. Beacham, Georgia State University
Contributor(s): William R. Crook

This study expands on a previous investigation of the inclusion of student voice in school psychology research (Roach et al., 2009). We reviewed articles published in four major school psychology journals between 2010 and 2020. Articles were coded as including student voice if the experiences, opinions, and perceptions of the participating students were solicited via surveys, questionnaires, interviews, or social validity measures. Implications of the findings for school psychology research and practice will be discussed.

OS280: Behavior Bingo: The Latest Class-Wide Behavior Management Strategy
Practice Model Domain(s): 1, 6; Skill Level: II
Presenter(s): Reagan Gaynor, Radical Minds; Adam D. Weaver & Gabriele Foxx, University of Nebraska Omaha

It is imperative that teachers utilize effective classroom management strategies to manage student behavior so positive academic outcomes can be achieved. We will provide results of a study that demonstrates Behavior Bingo is an effective intervention for reducing off-task behavior in middle school general education settings. Attendees will learn Behavior Bingo procedures and how they can train teachers to implement Behavior Bingo in their school district.

OS281: Graduate Student Experience With English Language Learners [D]
Practice Model Domain(s): 8, 9; Skill Level: II
Presenter(s): Austin D. Rogers & Jeffrey M. Brown, Minnesota State University - Mankato
Contributor(s): Shawna Petersen-Brown, Chip Panahon

This study explored school psychology graduate students’ ability to pursue field experiences with English language learner (ELL) related issues and what factors contribute to them pursuing those experiences. Current students completed questionnaires regarding comfort pursuing and participating in these experiences and how prepared they felt to provide services to ELLs. Results indicated offering ELL-related experiences in graduate student training programs was the most feasible way for graduate students to have these experiences and feel prepared to serve ELLs.

OS282: Leveraging the Cultural Humility Scale for Students to Enhance Achievement [D]
Practice Model Domain(s): 1, 8; Skill Level: I
Presenter(s): Emily N. Srisrarajivakul, Kate McPhee, Kris Varjas, & Joel Meyers, Georgia State University

School engagement is a construct that encompasses aspects of student behavior, relatedness to school, and willingness to learn. It is well-documented in the literature that engagement has a linear relationship to academic achievement; however, this pattern is inconsistent among Black students. This study aims to explore reasons for why this may exist as well as provide evidence that cultural humility can boost the positive effects of emotional engagement and improve academic achievement.

OS283: A Comparative Analysis of Aggressive and Anxious Youth Fire Setters [D]
Practice Model Domain(s): 2, 6; Skill Level: I
Presenter(s): Amy Rickett, Ludlow Public Schools; Jason P. Kaplan, William James College

Little is known about the correlates between fire setting and personality for the heterogeneous subgroups of youth who set fires. The purpose of this session is to discuss the findings of a retroactive comparative design study using the Jesness Inventory-Revised and the Fire Risk Assessment Tool for Youth (FRAT-Y) to examined differences between aggressive and anxious subgroups of youth fire setters. The implications for school psychologists in prevention, assessment, treatment, and collaboration will be discussed.

OS284: Maintaining Student Success Following the Removal of Tier 2 Support
Practice Model Domain(s): 1, 9; Skill Level: III
Presenter(s): Peter M. Nelson, ServeMinnesota; Ethan R. Van Norman, Lehigh University; David A. Klingbeil, University of Wisconsin-Madison; David C. Parker, ServeMinnesota

Large numbers of students regress after exiting Tier 2 reading intervention. The impacts of this regression are critical to acknowledge and address. We describe a randomized control trial that included 100 schools—50 of which adopted 1-min progress monitoring procedures for K–3 students who successfully met Tier 2 exit criteria, and 50 of which did not. In addition, we discuss avenues that hold promise for improving students’ transition out of Tier 2 reading support.
Advances in Universal Screening

Presenter(s): Ethan R. Van Norman, Lehigh University; Peter M. Nelson, University of Wisconsin-Madison; Jared Izumi, University of Missouri; Pamela J. August, North Kansas City School District

Historic systemic inequities in opportunities to learn (OTL) have led to longstanding disproportionality in gifted education. In this session, we present the result of accounting for OTL on proportionality and identification of giftedness in students. Practitioners will learn the importance of accounting for OTL when identifying giftedness in students.

OS287: Increasing Historically Disadvantaged Students in Gifted Education [D]

Practice Model Domain(s): 8; Skill Level: I

Presenter(s): Jared Izumi, University of Missouri; Pamela J. August, North Kansas City School District

Growing Your Own School Psychologists: Addressing Shortages in Rural Areas

Practice Model Domain(s): 4, 5; Skill Level: II

Presenter(s): Nicole Skaar, Kerri L. Clopton, & Stephanie L. Schmitz, University of Northern Iowa

There is a nationwide shortage of school psychologists, and the research on recruiting and retaining school psychologists is limited. A team of school psychology faculty and local education agency administrators developed a “grow your own” school psychologist training program to support recruiting and retaining school psychologists in rural areas. A focus of this program is to address the deficiency of mental health services in these rural areas. The partnership and the program will be described.

Universal screening is a promising and proactive method to detect risk in schools. Although, multi-informant assessment has long been considered best practice, poor agreement between instruments have prevented widespread adoption. Thus, the purpose of the current study was to examine the optimal number of rater agreements, evaluate significant demographic predictors of profile membership, and determine if profile membership differentially predicts distal academic outcomes in a large sample (n = 24,094) across grade levels.

OS290: Informant Discrepancy Within Universal Screening in Predicting Distal Outcomes

Practice Model Domain(s): 1, 4; Skill Level: II

Presenter(s): Andrew Jenkins, Alexis M. Sanchez, & Nathaniel von der Embse, University of South Florida

Contributor(s): Stephen P. Kilgus, Katie Eklund

OS291: Growing Your Own School Psychologists: Addressing Shortages in Rural Areas

Practice Model Domain(s): 4, 5; Skill Level: II

Presenter(s): Nicole Skaar, Kerri L. Clopton, & Stephanie L. Schmitz, University of Northern Iowa

Contributor(s): Stephanie J. Dredge, David L. VanHorn

Audience: Professional development for school psychologists and graduate students in school psychology.

Presenter(s): Andrew Jenkins, Alexis M. Sanchez, & Nathaniel von der Embse, University of South Florida

Contributor(s): Stephen P. Kilgus, Katie Eklund

Universal screening is a promising and proactive method to detect risk in schools. Although, multi-informant assessment has long been considered best practice, poor agreement between instruments have prevented widespread adoption. Thus, the purpose of the current study was to examine the optimal number of rater agreements, evaluate significant demographic predictors of profile membership, and determine if profile membership differentially predicts distal academic outcomes in a large sample (n = 24,094) across grade levels.

OS289: Beyond the Easel: Social Justice Advocacy in Schools [D]

Practice Model Domain(s): 5, 8; Skill Level: II

Presenter(s): Alaina M. Puff, Colleen Halpin, & Cesar D. Villalobos, University of Arizona

In recognition of the competing demands and overburdened reality many school psychologists face, social justice advocacy may not be a top priority. Using a micropolitical framework, presenters will review the research and describe feasible strategies to incorporate social justice advocacy into your daily practice.

OS286: De-Implementation of Disproved Practices and Myths in Education

Practice Model Domain(s): 2; Skill Level: II

Presenter(s): Steven R. Shaw, McGill University

Reducing widely used ineffective and harmful educational and psychological techniques and procedures are among the primary goals of evidence-based practices. There is little information on how to de-implement practices that have been disproved. A survey of 312 experienced teachers identified four major causes why disproof does not result in de-implementation. Based on these data, a multipronged approach to de-implementing disproved practices in educational and psychology are presented.


Practice Model Domain(s): 9; Skill Level: II

Presenter(s): Steven R. Shaw, McGill University

Student research on interventions is responsible for innovation and promoting the power of possibilities in school psychology. A survey of 107 doctoral students in school psychology shows that 87% of students have had their research disrupted due to school responses to COVID-19. Also, 84% of students whose research was disrupted are changing from intervention research to survey or archival research. Details of the current survey and recommendations for intervention research and the profession are provided.

OS288: Hitting a Moving Target: Implementing Advances in Universal Screening

Practice Model Domain(s): 1, 5; Skill Level: III

Presenter(s): David A. Klingbeil, University of Wisconsin-Madison; Ethan R. Van Norman, Lehigh University; Peter M. Nelson, ServeMinnesota

Recently, researchers have called for school psychologists to apply principles of evidence-based assessment when interpreting universal screening data. But, what does that mean for you? This session will provide hands on practice with the steps required to adopt principles of evidence-based assessment for interpreting screening data. Learn about the potential benefits of this approach, questions that remain unanswered in the literature, and ways to explain these principles to other stakeholders in your schools.

OS292: Interdisciplinary Collaboration in Early Childhood Project: A Joint Training Program [D]

Practice Model Domain(s): 8, 10; Skill Level: II

Presenter(s): Tracy L. Paskiewicz, Melissa Pearrow, & Serra Acar, University of Massachusetts Boston

This conceptual paper describes the Interdisciplinary Collaboration in Early Childhood Project (ICEP), a training program housed within a college of education in an urban public university. The goal of ICEP is to train graduate students in assessment, consultation, and collaboration through shared
ON-DEMAND SESSIONS

OS293: Facilitating Student-Led Research and Activism Towards Higher Graduation Rates [D]
Practice Model Domain(s): 2, 8; Skill Level: I
Presenter(s): Natalie A. Larez & Jill D. Sharkey, University of California, Santa Barbara
Contributor(s): Luke Janes, Tamela N. Harris

We present a Youth Participatory Action Research (YPAR) project initiated to explore the underlying mechanisms of state-identified low continuation high school graduation rates. Participants will learn about YPAR as a method for engaging students in data-based changes in their schools. The process challenges a deficit discourse of youth who attend credit-recovery programs. Results provide novel insights for school psychologists regarding what factors prevent students from attending continuation high schools despite a strong desire to graduate.

OS294: Many Faces of a School Psychologist: Diverse Roles and Professions
Practice Model Domain(s): 2, 10; Skill Level: I
Presenter(s): Amy K. Barton, University of Houston; Katherine E. McLendon, Georgia State University; Sarah B. Bae, Chapman University

There are a variety of jobs available to school psychologists, both in and out of public schools. However, school psychology graduate students may only have experiences in public school settings during their training. The purpose of this panel-style session is to introduce attendees to nontraditional settings in which they can thrive. Panelists will provide an overview of their jobs and offer guidance on how to prepare for less traditional career paths.

OS295: NASP Model Supervisors: A Grounded Theory of Exemplary Internship Supervision [D]
Practice Model Domain(s): 10; Skill Level: II
Presenter(s): Meaghan C. Guiney, Fairleigh Dickinson University; Daniel S. Newman & Meagan Scott, University of Cincinnati

What makes great internship supervisors so great? This presentation will highlight the characteristics, practices, and perspectives of effective internship supervisors identified from a rigorous research analysis of interviews with more than a dozen recipients of the NASP Model School Psychology Intern Supervisor recognition. Supervisors, interns, and graduate educators will learn best practices for supporting the development of a comprehensive range of professional competencies in school psychology.

OS296: Black in the Ivory: Experiences of Black Faculty in School Psychology [D]
Practice Model Domain(s): 8; Skill Level: I
Presenter(s): Tai A. Collins, University of Cincinnati; Jeffrey M. Brown, Minnesota State University, Mankato; Celeste Malone, Howard University; Danielle T. Yang, University of Arizona

The purpose of this session is to discuss experiences of Black faculty in the academy and the field of school psychology. Topics including microaggressions, research, teaching, and service in professional organizations will be covered.

OS297: Recent Methodological Advancements in Indirect Service Delivery
Practice Model Domain(s): 2, 9; Skill Level: II
Presenter(s): Jennifer M. Cooper, University of Massachusetts Amherst; Tyler E. Smith & Shannon Holmes, University of Missouri; Susan M. Sheridan, University of Nebraska; Julie S. Owens, Ohio University
Contributor(s): June L. Preast, Bradley S. Bloomfield, Samantha M. Margherio, Steven W. Evans, Max Crowley

This session will feature three empirical studies that showcase recent methodological advancements in indirect service delivery. Led by a consultation expert, this session will highlight innovative statistical approaches and novel assessment methods. Collectively, these studies demonstrate current innovations, practices and issues within school-based consultation research and provide multiple considerations for researchers, consultants, and school-based partners to consider.

OS298: A Call to Action: Addressing Diversity and Promoting Systemic Change [D] [PS]
Practice Model Domain(s): 8, 9; Skill Level: II
Presenter(s): Katya J. Sussman, McKinzie D. Duesenberg, & Monica E. Romero, University of Missouri-Columbia; Anne Birchem, Jefferson City School District; Byron M. McClure, DC Public Schools; Charles A. Barrett, Loudoun County Public Schools; David Shriberg, Indiana University

Faculties, practitioners, and students from culturally diverse backgrounds, especially racial, ethnic, and linguistic (REL) minority backgrounds are significantly underrepresented in the field of school psychology. The purpose of this symposium is (a) to expand the dialogue regarding the need for REL professionals, and (b) to report the findings of how to best recruit, retain, and train a diverse and culturally responsive field of school psychologists. Action steps will be discussed to improve culturally responsive practices.
OS299: COVID-19 and Deaf and Hard-of-Hearing K–12 Students: Lessons Learned [D]
Practice Model Domain(s): 6, 7; Skill Level: II
Presenter(s): Laurie E. Pope, Shannon Worton, & Sarah Valley-Gray, Nova Southeastern University
Contributor(s): Elizabeth R. Glazener, Maria I. Gallardo-Cooper, Yasmeen Alhasawi

COVID-19 required schools to rapidly change educational delivery to ensure student safety. Deaf and hard-of-hearing (DHH) students were impacted and often not considered in planning for school closures. This symposium will discuss challenges experienced by DHH youth during COVID-19 and outline lessons-learned from school professionals. Attendees will identify how to better prepare school personnel and families to manage the needs of DHH youth during future school closures, as well as methods of supporting the reentry process.

OS300: Exploring Paths to Solving Shortages: Programs Extending Education With Technology
Practice Model Domain(s): 10; Skill Level: II
Presenter(s): Robert J. Dixon, University of Wisconsin-La Crosse; Jennifer Kilson, Fort Hays State University; Lauren Mangus & Cheryl Somers, Wayne State University; Jamie L. Chaffin, Eastern Washington University; Elise Hendricker, University of Houston-Victoria; Susan Ruby, Eastern Washington University; Angie Howard, Fort Hays State University; Shannon B. Viola, University of Houston-Victoria

Faced with shortages, graduate educators must explore different education delivery options to fill this void. Four programs have leveraged technology to increase opportunities to individuals beyond the traditional classroom walls through distance education or online options while maintaining graduate standards. These programs will identify important training components, challenges, as well as share data of program successes. Important patterns across the institutions will be identified and next steps will be explored in alternative educational delivery models.

OS301: PSW for SLD Identification: Does Cognition Matter
Practice Model Domain(s): 1; Skill Level: III
Presenter(s): Joseph Engler, Gonzaga University; Dawn P. Flanagan, St. John’s University; Jack A. Naglieri, University of Virginia; William J. Schneider, Temple University

This symposium summarizes research in education and neuroscience on the role of cognition in learning. Neurocognitive brain networks explaining patterns of cognitive development and their relevance for PSW are summarized. Research that suggests minimizing cognition in SLD identification via a PSW method is addressed within the context of research on its diagnostic utility. Conclusions about whether cognition matters are made and the benefits and limitations of using PSW in schools for SLD identification are presented.

OS302: Antiracism in Action: Voices From Leaders in School Psychology [D]
Practice Model Domain(s): 8, 10; Skill Level: I
Presenter(s): Adrianna E. Crossing, Michigan State University; Celeste M. Malone, Howard University School of Education; Justina Yohannan, Turning Point Associates, Inc.; Kisha M. Radliff, The Ohio State University; Sujay Sabnis, Miami University; Tiombe Bisa Kendrick-Dunn, Miami-Dade County Public Schools; David Shriberg, Indiana University Bloomington

On the heels of a reinvigorated Black Lives Matter movement in 2020, communities around the world mobilized in support of antiracism. These commitments were also affirmed by official school psychology organizations. The purpose of this symposium is to elevate the voices of those who have been engaged in antiracism work. This forum for sharing experiences and knowledge will provide participants with information about how others in the field are engaging in this work.

OS303: Understanding Cognitive Predictors of Relational and Social Aggression for Prevention
Practice Model Domain(s): 6; Skill Level: III
Presenter(s): Laura M. Crothers, Ara J. Schmitt, Jered B. Kolbert, & Taylor Steeves, Duquesne University

Few research investigations have specifically examined the cognitive predictors of indirect bullying. Panelists who have been authors of three studies conducted to examine the relationship of different conceptualizations of cognitive functioning to indirect bullying (relational and social aggression) will each present their viewpoint of the contributions of each of the investigations, with the resulting information synthesized for identifying and preventing relational and social aggression by identifying potential perpetrator profiles.

OS304: A Process Oriented Approach for Identifying and Remediating Reading Disabilities [D]
Practice Model Domain(s): 3; Skill Level: III
Presenter(s): Steven G. Feifer, Monocacy Neurodevelopmental Center; Jack A. Naglieri, University of Virginia

This workshop will describe how practitioners can use a pattern of strengths and weaknesses (PSW) model for SLD eligibility determination in order to identify reading disorders and dyslexia in children. There will be a discussion on identifying specific neurocognitive processes in a more efficient and reliable manner, consistent with IDEA parameters and most state mandates. Specific case examples will be shared, along with scores of interventions to best meet the needs of the learner.
ON-DEMAND SESSIONS

OS305: The Neuropsychology of Written Language Disorders
Practice Model Domain(s): 3; Skill Level: III
Presenter(s): Steven G. Feifer, Monocacy Neurodevelopmental Center

This presentation will explore the neuropsychological underpinnings of the written language process. A breakdown in the fundamental cognitive, linguistic, or motoric processes can result in various kinds of writing difficulties for children. There will be a discussion highlighting three subtypes of writing disorders, with particular emphasis on how “frontal lobe” processes such as working memory and executive functioning impact each subtype. Targeted assessment techniques, specific interventions, and key qualitative observations will be featured.

OS306: Predicting Risky Drinking Patterns in Adolescence: A Systematic Literature Review
Practice Model Domain(s): 1, 6; Skill Level: II
Presenter(s): Alyssa L. Abrams, The Pennsylvania State University

What are the predictors of risky alcohol use in adolescence? We will provide a systematic literature review of risk and protective factors of problematic drinking behaviors from adolescence through emerging adulthood. Practitioners will learn some key pieces in identifying middle- and high-school students who are at-risk for engaging in these alcohol use behaviors.

OS307: Helping Students Show What They Know: Enhancing Executive Functioning
Practice Model Domain(s): 1, 3; Skill Level: I
Presenter(s): Steven C. Guy, Private Practice

Executive functioning difficulties are evident in most conditions cared for by school psychologists. It is critical to have a firm foundation in the topic. This discussion will include recent progress in our understanding of EF including concepts and theory, assessment approaches, and most importantly, evidence-based methods of interventions for improving EF. This workshop will answer the following questions about EF: What is it? How do I assess for it? What can I do about it?

OS308: Identifying Students With ADHD: Evidence-Based Assessment With the BRIEF2
Practice Model Domain(s): 1; Skill Level: III
Presenter(s): Peter K. Isquith, Boston Children’s Hospital
Contributor(s): Gerard A. Gioia, Robert M. Roth, Steven C. Guy, Lauren Kenworthy

Attentional functioning, and the likelihood of ADHD diagnosis, is one of the most common referral questions for school-based practitioners. Although there are many tools available to assist in measuring attention, few offer an Evidence-Based Assessment approach to identifying the likelihood of ADHD diagnosis in a student. In this skills-based workshop, participants will learn an Evidence-Based Assessment model with the BRIEF2 to identify students with ADHD subtypes and to write clear, concise results and impressions.

OS309: Tests and Scales: Evidence for Integrative Assessment of Executive Function
Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Peter K. Isquith, Boston Children’s Hospital
Contributor(s): Gerard A. Gioia, Robert M. Roth, Steven C. Guy, Lauren Kenworthy

With the expanding toolkit for evaluating students’ executive functions, practitioners may choose from a variety of rating scales and/or performance tests. Often these different assessment approaches offer disparate, and sometimes conflicting, views of students’ self-regulation. In this data-driven workshop, we review multiple lines of evidence for valid use of both tests and scales, present a best practice model for integrating results, and teach participants how to clearly and efficiently convey their findings in writing.

OS310: Biculturalism Among Native American and Latinx Students: Mental Health Outcomes
Practice Model Domain(s): 8; Skill Level: II
Presenter(s): Sheena Greenstone, Carlos O. Calderon, & Vesna Pepic, Northern Arizona University

This session reviews the literature on acculturation, ethnic identity, and dual cultural adaptation among Native American and Latinx students, and these factors’ impact on mental health outcomes. Using the LaFromboise, Coleman, and Gerton (1993) model of biculturalism as a framework, environmental factors, identity, and experiences emerge as potential mediators on mental health and academic outcomes. This literature review concludes with practice recommendations for school psychologists and future research directions. Implications for social justice and equity are discussed.

OS311: Trending: How Have Group Contingencies Changed Over Time
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Talia E. Shuman, Faith Reynolds, Christley McGirt, & Jordyn L. Martin, University of South Florida
Contributor(s): Evan H. Dart, Alexis C. Elvy

Group contingencies are effective in reducing disruptive behavior and reinforcing appropriate behavior (Gresham & Gresham, 1982). These interventions are associated with positive short-term and long-term outcomes for students. This study systematically reviews how group contingencies in the literature have evolved over time, regarding various intervention characteristics such as criterion to reinforcement, type of reinforcement, feedback, and rules and expectations, among others. A discussion on the implications of these changes and future directions will occur.

CONNECT WITH US
@NASPONLINE
#NASP2021
#NASPADVOCATES
OS312: Does Data Ambiguity Impact Confirmation Bias in Learning Disability Assessment
Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Michael L. Woodward & Kathy J. Bohan, Northern Arizona University
Contributor(s): Lisa L. Persinger, Carlos O. Calderon

Does a confirmation bias based on referral information differ on whether evaluation results represent average, learning disability, or ambiguous performance? The results from an experimental study will illustrate how school psychologists process through data profiles adequately and protected from bias. Practitioners will learn how biases and heuristics impact assessment practices, how to protect from possible errors in reasoning, and how these cognitive factors may interact with the patterns of data presented to school psychologists.

OS313: School Psychology: A National Perspective From the NASP 5-Year Membership Survey
Skill Level: III
Presenter(s): Anisa N. Goforth, Nicholas Affrunti, Ryan L. Farmer, Samuel Y. Kim, Adam Lockwood, & Shereen C. Naser

The profession of school psychology has changed; what does it look like in 2020? Find out in this overview of the NASP Membership Survey! Every 5 years, NASP conducts an extensive survey of its members to better understand the demographics, employment conditions, and professional practices of the profession. In 2020, NASP conducted its most recent survey. This presentation will detail preliminary results from the 2020 NASP Membership Survey, including data on race, gender, job positions, work settings, salaries, and various aspects of professional practices. Presenters also will detail the implications of these results for NASP’s Strategic Goals and its promotion of the Model for Comprehensive and Integrated School Psychological Services (i.e., the NASP Practice Model).
STAND OUT AMONG YOUR PEERS

Become a Nationally Certified School Psychologist to:

- Gain opportunities for career growth
- Strengthen your credibility with parents and educators
- Increase your job mobility

EXCLUSIVE DISCOUNT FOR EARLY CAREER MEMBERS

www.nasponline.org/NCSP
These visual displays provide an informal, interactive format for the presentation of research, data, and innovative practices and will be available on demand at any time during the convention week and for sixty days thereafter.

Posters Sessions are organized thematically, and related topics are grouped within each of the 11 Poster Strands. Time blocks of 45 or 60 minutes are allocated for live chats with authors whose posters are included in each Poster Strand.

A list of all Poster Sessions appears below. Please note that this list is tentative. The most current listing of Poster Sessions is available on the NASP website and virtual convention platform.

### POSTER CHAT STRAND 1: TUESDAY

**TUESDAY, FEBRUARY 23**

11:30 a.m.–12:15 p.m., Tuesday

**Poster Strand 1: Promoting Safe and Positive Schools**

Poster presentations focusing on school-wide and class-wide interventions for suicide and violence prevention, anger management, bullying prevention, and on improved school climate. Authors whose posters are included in this strand will be available for a live chat during this time period.

**PO008: Utilizing a Three-Tiered Target Hardening Model to Promote School Safety**

Practice Model Domain(s): 5, 6; Skill Level: I

**Presenter(s): Sydney R. Nelson & John S. Carlson, Michigan State University**

**Contributor(s): HaeDong Kim**

Due to an increased concern related to school violence, target hardening practices have increasingly been employed across schools to promote safety, with most emphasis placed on physical security measures. A three-tiered theoretical model incorporating physical hardening, procedural hardening, and psychological hardening practices is introduced to support a balanced school safety approach. Best practices and recommendations related to each hardening strategy are discussed. Web-based resources are also provided with information about national initiatives and assessment measures.

**PO009: Suspension and Expulsion for Preschoolers With Disabilities**

Practice Model Domain(s): 1, 6; Skill Level: I

**Presenter(s): Brittany A. Pereira, University of Massachusetts Boston**

**Contributor(s): Songtian Zeng**

Preschool suspension and expulsion is prevalent despite its negative effect. Few studies have examined the prevalence of exclusionary discipline for children with disabilities in preschool. This study examined suspension and expulsion for preschoolers with and without disabilities from a U.S. national dataset. The results of this study indicated higher rates of suspension and expulsion for children with disabilities and reported behavior problems. Implications for policy and practice are discussed.

**PO025: School Climate and Violence Prevention Programs in Rural Schools**

Practice Model Domain(s): 4; Skill Level: I

**Presenter(s): Jennifer Rotzal, University of Montana**

**Contributor(s): Jacqueline A. Brown**

This session will inform participants of the relationship between perceived efficacy of school violence prevention programs and perceived school climate in rural schools. School violence is believed to negatively impact school climate, but little is known on how school violence prevention programs can impact school climate. Data collection will begin in November 2020; therefore, preliminary results will be presented. Participants will learn how school violence may affect school climate and specific interventions to support schools.

**PO028: Public Policy Update on Restraint and Seclusion in Schools**

Practice Model Domain(s): 4, 6; Skill Level: III

**Presenter(s): Thomas Massarelli & Brian M. Conners, Seton Hall University**

This poster presentation provides school psychologists with an overview of the current landscape of restraint and seclusion in schools through the United States Department of Education Office of Civil Rights (2019) data. Participants will understand: (a) the implications of the rising use of these procedures for school psychologists, (b) strategies for restraint and seclusion reduction, and (c) a public policy framework to advocate for sound legislation and policy at the state and federal levels.
**P0050: Surveying Relationships Between PBIS Implementation and School Climate**  
Practice Model Domain(s): 1, 5; Skill Level: I  
**Presenter(s):** Michael Li, University of Connecticut  
**Contributor(s):** Adam B. Feinberg, Susannah R. Everett  

How does the quality of PBIS implementation impact aspects of school climate? This case study examines survey data from a subset of schools in a statewide training effort. Specifically, practitioners will be able to identify potential relationships and practical implications between PBIS fidelity and school climate.

**P0060: Promoting Mental Wellness in Schools Using the CDC’s Professional Development Practices**  
Practice Model Domain(s): 2, 5; Skill Level: II  
**Presenter(s):** Krista Pattrson & Heather J. Costigan, Penn State PRO Wellness  
**Contributor(s):** Chelsea M. Keller, Deepa Sekhar  

This presentation provides a concrete example of successful implementation of the CDC’s professional development practices. The presentation will: (a) cover the CDC professional development steps using a successful program as an example, (b) cover hosting a mental health workshop including all 10 WSCC components and the successful coordination between schools and an academic institution, and (c) demonstrate the utility of the action planning processes and technical assistance applied with partnering schools to achieve their goals.

**P0089: Creating School Emergency Response Plans for All**  
Practice Model Domain(s): 6; Skill Level: I  
**Presenter(s):** Heather A. Kwolek & Melissa A. Bray, University of Connecticut  

How can schools create effective emergency response plans that meet the needs of students with disabilities (SWD)? This poster will review literature on school emergency response planning, emphasizing how plans can be strengthened to support SWD and their safety during emergencies. Practitioners will learn to create school emergency response plans that are comprehensive and flexible, meeting the needs of all students.

**P0094: Empathy and Forms of Bystander Intervention in Bullying**  
Practice Model Domain(s): 5, 6; Skill Level: II  
**Presenter(s):** Lyndsay N. Jenkins & Suravi S. Changlani, Florida State University  

The goal of this study was to assess different forms of bystander intervention and their relation with empathy in a sample of 450 third through twelfth grade students. Key differences were found in the relation between affective and cognitive empathy with the four forms of bystander intervention: direct intervention, emotional support, involving adults, and ignoring bullying. Implications for bullying prevention programs are discussed.

**P0095: Authoritative School Climate Model: Potential Racial Ethnic Differences [D]**  
Practice Model Domain(s): 8, 9; Skill Level: I  
**Presenter(s):** Ying-Ruey Chuang, University of Missouri-Columbia  
**Contributor(s):** Francis Huang, Keith C. Herman  

Positive perception of school climate has been shown to lower bullying and victimization experience as well as improve student engagement. However, consistency across racial/ethnic student groups have seldom been explored. Adapting the Authoritative School Climate (ASC) Model, data were collected in Missouri and Oklahoma suburban schools to explore differences across racial/ethnic student groups in perception of school climate using a school-level fixed-effects model to contribute to the literature of the ASC model.

**P0097: Conducting Change: Preventing Conduct Disorder for At-Risk Elementary Students**  
Practice Model Domain(s): 4, 6; Skill Level: I  
**Presenter(s):** Emma K. Watson, Juniper Gardens Children’s Project and University of Kansas; Regan C. Schultz, Paige H. Nelson, & Cammye M. Anderson, University of Kansas  
**Contributor(s):** Alexis R. Mondragon  

Individuals with childhood-onset conduct disorder (CD) are more likely to demonstrate physical aggression toward others, have disturbed peer relationships, and have CD in adulthood. Early identification of children at high risk for antisocial behavior is crucial. Despite the concerns demonstrated in research for CD, the actual implementation of prevention and treatment remains a challenge. This poster will present information about Conducting Change, a proposed prevention program for elementary school students at risk for CD.

**P0112: Predicting Teacher Self-Efficacy in Bullying Intervention**  
Practice Model Domain(s): 6; Skill Level: I  
**Presenter(s):** Nicholas DeKeyser & Daniel M. Hyson, University of Wisconsin-La Crosse  

Bullying in school can result in significant internalizing problems and lower academic achievement (Burger et al., 2015). Teacher intervention in response to bullying is essential and can be impacted by teacher self-efficacy. This study will analyze factors that predict self-efficacy, including administrator support, bullying intervention training experience, teacher peer response and teacher years of experience. This research will further reinforce the role of school psychologists in supporting teachers with their bullying interventions.

**P0135: Promoting School Connectedness Through Animal-Assisted Therapy**  
Practice Model Domain(s): 4, 6; Skill Level: I  
**Presenter(s):** Deirdre A. Dwyer, Rhode Island College  

How does animal-assisted therapy (AAT) foster school connectedness and why is school connectedness important to cultivate student mental health and social development? This
PO140: Social Influences and Social Desirability on Students’ Bullying Attitudes  
Practice Model Domain(s): 6; Skill Level: I  
Presenter(s): Jaynee L. Bohart & Greg R. Machek, University of Montana

The current study explores how participants perceive parental and peer influences on their bullying attitudes and how social desirability may impact bullying research. Additionally, attitudes and social factors will be examined as functions of participants’ gender identities and bullying roles. Attendees will better understand factors that influence attitudes towards bullying and ways to more effectively shape students’ attitudes toward bullying.

PO186: Teachers’ Perspectives on School Mental Health Practices  
Practice Model Domain(s): 4; Skill Level: I  
Presenter(s): Teagan N. Twombly, Eliza S. Godfrey, Elizabeth K. Davis, & Alexander D. Latham IV, University of Wisconsin Madison  
Contributor(s): Stanley A. Garbacz, Craig A. Albers

Teachers are central to the success of school mental health efforts. This presentation provides findings of teacher perceptions of barriers to successful school mental health services and teacher confidence in their knowledge and skills to support student mental health. Findings will be reported considering the impact of school locale. Attendees will gain an in-depth understanding of teacher perceptions of school mental health services and future needs to best support teachers’ role in school mental health.

PO189: Now What: Next Steps in Trauma-Informed Practice Implementation  
Practice Model Domain(s): 4, 5; Skill Level: II  
Presenter(s): Marni M. Choice-Hermosillo, Boulder Valley Public Schools

Has your staff been trained in trauma-informed practices? Are you trying to determine your next step in this process? This presentation will outline research on best practices in trauma-informed practice implementation. The focus will be on the newly developed Trauma-Informed Practices Implementation Model, the research behind the model, and practical implications that will help guide you with your next steps.

PO191: Reflections on a Nontraditional School Journey Implementing Universal Behavioral Supports  
Practice Model Domain(s): 1, 4; Skill Level: I  
Presenter(s): Emily L. Winter, University of Connecticut; Marlena Minkos

A case study investigating the effects of implementation of evidence-based, universal behavioral supports in an alternative educational setting servicing students with developmental, behavioral, and physical needs will be shared. Participants will gain an understanding of (a) current research on school-wide positive behavioral interventions and supports, (b) conceptualization and adaptation of evidence-based, universal behavioral supports in an alternative setting, and (c) potential effects of implementing universal behavioral supports in a school servicing students with significant learning needs.

PO208: Family Support, Empathy, and Bystander Help-Seeking Preference in Peer Aggression  
Practice Model Domain(s): 6, 7; Skill Level: I  
Presenter(s): Jerica L. Knox, North Carolina State University  
Contributor(s): Secil Gonultas, Kelly Lynn S. Mulvey

This study aimed to examine the complex relations between two known predictors of bystander decisions in bullying incidents—empathy and family contextual factors—and bystander help-seeking in two preferred choices (i.e., adults and peers) in 826 adolescents in the sixth and ninth grade (49.9% female). Results indicated that empathy served as a partial mediator for the relationship, suggesting that both empathy and the family context can play a role in bystander decisions to intervene.
**PO211: Improving Academic Outcomes for Children in the Child Welfare System**
Practice Model Domain(s): 3, 6; Skill Level: I
**Presenter(s): Joshua A. Brown, State of Indiana — Department of Child Services**

Child maltreatment occurs at an alarming rate throughout the United States with a current estimated 680,000 children being identified as victims. This trauma can create barriers to academic success due to problems with abstract reasoning, memory, concentration, and externalizing behaviors. This poster will examine school-based interventions for children exposed to trauma and how they can be adapted to children in the child welfare system.

**PO221: Resilience Informed Care: Examining Positive Childhood Experiences**
Practice Model Domain(s): 6; Skill Level: I
**Presenter(s): Emma C. Sievers & Jocelyn H. Newton, University of Wisconsin—La Crosse**

Resilience is the ability to recover from difficulties quickly. When a child experiences safe, stable, nurturing relationships and environments, we call them positive childhood experiences (PCEs). Research has shown that these experiences are important to healthy development and overall adjustment. The purpose of this study is to examine adolescents and whether a relationship exists between their identified number of PCEs and self-reported resilience.

**PO237: The Role of Gifted Students in the Bullying Dynamic**
Practice Model Domain(s): 5, 6; Skill Level: I
**Presenter(s): June L. Preast & Kimberleigh S. Daniels, University of Alabama
Contributor(s): Jennifer Jolly**

Gifted students are often victims of bullying (Benhow & Stanley, 1996; Cross, 2001a, 2001b), but little research examines the other roles of gifted students within the bullying dynamic. The purpose of this presentation is to share information regarding the experiences of gifted students within the bullying dynamic. This presentation will review literature examining bullying among gifted students. Additionally, the presentation will demonstrate the practical implications for addressing bullying among gifted students for school psychologists.

**PO242: Providing Supports for Students With Adverse Childhood Experiences**
Practice Model Domain(s): 3, 5; Skill Level: I
**Presenter(s): Samantha R. Tousignant, Target
Contributor(s): Laken M. Kearns**

This poster will examine recent literature regarding the effects of adverse childhood experiences (ACEs) and the importance of positive relationships with school personnel. Drawing from positive psychology and trauma-informed practices, the presentation will address approaches to understand students’ ACEs and foster healthy relationships in schools. Specific roles of school psychologists within the NASP Practice Model (2020) will be discussed, including screening, consultation, and collaboration.

**PO259: High School Coaches and Athletic Directors Perspectives: Gender Nonbinary Athletes [D]**
Practice Model Domain(s): 2, 8; Skill Level: I
**Presenter(s): Sam McSpirtt, Kendahl M. Shortway, Dana Mattioli, & Victoria Garcia, Kean University**

New Jersey high school coaches and athletic directors completed an online survey which included a vignette of an athlete who identified as gender nonbinary. Quantitative and qualitative analyses of the data suggested that the majority of participants had views that are inconsistent with current policies. There were concerns regarding fairness, safety, and inclusion. These findings have various implications, including the need for LGBTQ+ related training for coaches and athletic directors.

**PO260: Inappropriate Language and Relationships at School: A Cross-Lagged Panel Analysis**
Practice Model Domain(s): 5; Skill Level: II
**Presenter(s): DaShae J. Rodriguez-Harris, Kathleen Kelly, Kellie Menter, & Logan N. Riffe, Northern Illinois University
Contributor(s): Julia A. Ogg, Christopher J. Anthony, Christine Malecki, Michelle K. Demaray**

This study investigated the longitudinal associations among student–student relationships, teacher–student relationships, and inappropriate language use in a middle school sample over time, for boys and girls separately. For boys, the relationship was unidirectional with inappropriate language use negatively predicting later relationships with peers and teachers. For girls, there was a bidirectional association between inappropriate language use and teacher and peer relationships. Implications include addressing language use and using strategies to build student–student and teacher–student relationships.

**PO281: Examining Cyberbullying in Adolescent Youth in Belize [D]**
Practice Model Domain(s): 6, 8; Skill Level: II
**Presenter(s): Lauren E. Martone & Daniel Houlihan, Minnesota State University, Mankato**

As developing countries experience considerable and steady increases in access to technology and internet, it is important to extend the literature on cyberbullying internationally. This poster presentation will provide the results of a study intended to characterize cyberbullying and technology use in Belize, a developing nation. Such results will help researchers and educators gain insight into how cyberbullying is a growing international health concern.
**P0306: Adapting School Bullying Assessments for Students With Disabilities**

**Practice Model Domain(s):** 1, 2; **Skill Level:** I  
**Presenter(s):** Haley S. Wilcox, Madeline C. Rodriguez, Eder O. Villagomez, & Arbnora Hadji, Northern Illinois University  
**Contributor(s):** Julia A. Ogg, Michelle K. Demaray, Christine Malecki

This presentation provides practitioners with ideas and considerations for adapting school climate surveys to be more accessible to students with severe and multiple disabilities. These ideas are drawn from the experiences of the Northern Illinois University Project Prevent and Address Bullying (PPAB) Scholars (supported by the U.S. Department of Education) and lessons learned from developing a school climate survey for a partner middle school.

**P0339: Teacher Use of Punitive Discipline Practices: Influencing Factors and Considerations**

**Practice Model Domain(s):** 6; **Skill Level:** I  
**Presenter(s):** Kathleen R. King, Wesley A. Sims, Theresa M. Stewart, & Jenna L. Nguo, University of California, Riverside

This session reviews survey response data from nearly 3,000 teachers regarding their use of punitive classroom practices. Survey respondents were asked questions regarding their background and training, school and personal demographic information, and current practices. Teachers reported feeling like competent classroom managers, yet reported significant classroom behavior problems and using more punitive than positive classroom management practices. This session identifies factors related to the use of punitive practices and perceived barriers to positive practice implementation.

**P0341: Teacher Support and U.S. Immigrant Students’ School Violence Experiences [D]**

**Practice Model Domain(s):** 8; **Skill Level:** I  
**Presenter(s):** Sarah Manchanda & Chunyan Yang, University of California, Berkeley

School violence is a troubling public health issue in the United States (Centers for Disease Control and Prevention, 2010). The increasing ethnic and racial diversity of schools has impacted both the underlying mechanisms and frequency of school violence. This study evaluated the school violence experiences of immigrant youth. Findings reveal that immigrant youth were at higher risk of experiencing violence at school. Teacher support reduced the increased risks of school violence that immigrant youth reported.

**P0373: Creating Welcoming Schools to Develop Resilience in LGBTQ Students [D] [PS]**

**Practice Model Domain(s):** 1, 2; **Skill Level:** I  
**Presenter(s):** Christine N. Allen, Chapman University

Do you want to create safe and supportive schools for LGBTQ+ students? This poster session will present the results of an extensive literature review to identify and evaluate evidence-based best practices. This poster session will also provide the themes of qualitative interviews of LGBTQ+ adults in order to describe how school climate and other factors impact the development of resilience in LGBTQ+ youth.

**P0374: School Climate as a Moderator Between Self-Control and School Adjustment**

**Practice Model Domain(s):** 5; **Skill Level:** I  
**Presenter(s):** Hi Jae Jang, Lehigh University  
**Contributor(s):** Yoonsun Han

Low self-control has been identified as a risk for behavioral problems, but it can also affect different areas of adjustment. The current study showed that low self-control is linked with more negative outcomes in behavioral, academic, social, and psychological areas of school adjustment. Furthermore, results showed that various latent school climate profiles had protective or hampering effects in the relationship between self-control and school adjustment, providing possible intervention strategies for school psychologists regarding school climate.

**P0385: The Time and Cost of Classroom Behavior Management**

**Practice Model Domain(s):** 1, 6; **Skill Level:** I  
**Presenter(s):** Matthew J. Gormley, Rebecca A. Overfield, Cassidy Spradlin, & Lauren Scanlan, University of Nebraska–Lincoln  
**Contributor(s):** Susan M. Sheridan

Managing behavior is both time-consuming and costly to teachers and school districts. This study was conducted to understand the financial costs of managing classroom behavior. Data were collected during baseline from 186 elementary students and their teachers participating in a large randomized control trial of a problem-solving consultative intervention. Results indicate that teachers spend a substantial amount of time addressing student behavior at a significant financial cost (i.e., over $2 billion annually).

**P0406: The Power of Mindset: Promoting Buy-In for Restorative Justice Implementation [D]**

**Practice Model Domain(s):** 6, 8; **Skill Level:** II  
**Presenter(s):** Heather M. Thompson, Samuel Y. Song, & Jacqueline M. Eddy, University of Nevada, Las Vegas

Current zero-tolerance discipline policies are ineffective and contribute to disproportionality in discipline in schools. Restorative justice practices (RJP) are an equitable alternative approach to exclusionary discipline practices. RJP have been implemented in schools prior to adequate research informing implementation. As such, school personnel have gained biases towards the effectiveness of RJP. This research provides a
literature review of implementation strategies that include an emotional component to improve school personnel mindset towards RJP and increase buy-in.

**P0445: Implementation and Outcomes of the Comprehensive Behavioral Health Model [D]**

*Practice Model Domain(s): 6, 9; Skill Level: II*

*Presenter(s): Alex S. Ervin, University of Massachusetts Boston; Jill S. Battal, Boston Public School District; Melissa Pearrow & Whitney Walker, University of Massachusetts Boston*

*Contributor(s): Amy Kaye*

This presentation will review the implementation processes and student outcomes associated with the Comprehensive Behavioral Health Model (CBHM), which is a district-level MTSS prevention framework designed to reduce disproportionality in special education and discipline referrals through implementation of SWPBIS and universal SEL curriculum along with universal behavioral health screening. Participants will gain a better understanding of the successes and challenges of implementing a systems-level prevention intervention in a large urban district.

**P0453: Improving Relationships Between School Resource Officers and Students [D]**

*Practice Model Domain(s): 6, 8; Skill Level: I*

*Presenter(s): Adrianna M. Caballero & April M. Taylor, Ball State University*

This presentation summarizes current available evidence-based SRO programs that have demonstrated effectiveness in promoting SRO and student relationships. With this information, school psychologists, educators, administrators, and other school-based mental health professionals will be better able to adopt evidence-based SRO programs aimed at improving the relationships between SROs, students, and the overall school community in order to foster the optimal school climate.

**P0003: Cyberbullying and Indirect Bullying: Are They the Same Behaviors**

*Practice Model Domain(s): 6; Skill Level: III*

*Presenter(s): Laura M. Crothers, Duquesne University; Latitia S. Lattanzio-Paros, Indiana University of Pennsylvania; Ara J. Schmitt & Sybil Kolbert, Duquesne University*

This study was conducted to investigate whether cyberbullying is an extension of indirect bullying through technology in late adolescence. Through factor analysis, a two-component model was extracted and delineated as cyberbullying behaviors and indirect bullying behaviors. The model was tested using CFA methodology and was found to be a good fit for the data, thus providing support for cyberbullying and indirect bullying as independent constructs. Implications for practice are provided.

**P0018: Female Adolescents’ Social Support: Associations With Anxiety and Depression**

*Practice Model Domain(s): 6, 7; Skill Level: II*

*Presenter(s): Kathleen Kelly & Christine K. Malecki, Northern Illinois University*

In response to promising findings regarding social support, the current study is the first to investigate the existence of social support profiles in student populations and their role in the onset of internalizing problems. This poster presentation will explore associations in relation to social support profiles that emerge within the sample as well as how these profiles moderate the relationship between levels of social support and depression and anxiety symptomology.

**P0022: Behavior Problems and School Engagement: Social Problems as a Mediator**

*Practice Model Domain(s): 6; Skill Level: II*

*Presenter(s): Eliana Rosenthal, Amanda K. Nelson, George J. DuPaul, & Sara R. Franklin-Gillette, Lehigh University*

We looked at the impact of interpersonal functioning on the predictive relationship between school problem behaviors and school involvement using a nationally representative dataset of 10 and 11-year-old students. We found that deficits in interpersonal functioning significantly mediated this relationship. Supporting positive social functioning may help ameliorate the inverse relationship between difficult behaviors and school engagement.

**P0042: BPT on Emotional and Social Concerns for Children With ADHD**

*Practice Model Domain(s): 4; Skill Level: II*

*Presenter(s): Amanda K. Nelson, Alicia M. Chunta, Sara R. Franklin-Gillette, & George J. DuPaul, Lehigh University*

*Contributor(s): Lee Kern*

Using a randomized controlled trial, we examined the impact of a behavioral parent training (BPT) program on emotional and social concerns of 3- to 5-year-olds. We found that emotional lability improved over time, but group differences between treatment and waitlist conditions were nonsignificant and social functioning did not improve as a result of treatment. BPT may require modification to directly target emotional and social functioning in young children with ADHD.
**P0049: Risk Assessment and Crisis Intervention in a Time of Telehealth [D]**  
Practice Model Domain(s): 4, 6; Skill Level: I  
**Presenter(s): Melissa L. Holland, Lauren C. Morelli, & Zainab Khan, California State University, Sacramento**

With rising rates of depression and anxiety during COVID-19, school-related mental health providers need to employ special considerations when working with youth deemed at-risk for harm to self or others through a telehealth service delivery model. This presentation overviews the objectives of risk assessment, including specific safety protocols and guidelines, recognition of risk factors, the role of parent/caregiver involvement, and evidence-based practices for working with at-risk youth through school-based telehealth.

**P0052: The Relationship Between Emotional Intelligence and Anxiety in Graduate Students**  
Practice Model Domain(s): 4, 9; Skill Level: I  
**Presenter(s): Alexandra M. Vicidomini, Achieve Beyond; Sarah Blair, Westbrook Preparatory School- SCO Family of Services; Cliff (Yung-Chi) Chen, Queens College, CUNY**

Does emotional intelligence matter in graduate school? This study examined the relationship between emotional intelligence and anxiety in graduate students. Seventy-two graduate students participated in this study. Our results suggest that different dimensions of emotional intelligence have different relationships with anxiety. We will discuss the implications of the results in the poster presentation. Participants will learn to differentiate various dimensions of emotional intelligence and their significance in predicting graduate students’ emotional well-being.

**P0070: Parental Support and Strengths-Based Parenting as Predictors of Grit**  
Practice Model Domain(s): 6; Skill Level: I  
**Presenter(s): Lauren E. Fennimore & Xu (Lilya) Jiang, University of Memphis**

Grit positively predict students’ academic success, but predictors of grit remain unclear. This study examined the predictability of perceived parental support and strengths-based parenting on grit in young adults (N = 502, ages 18–25). Results supported the previous finding that perceived family support is a stronger predictor of grit and revealed that strengths-based parenting knowledge incrementally contributed to the levels of grit beyond general family support. Implications and future directions are discussed.

**P0073: A Multitiered Approach to Support Adolescent Substance Use Disorder**  
Practice Model Domain(s): 4, 6; Skill Level: I  
**Presenter(s): Rachel M. Wiegand, Haonan Quan, & Jasmine R. Romero, Chapman University**

Substance use disorders can lead to adverse outcomes for students, both short- and long-term. Adolescents spend a significant amount of time in school, positioning school psychologists to assist in supporting at-risk students and those with a substance use disorder. A review of current, peer-reviewed literature indicates that there are many preventive and intervening programs schools can implement to support these students. This presentation examines the various interventions using a multitiered system of supports model.

**P0091: Supporting Children’s Development of Gratitude**  
Practice Model Domain(s): 4; Skill Level: I  
**Presenter(s): Michelle R. Renwick, Kaiser**

What are the effects of having an attitude of gratitude? What does it mean for children to have this perspective? I will discuss how gratitude interventions in school systems can provide numerous benefits to children. I will also provide an example of an interactive and illustrated children’s book that teaches the concept of gratitude through a bibliotherapy approach. This poster presentation will teach participants how gratitude can be an effective socioemotional tool in children’s lives.

**P0113: Evaluating an Intervention for Gifted Students Who Experience Anxiety**  
Practice Model Domain(s): 1, 4; Skill Level: II  
**Presenter(s): Leanna N. Henry, Madison-Champaign ESC; Elana R. Bernstein, University of Dayton**

Gifted students are an underserved population, particularly around mental health services. This is despite research to suggest that students who are identified gifted are as likely as their nongifted peers to develop mental health difficulties that interfere with functioning. However, little research has examined gifted students’ social-emotional needs. This presentation will share the results of a school-based evaluation of the effectiveness of the Coping Cat intervention with gifted students who experience anxiety.

**P0122: Understanding How Caregiver Mindfulness Works and Why It Helps Youth**  
Practice Model Domain(s): 4, 7; Skill Level: II  
**Presenter(s): Caleb D. Farley, Utah State University; Tyler Renshaw**

Much confusion still exists when practitioners talk about mindfulness. How is it defined? What do interventions look like? And what changes occur inside clients? This poster presentation provides the initial workings of a single-case design study examining the daily changes that occur when stressed caregivers engage in a mindfulness intervention. As practitioners better understand this picture, they can start considering how mindfulness interventions with caregivers might also indirectly affect their struggling students.
P0129: Secondary School Professionals’ Perceptions of Barriers to Mental Health Services
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Katherine G. Kowalski & Kristy Brann, Miami University
Contributor(s): Anthony James Jr.
The need for mental health services in schools is high; however, there are many barriers to students receiving these services. The current study is a local mixed methods evaluation of secondary school professionals’ perceptions of barriers to mental health services in schools. School referral process and precollected barrier data will also be examined. This poster will share results from the mixed methods evaluation and identify recommendations to improve access to mental health services.

P0131: Tooting: A Behavioral Component Analysis
Practice Model Domain(s): 4, 6; Skill Level: I
Presenter(s): Kennedi J. Alstead, Minnesota State University, Mankato
Contributor(s): Shwana Petersen-Brown, Chip Panahon, Alexandra Hilt-Panahon
Tootling is a multicomponent, class-wide behavioral intervention that has demonstrated effectiveness in increasing prosocial behavior, decreasing disruptive behavior, and increasing academic engaged time. However, research has yet to look at the effectiveness of the different components within tootling to determine which components are driving the effectiveness of the tootling intervention. This presentation will analyze the evidence of effectiveness of the tootling components demonstrated in past research. Future directions and limitations will also be discussed.

P0132: Using Relaxation and Guided Imagery to Reduce Disruptive Behaviors
Practice Model Domain(s): 4; Skill Level: II
Presenter(s): Michelle Levine, Institute of Professional Practice; Melissa A. Bray & Emily L. Winter, University of Connecticut
Relaxation and guided imagery, a mind–body health approach, is being used to target disruptive behaviors in students with the primary educational classification of emotional disturbance. The results of this study will be presented to show the effects of a daily application of the intervention in a school setting. Practitioners will learn an additional intervention that may be used in consultation with teachers or in individual/group sessions with students.

P0139: Universal Preschool Interventions Addressing Social–Emotional Development
Practice Model Domain(s): 4, 6; Skill Level: I
Presenter(s): Castine M. Berry, Alta Loma School District; Kasey A. Valencia, Chapman University
Contributor(s): Kelly S. Kennedy
We will discuss the importance of implementing universal interventions targeting social–emotional development within preschool classrooms and why it should matter to school psychologists. A literature review of studies detailing the effectiveness of universal interventions in decreasing the likelihood of emotional and behavioral difficulties will be discussed. Practitioners will also learn about their role in ensuring these skills are developed within classrooms.

P0151: Examining SEL Intervention Outcomes for K–1 Students at Risk
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Delaney Boss & Jessica Vezzoli, University of Florida
Contributor(s): Ann P. Daunic, Nancy L. Corbett
The purpose of this poster is to present the findings of an efficacy study of an SEL intervention designed for K–1 students at-risk for EBD. SELF is a Tier 2 curriculum that embeds SEL instruction within dialogic reading. Results suggest significant positive outcomes for teacher-rated executive function, SEL competencies, emotion regulation, and direct assessment of SEL vocabulary for students who received SELF instruction. Participants will discuss effective SEL intervention components and implementation factors.

P0159: Understanding Factors Influencing Educators Perceived Ability Supporting Student Mental Health
Practice Model Domain(s): 4, 6; Skill Level: I
Presenter(s): Chelsea Salvatore, Rachael E. Hite, & Alexis M. Sanchez, University of South Florida
Contributor(s): Nathaniel von der Embse
As student mental health gains priority in schools, some districts are training staff to better assist students with their mental health needs. This presentation examines educator factors that influence perceived knowledge and skill to support their students with mental health needs. Educators’ perceptions of their ability to assist students with mental health needs following youth mental health first aid will be discussed.

P0161: Understanding Social Skills Improvements in Intervention for Adolescents With ADHD
Practice Model Domain(s): 4; Skill Level: I
Presenter(s): Sean Morse, Georgia State University; Rachel E. Capps & Steven W. Evans, Ohio University
Contributor(s): George J. DuPaul, Julie S. Owens
A recent study reported significant improvement in social functioning among adolescents with ADHD in response to a school-based intervention. In this study we examined which
Characteristics of the adolescents or the intervention were associated with improvements in social skills. After controlling for baseline ratings of social skills, the amount of time adolescents spent focused on problem solving during individual sessions and students’ perception of their alliance with their coach were associated with improvements.

**PO166: Social Support Compensation: The Protective Role of Siblings**  
Practice Model Domain(s): 4, 7; Skill Level: II  
**Presenter(s):** Samantha Coyle, Montclair State University; Kelly N. Clark, Louisiana State University; Christine K. Malecki & Molly M. McDade, Northern Illinois University

Social support is important to the well-being of adolescents and is negatively associated with depressive symptoms; however, support from siblings is a less frequently studied source of support compared to support from teachers, peers, and parents (Rueger et al., 2016). The current study will investigate how social support from siblings may compensate for possible deficits in support from peers at school or parents at home. Implications for practice will be discussed.

**PO174: A Three-Tiered Approach for Responding to School Refusal Behavior**  
Practice Model Domain(s): 4, 6; Skill Level: II  
**Presenter(s):** Arantxa B. De Anda, Alec Burrola, & Grace K. Carrillo, Chapman University

Supporting students displaying school refusal behavior (SRB) can be a daunting task for even the most seasoned school psychologists. We provide a detailed approach for responding to SRB organized within a multitiered system of support (MTSS) framework with Tier 1, 2, and 3 interventions. Practitioners will learn practical, evidence-based interventions for working with students displaying SRB they can start utilizing in the field right away.

**PO177: Tele-Counseling With Children, Adolescents, and Families**  
Practice Model Domain(s): 4; Skill Level: I  
**Presenter(s):** Pam W. Gershon, Jessica Phillips, Kathleen Lema, & Zalmon Katanov, Queens College  
**Contributor(s):** Jennie Giangarra, Brianna A. DeFronzo, Jennifer N. Connell

This poster will examine the use of tele-counseling with children, adolescents, and families. The benefits of tele-mental health will be discussed and potential ethical concerns will be identified. Research on tele-counseling with children and adolescents through videoconferencing, telephone, chat, and online programs will be presented. In addition, studies evaluating tele-counseling with parents via CBT and behavioral intervention will be reviewed. Guidelines for school psychologists regarding specific practices that facilitate tele-counseling will be highlighted.

**PO185: Principal Perspectives on Addressing Student Mental Health**  
Practice Model Domain(s): 4; Skill Level: I  
**Presenter(s):** Eliza S. Godfrey, Elizabeth K. Davis, Teagan N. Twombly, & Bri’Anna Collins, University of Wisconsin—Madison  
**Contributor(s):** Julia Porter, Stanley A. Garbacz, Craig A. Albers

What do principals have to say about the challenge of addressing mental health needs for students in their schools? Our research study highlights the most commonly perceived barriers and strengths for addressing mental health that principals across a Midwestern state identified in their schools and considers patterns across school locale. Attendees will gain a sense of key areas for focus in order to best support addressing students’ mental health needs in schools.

**PO196: Social–Emotional Monitoring Tools in Preschool: How They Measure Up**  
Practice Model Domain(s): 1, 5; Skill Level: I  
**Presenter(s):** Zoe Barnes & Sarah J. Conoyer, Southern Illinois University Edwardsville

We all know that social–emotional learning is important, but how are we monitoring the development of these skills in early childhood? This literature review will examine and compare current social–emotional monitoring tools, their psychometric properties, and if they are available in multiple languages to meet the needs of diverse learners. Discover which assessments in this area are both psychometrically sound and culturally appropriate for early childhood settings.

**PO210: Parent–Child Interaction and Social Responsiveness in Children With Autism**  
Practice Model Domain(s): 7; Skill Level: II  
**Presenter(s):** Tricia Choy & Ainsley E. Losh, University of California, Riverside  
**Contributor(s):** Jan Blacher

Associations between parent–child interactions and social responsiveness in young children with ASD has yet to be examined. In this proposed study, associations between child social responsiveness and observed parent sensitivity and intrusiveness during an interaction task will be characterized for a sample of young children with ASD. Practitioners will learn how to encourage and support parents with children with ASD who may be struggling with parent–child interactions and supporting their child’s social cognition and functioning.
**PO212: Maternal Adverse Childhood Experiences Impact on Child’s Executive Functioning**

**Practice Model Domain(s):** 6, 7; **Skill Level:** II  
**Presenter(s):** Antonella Onofrietti & George A. Perez, University of Oregon  
**Contributor(s):** Nicole R. Giuliani

Do maternal adverse childhood experiences (ACEs) impact child’s executive functioning (EF)? We will provide results from a study that shows that after controlling for child age/sex and maternal inhibitory control, maternal ACEs were significantly associated with child EF, with higher ACEs associated with lower child EF in a sample of preschool age children. Practitioners will learn about intergenerational transmission of risk and the importance of EF skills for positive outcomes.

**PO213: Development of a New Moral Disengagement Measure of Bullying**

**Practice Model Domain(s):** 6; **Skill Level:** II  
**Presenter(s):** Ruth Jeong, Northern Illinois University  
**Contributor(s):** Michelle K. Demaray

Moral disengagement has gained considerable attention in research as an underlying motive for why youth engage in aggressive behaviors. To prevent and intervene in school bullying, an understanding of cognitive mechanisms, such as moral disengagement, is imperative. To do so, the current study developed a new moral disengagement measure that incorporates the eight mechanisms of moral disengagement focused on different types of bullying and cyberbullying behaviors.

**PO215: Understanding Prosocial Teasing in Adolescents**

**Practice Model Domain(s):** 4; **Skill Level:** I  
**Presenter(s):** Kristina L. Wiemer & Christine K. Malecki, Northern Illinois University

Prosocial teasing is not well known or understood by educators. Prosocial teasing is intentional but playful verbal and nonverbal provocation meant to be funny (Keltner et al., 2001). The current study will examine and describe middle and high school students’ use of prosocial teasing. This study will examine the associations among prosocial teasing, social–emotional skills, and empathy for middle and high school students, and implications for school psychologists will be discussed.

**PO229: Facilitation of Preschool Social—Emotional Competence Through Maternal Emotion Regulation**

**Practice Model Domain(s):** 4, 6; **Skill Level:** II  
**Presenter(s):** Margaret N. Cox & Elizabeth Glenn, University of Oregon  
**Contributor(s):** Nicole R. Giuliani

Social—emotional development, including emotional regulation skills, are central to academic readiness and successful transition to kindergarten. This presentation explores parent- and child-level factors that influence emotional competence in preschool, including maternal emotion regulation, parenting stress, and mother education. Participant benefits include understanding features of maternal emotion regulation with the strongest influence child social—emotional development, and identification of practitioner-friendly evidence-based prevention and intervention strategies to support mothers in the promotion of child social—emotional skills.

**PO245: Social Support Profiles and Its Impact on Adolescents’ Psychological Functioning [D]**

**Practice Model Domain(s):** 4, 5; **Skill Level:** I  
**Presenter(s):** Mei Ki Chan, Jill D. Sharkey, Michael J. Furlong, & Erin Dowdy, The University of California, Santa Barbara

Research has demonstrated the benefit of social support for students’ psychological adjustment. The purpose of this study was to (a) use a person-centered approach to identify profiles of students’ perceived social support from their family, school, and peers; and (b) assess the association between these profiles and students’ psychological functioning across early and late adolescence. Attendees will learn about students with vulnerable profiles of social support and implications for support and intervention.

**PO255: Adverse Childhood Experiences Related to Core Social Support Competencies**

**Practice Model Domain(s):** 4, 6; **Skill Level:** I  
**Presenter(s):** Evelyn G. Abbott, Murfreesboro City Schools; Seth Marshall, Middle Tennessee State University  
**Contributor(s):** James O. Rust

To what degree are adverse childhood experiences (ACEs) related to difficulty with core social competency domains such as attachment, social integration, opportunity for nurturance, and others domains? This poster presentation will clarify how ACEs relates to six individual domains and overall social support competencies based on young adult self-report (N = 338). More broadly, practitioners will better understand the importance of trauma-informed practices related to social competencies.

**PO283: Time 4 K: A Collaborative Effort Addressing Children’s Mental Health [D]**

**Practice Model Domain(s):** 4; **Skill Level:** I  
**Presenter(s):** Conrae J. Lucas-Adkins & Rebecca L. Jennings-Knotts, Marshall University

TIME 4 K is a multidisciplinary program aimed at addressing the rise in children’s mental health concerns and the ever-growing, negative effects resulting from the opioid crisis in America. Stakeholders include university departments of social work and school psychology, elementary schools, legal services, community behavioral health care providers, and families. This research project explores the commonalities among children identified for Tier 2 supports and investigates the outcome of the interventions from the perspective of the children.
**P0299: Student Mental Health: The Influence of Perceived Social Support**

Practice Model Domain(s): 4; Skill Level: II  
**Presenter(s):** Abigail Geis & Robert J. Dixon, University of Wisconsin La Crosse

Early adolescence (ages 10–14) can be described as a transitional time full of significant changes in physiology, emotional regulation, and social orientation as they seek separation and individuation from their families. It is also a time when a number of mental health concerns emerge. This study describes the predictive relationship of nonfamily perceived social support (i.e., teachers, peers, significant adults) to internalizing and externalizing symptoms reported by middle schoolers.

**P0315: Authentic Choices and Effective Approaches to SEL in Primary Grades**

Practice Model Domain(s): 4; Skill Level: II  
**Presenter(s):** Leah J. Hunter, James C. DiPerna, & Susan C. Hart, Penn State University

This poster presents initial results from a national effectiveness trial evaluating a universal SEL program (SSIS Classwide Intervention Program – SEL Edition; Elliott & Gresham, 2017) with a focus on teachers’ approaches to implementing the program in typical school conditions. Teacher perceptions of implementation barriers/supports and implementation ratings will be presented for 57 teachers who taught the SSIS-CIP SEL intervention during one school year. Participants will learn about authentic approaches to implementation in schools.

**P0327: Understanding Factors Related to Bystander Intervention in Bullying**

Practice Model Domain(s): 4, 5; Skill Level: II  
**Presenter(s):** Mariam Hanna, Astrid A. Hernandez, & Gabriella E. Davila, Montclair State University  
**Contributor(s):** Samantha Coyle

Bullying is a common problem in today’s schools. In order to address bullying, understanding bystander behavior is important to explore. The current study investigated gender and grade level differences in the different stages of bystander intervention and how understanding of bystander intervention relates to bullying behavior in schools. Evidence-based recommendations in promoting bystander behavior will be discussed.

**P0333: Extracurricular Burnout: In Defense of Idle Hands**

Practice Model Domain(s): 4, 9; Skill Level: I  
**Presenter(s):** Zachary Crew & Amy L. Reschly, University of Georgia

In the face of increasing amounts of responsibilities placed on high school students, it is important to examine if busy schedules are conducive to positive outcomes. This study was conducted to examine the effects of extracurricular participation on levels of student engagement and burnout. Surveys were administered to over 400 suburban high school students in grades 9–12 prior to COVID-19 school closures in spring 2020. Results and implications for serving students will be presented.

**P0342: The Influence of Social–Emotional Functioning on Academic and Behavioral Outcomes**

Practice Model Domain(s): 4, 5; Skill Level: I  
**Presenter(s):** Stephen P. Kilgus, Madison M. Weist, Miranda R. Zahn, & Katie Eklund, University of Wisconsin-Madison  
**Contributor(s):** Shuzi Meng

Schools are increasingly screening for student social–emotional and behavioral (SEB) risk. Yet, though research suggests screening scores predict academic and behavioral outcomes, studies have yet to consider whether change in scores over time contributes to prediction. Accordingly, the purposes of this study were to (a) document common trajectories of SEB functioning, and (b) determine whether these trajectories differ with regard to their prediction of future negative outcomes. Implications for screening practice will be discussed.

**P0343: Personality Differences Between Profoundly Gifted Students and Nonprofoundly Gifted Students**

Practice Model Domain(s): 4; Skill Level: I  
**Presenter(s):** Candace H. Boan-Lenzo, Western Carolina University; Natalie Ball, Gwinnett County Schools; Mickey Randolph & Ethan J. Schilling, Western Carolina University

The Five-Factor Model of personality is an empirically valid way to examine characteristic traits of individuals. It includes the broad domains: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness, as well as several subdomains. This research examined differences in scores on personality between children who were categorized as profoundly/exceptionally gifted (above 99.9th percentile on cognitive measures) and children who were categorized as nonprofoundly/exceptionally gifted. The session will examine implications of the results for school personnel.

**P0359: The Impact of Stress on Teacher-Based Universal Screening**

Practice Model Domain(s): 4; Skill Level: II  
**Presenter(s):** Shannon V. Ryan, Mariah Davis, Stephanie Joseph, & Samantha J. Rushworth, Temple University  
**Contributor(s):** Laura L. Pendergast

School-wide universal screening for mental health symptoms may be advantageous for the identification of internalizing symptoms in children. However, little is known about the influence of teacher stress on the validity of teacher-based universal screening in students. This presentation will use multigroup CFA to examine the validity of a common universal screening assessment for children across high- and low-stress teachers. Attendees will gain knowledge on universal screening practices and teacher stress in schools.
P0361: Contributing Factors to Relational and Physical Aggression in Girls [D]
Practice Model Domain(s): 4, 8; Skill Level: I
Presenter(s): Elizabeth Day & Sycarah Fisher, University of Georgia

In order to identify possible risk and protective factors of aggression, we analyzed levels of relational and physical aggression, as well as experiences of peer victimization in middle-school girls. Results suggest the important role of race and peer victimization in the development of relational aggression into perpetration of physical aggression. As a result from the investigation of this novel relationship, this study will inform practitioners of the benefits of social-problem solving and potential policy changes.

P0364: School Connectedness, Attempts to Connect, and Compassion Fatigue During COVID-19
Practice Model Domain(s): 1; Skill Level: I
Presenter(s): Sarah Manchanda, Chunyan Yang, Tammy Y. Yabiku, & Raymond Q. Vo, University of California, Berkeley

This study examined the association between educators’ feelings of school connectedness and compassion fatigue, and the moderating role of educators’ attempts to contact members of their school communities. A total of 321 educators in a large urban district in northern California were surveyed after their transition to remote learning during the COVID-19 pandemic. Results suggest that more attempts to contact colleagues did not buffer the negative association between school connectedness and compassion fatigue for teachers.

P0368: Examining the Relationship Between Student and Teacher Behaviors
Practice Model Domain(s): 3, 9; Skill Level: I
Presenter(s): Anacary Ramirez, Kathleen R. King, Rondy Yu, & Jenna L. Nguo, University of California, Riverside

The use of proactive evidence-based practices to address student misbehavior is an integral component of classroom management. Yet, what happens when teachers are faced with varying levels of misbehavior? This session will present the relationship between teacher-reported student misbehavior and their use of both reactive and proactive practices. Practitioners will learn about classroom characteristics (e.g., percentage of students in special education) and teacher characteristics to aid in the discussion and support of classroom management practices.

P0396: Twice-Exceptional Postsecondary Students With ADHD, a Phenomenological Study [D]
Practice Model Domain(s): 4, 6; Skill Level: I
Presenter(s): Rebecca J. Tipton & Ryan T. Coleman, Baylor University

Individuals identified as intellectually gifted with attention deficit hyperactivity disorder (ADHD) have drawn little attention in educational research and programming beyond diagnostic reliability and validity. This study will explore the outcomes and experiences of a collection of postsecondary twice-exceptional students with ADHD and provide a more current account of these unique learners upon entering higher education settings. Participants will learn differences in how twice-exceptional students with ADHD experience stress and tools to aid student stress management.

Practice Model Domain(s): 3, 4; Skill Level: I
Presenter(s): Zachary A. Bella & Karen C. Stoiber, University of Wisconsin-Milwaukee

Contributor(s): Glenna Gransee, Rachael Koppel

The present study examined the effect of a manualized social–emotional learning (SEL) shared-book reading intervention using a randomized control design. The intervention was implemented multiple times per week for 8 weeks within 10 Head Start classrooms comprised of 170 Head Start students. Various early literacy and SEL outcome measures were used to assess effects of the SEL intervention. One-way analysis of covariance and planned orthogonal post-hoc testing found significance for two intervention group variations.

P0418: Group and Individual Trajectories in Emotional and Behavioral Problems [D]
Practice Model Domain(s): 6, 9; Skill Level: II
Presenter(s): Kenzie M. Miller, NA; Kerri L. Clopton, University of Northern Iowa

According to The Professional Standards of the National Association of School Psychologists (NASP, 2020) school psychologists understand the various influences on mental and behavioral health, including those that are developmental. We will present the results of a study that used longitudinal data to examine children’s emotional and behavioral problems over time at the group and individual level. Practitioners will learn how these developmental trajectories can impact their work with students, families, educators, and systems.
P0016: Positive Racial Self-Concept as a Buffer Against Discrimination [D]
Practice Model Domain(s): 8; Skill Level: II
Presenter(s): Tara L. Rempel & Heather L. Rickmers Tacovsky, Georgian Court University

This poster session will present findings from a systematic review of the literature which focuses on the role racial discrimination plays in the development of racial self-concept. Information will be displayed illustrating how increasing positive racial self-concept is vital to ensuring positive identity exploration. Participants will identify evidence-based practices that can help students develop a positive self-concept related to their racial identity.

P0032: Homework Implications Across Diverse Student Populations [D]
Practice Model Domain(s): 6, 8; Skill Level: I
Presenter(s): Gagan Shergill, Melissa L. Holland, Melissa M. Hernandez, & Victoria Morales, California State University, Sacramento

Academic demands and the prevalence of mental illness among students is rising. This poster presentation will cover original research on the perceptions of and differential impact that homework has on the social-emotional well-being of students in grades 4–6, with emphasis on understanding the experiences of culturally and linguistically diverse youth and families. Practical suggestions for policy and intervention recommendations will be offered to those in attendance of this poster session.

P0053: Examining Racial Representation in the Assessment of Autism [D]
Practice Model Domain(s): 1, 8; Skill Level: II
Presenter(s): Paige D. Laich & Robyn B. Bratica, William James College

The underrepresentation of females diagnosed with autism spectrum disorder (ASD) is well-documented, and bias in ASD identification may extend beyond gender. Black children are diagnosed with ASD less often, later in life, and with more severe symptoms. This is problematic as children likely miss the positive outcomes from early intensive behavioral intervention. This presentation will focus on one possible cause of the racial discrepancy in ASD identification, the tools used to identify ASD.

P0069: The Life Experience and Psychological Well-Being of LGB Students [D]
Practice Model Domain(s): 4, 8; Skill Level: I
Presenter(s): Raymond Lee, Carolyn M. Springer, & Bernard S. Gorman, Adelphi University

Despite advanced nondiscrimination laws and positive societal shifts toward greater acceptance of LGB individuals, discrimination and prejudice against sexual minorities persists. This quantitative study uses a survey to examine the impact of sexual orientation microaggressions, identity development, and social support on psychological well-being. Findings from this study can inform clinical training on LGB issues and improve the quality of school psychological services provided to LGB students.

P0085: The Effects of Microaggressions on Students’ Academic Self-Efficacy [D]
Practice Model Domain(s): 5, 8; Skill Level: II
Presenter(s): Melissa R. Glenn, East Carolina University; Crystal R. Hill-Chapman, Francis Marion University

Microaggressions are a form of discrimination that can have an adverse impact on the academic self-efficacy and mental health of the targeted individuals. The results of this study will address the impact of implicit biases on students’ academic outcomes and ways for practitioners to advocate for social–emotional supports in secondary schools.

P0087: I Wish I’d Learned That: Social Justice in Graduate Training [D] [PS]
Practice Model Domain(s): 8, 10; Skill Level: I
Presenter(s): Marie L. Tanaka, University of Arizona; Adrianna E. Cross, Michigan State University; Justin A. Robins, Turning Point Associates, Inc.; Stephanie K. Campbell, University of Wisconsin–Madison

This literature review seeks to summarize and assess the current state of social justice training in school psychology graduate education. Current trends in school psychology literature as they relate to graduate education will be discussed. Participants will not only learn about needs and future directions for social justice training in their programs, but will also receive resources to better evaluate their own programs and graduate training while promoting collaboration among programs.

P0098: I See Myself: Using Culturally Relevant Passages in Reading Interventions [D]
Practice Model Domain(s): 3, 8; Skill Level: I
Presenter(s): Maria C. Jimenez & Brian C. McKevitt, University of Nebraska Omaha

This poster presentation will compare the use of culturally relevant and nonculturally relevant passages in a repeated reading intervention. The study includes two elementary Latino students identified as having reading difficulties from screening data. It was hypothesized that students’ fluency on the culturally relevant passages would be greater in the repeated reading and nonrepeated reading conditions, compared to the non–culturally relevant passages. Results, limitations and implications will also be presented.
P0116: Improving School Personnel Competencies Working With LGBTQ Students [D]
Practice Model Domain(s): 5, 8; Skill Level: I
Presenter(s): Bret T. Morrison, Biridiana Miramontes, & Lisa Kelly-Vance, University of Nebraska Omaha

Aiding teachers and schools on working with diverse student populations effectively improves a safe school climate. Learn the skills, knowledge, and attitudes that teachers can have to improve the school climate for LGBTQ+ students.

P0130: The Effect of School Policy Language on Minority Student Outcomes [D]
Practice Model Domain(s): 5, 8; Skill Level: I
Presenter(s): Lynette N. Carrillo, Jasmine G. Hammer, & Samuel Y. Kim, Texas Woman’s University

This poster presents the results of a research study investigating the relationship between school policies and the academic trajectory of minority students. Attendees will learn how to utilize a new dictionary in evaluating unique student-level data from the Texas Education Agency (TEA) in regard to minority student disciplinary actions, graduation rates, and dropout rates. In addition, the influence of word count in school policies as a contributing factor to the disproportional rates will be discussed.

P0137: Integrating Students With Disabilities: It Begins With Teacher Attitudes [D]
Practice Model Domain(s): 8; Skill Level: II
Presenter(s): Samantha K. Beckett & Jocelyn H. Newton, University of Wisconsin-La Crosse

While inclusion is the goal of many education teams, there are hurdles that need to be overcome. One area, teacher attitudes, is important to examine because attitudes likely predict behavior leading some teachers in classrooms being more supportive of inclusion practices than others. This study examines differences between experience teaching in inclusive classrooms and place of employment on teachers’ attitudes towards inclusivity. School psychologists can help teachers develop ways to improve teaching in inclusive classrooms.

P0146: Safe Spaces: How Comfortable Are Educators Supporting LGBTQ Students [D]
Practice Model Domain(s): 8; Skill Level: I
Presenter(s): Kallie E. Horton & Robert J. Dixon, University of Wisconsin-La Crosse

School can be a hostile environment for LGBTQ+ youth, as they can often experience harassment and victimization. Institutional supports, such as openly supportive educators, can mediate the adverse effects of discrimination for LGBTQ+ students (Kosciw et al., 2008). The present study seeks to predict how comfortable educators are supporting LGBTQ+ students and the factors that influence this to inform best practice in consulting with educators to create safe spaces in school for LGBTQ+ youth.

P0150: Teacher Attitudes Towards Inclusion: Impact of Location and Experience [D]
Practice Model Domain(s): 8; Skill Level: II
Presenter(s): Hailey M. Wierzb & Jocelyn H. Newton, University of Wisconsin-La Crosse

Inclusive classrooms have greatly impacted the educational experiences and positive lifelong outcomes that students with disabilities receive. Teachers’ attitudes greatly impact their behaviors which is why it is important to analyze what shapes their current attitudes such as community location and previous experience teaching in an inclusive classroom. Implications of this study can help teachers and school officials create a more positive attitude towards inclusive classrooms and students with disabilities in general.

P0154: Examining Measurement Invariance of Universal Screening Across Student Identities [D]
Practice Model Domain(s): 1, 8; Skill Level: I
Presenter(s): Anna Whitehouse & Brian Daniels, University of Massachusetts Boston; Jill S. Battal, Boston Public Schools; Melissa Pearrow, University of Massachusetts Boston
Contributor(s): Amy Kaye

The present study evaluated the factor stability of a social, emotional, and behavioral universal screening tool using measurement invariance techniques across student identities, including race, gender, and disability status. Analyses are conducted using data from 30,183 students in grades K–12 from 68 schools in the large urban district in the Northeastern U.S. Our poster allows for discussion of equity in education, comparing student identities across a screening tool, and examining measurement invariance through statistical techniques.

P0162: Executive Functioning and Language Proficiency Across Elementary Bilingual Educational Models [D]
Practice Model Domain(s): 8, 9; Skill Level: I
Presenter(s): Emily R. Edelman & Daniel K. Feinberg, University of California, Santa Barbara
Contributor(s): Jennifer M. Scheller, Matthew Quirk

How do varying language development models implemented by an elementary school differentially affect the development of students’ oral language abilities and executive functioning skills? This presentation provides results from a longitudinal study comparing English and Spanish oral language proficiency and executive functioning outcomes between groups of students enrolled in one of three programs: dual language immersion (Spanish–English), English immersion with evidence-based designated English language development, or English immersion with district-typical integrated English language development.
P0188: Culturally and Linguistically Diverse Students Experiences With Acculturative Stress [D]
Practice Model Domain(s): 8; Skill Level: I
Presenter(s): Farah Alkhafaf, Fairborn City Schools; Elana R. Bernstein, University of Dayton
Culturally and linguistically diverse (CLD) students experience stress related to acculturation experiences, specifically in balancing the tension between conforming to mainstream cultural pressures and maintaining the values and traditions of their culture of origin. This presentation will share results from a qualitative focus group design of first- and second-generation American students regarding experiences of acculturative stress. Included in this exploration was a discussion of effective strategies students employ to manage acculturative stress at home and in school.

P0192: Illuminating Bilingual School Psychology Practice: Effects of Policy and Procedures [D]
Practice Model Domain(s): 5, 8; Skill Level: II
Presenter(s): César D. Villalobos, Melina J. Islas, Hongyi Wang, & Marie L. Tanaka, University of Arizona
Contributor(s): Desiree Vega
The purpose of this study was to explore the impact of policies and procedures on bilingual school psychologists’ service delivery in schools. Overall, findings showed critical areas to address that influence the role of BSPs and how they engage in service delivery. There is a clear need to assess the scope of BSP practice and how policies and procedures may hinder or support their ability to effectively serve culturally and linguistically diverse students.

P0202: Expressive Communication Patterns of Dual Language Learners in Early Childhood [D]
Practice Model Domain(s): 1, 8; Skill Level: II
Presenter(s): Christina N. Wood, Lehigh University
Contributor(s): Marisa I. Sole, Katherine Koller, Patricia H. Manz
Substantial differences in early vocabulary, grammatical complexity (i.e., mean length of utterances), conversational turns, and child-directed speech have differential outcomes for low-income children depending on monolingual versus bilingual language input. Early communication patterns of infants and toddlers from Spanish- and English-speaking, low-income households will be explored to assess communication patterns. Implications can inform school psychology practices related to supporting dual language learning infants and toddlers in their transition to kindergarten.

P0220: Language Development in Simultaneous and Sequential Bilinguals [D]
Practice Model Domain(s): 7, 8; Skill Level: II
Presenter(s): Malgorzata N. Gusiletov & Emilie A. Ney, Barry University
Contributor(s): Agnes E. Shine
Considering that the body of bilingual students in the United States continuously growing, it is imperative that professionals are aware of the characteristics of this diverse group and understand concepts related to first and second language acquisition. This research study focuses on factors to language proficiency in simultaneous and sequential bilinguals. School psychologists will be provided with practical implications for supporting language acquisition in bilingual children and a future avenue for research.

P0222: Diversity and Disability: Examining the Behavioral Referral Pipeline [D]
Practice Model Domain(s): 8; Skill Level: I
Presenter(s): Chaselyn C. Miller & Daniel M. Hyson, University of Wisconsin-La Crosse
Teachers play a crucial role in the special education process, making their self-efficacy in working with diverse students an important factor to consider as it may affect referral practices. Through survey and case scenario data, this study aims to understand how a teacher’s self-efficacy best predicts referral chances for diverse students with behavioral concerns. Based on the results, school psychologists can inform best referral practices to address disproportionality and relations with students from diverse backgrounds.

P0231: Reducing Teachers’ Implicit Racial Bias Through Family–School Collaborations [D]
Practice Model Domain(s): 7, 8; Skill Level: II
Presenter(s): Zachary A. Santana, Sarah A. Fefer, & David J. Gertz, University of Massachusetts Amherst
It is well-established that Black and Brown students face systemic inequities in U.S. schools. Examples of such inequities include the increased likelihood of receiving office discipline referrals and reduced likelihood of positive teacher–parent and teacher–student interactions. Recent research has examined the role of unchecked implicit racial bias in perpetuating these inequities. This poster describes the preliminary steps taken to incorporate strategies to reduce teachers’ implicit racial bias in an emergent family–school partnership intervention.
P0235: How High School English Language Learners Perceive Their School Climate [D]
Practice Model Domain(s): 8; Skill Level: I
Presenter(s): Kim Corrigan & Ryan S. Clancy, University of Calgary
Contributor(s): Gabrielle Wilcox, Frank P. MacMaster, David Nordstokke

What is the relationship between high school students’ language and their perception of school climate? Do English language learner students perceive their school climate differently than their native English speaking peers? We will demonstrate a study that investigates language status, academic achievement, and perceived school climate. Practitioners will learn more about English language learner students and how their perceptions compare to their native English speaking peers.

P0239: Identifying and Addressing Racial and Ethnic Disparities in Special Education [D]
Practice Model Domain(s): 6, 9; Skill Level: I
Presenter(s): Mariana Davila & Christopher Le, Texas State University
Contributor(s): Stephany Soto-Samudio, Sandra Vanegas

Special education services can provide significant support to students with neurodevelopmental and mental health conditions. However, disparities have been reported for access and receipt of these services across racial/ethnic groups. Using a nationally representative dataset, we evaluate whether disparities exist among Hispanic and non-Hispanic, White children in having an IFSP or IEP, and the age when these services first began. Finally, we assess collaborations between medical and school professionals as a possible mechanism to address disparities.

P0241: Reporting of Child Mental Health Concerns by Asian American Parents [D]
Practice Model Domain(s): 8, 9; Skill Level: I
Presenter(s): Christopher Le & Mariana Davila, Texas State University
Contributor(s): Stephany Soto-Samudio, Sandra Vanegas

Asian Americans are currently the fastest growing minority population in the United States, but consistently underreport mental health concerns. Previous research has supported that Asians are as likely to have mental health concerns as their White, non-Hispanic peers. We examine reporting of mental health concerns about Asian American children by their parents. Practitioners will learn more about reporting patterns and understand why Asian parents may be less inclined to report mental health concerns in their children.

P0251: Spirituality, SEL, and Culturally Responsive Practice With Native American Students [D]
Practice Model Domain(s): 4, 8; Skill Level: I
Presenter(s): Amy E. Violante, Anisa N. Goforth, Kiplin R. Taber, & Emily Brooke, University of Montana
Contributor(s): Brigit R. Johnson, Diana J. Durr

Social-emotional learning (S.L) interventions can improve student social behaviors and academic performance and reduce conduct problems and emotional distress (Durlak et al., 2011). In developing an S.L intervention for Native American students, Community Advisory Board members identified spirituality as an aspect of cultural identity to be integrated. This poster presents a study exploring spirituality as it relates to SEL in this community and implications for culturally responsive school-based support for Native American students.

P0256: International School Psychology Program Collaboration: Our Cup of Tea [D]
Practice Model Domain(s): 8, 10; Skill Level: I
Presenter(s): Richard W. VanVoorhis, Youngstown State University

Twelve candidates from an American school psychology program recently participated in a 10-day study-abroad experience in England. Candidates gained experiences in multiple areas including collaboration with English university students, faculty, and educational psychologists. Candidates also participated in various activities related to the fields of psychology and education. This presentation aims to share ideas from multiple perspectives related to planning, relationship building, lessons learned, and personal reflections.

P0280: Cultural Context of PBIS in a Belizean Private School [D]
Practice Model Domain(s): 5, 6; Skill Level: I
Presenter(s): Kylie K. Roe, Hamilton County ESC; Amy L. Noltemeyer, Miami University

This poster highlights results of a study on positive behavioral interventions and supports (PBIS) implementation in the Belizean cultural context. Through observations and interviews, the researchers examined how PBIS is understood, implemented, and adapted in a Belizean school.

P0284: Racial and Ethnic Disparities in Teacher-Reported ADHD Symptoms [D]
Practice Model Domain(s): 1, 2; Skill Level: II
Presenter(s): Abbey J. McClement & Stephanie S. Fredrick, University at Buffalo

Do race and ethnicity influence teacher ratings of students’ ADHD symptoms or symptom-related impairments? We will provide results of a systematic literature review which summarize the present state of knowledge related to this question. School-based practitioners and educators will learn about racial and ethnic biases in ADHD symptom ratings and how biases can influence referrals and services for students with ADHD.
**PO319: Americanah: Meaning-Making of Race and Immigrant Status in Schools** [D]
Practice Model Domain(s): 7, 8; Skill Level: I
**Presenter(s):** Mawule A. Sevon, The Key Consulting Firm, LLC; Angelina N. Nortey, Sage Wellness

Black students have a wealth of experiences and salient identities; therefore, equitable service delivery must acknowledge in-group diversity. Within educational discourse, students of African-born parents are either excluded altogether or viewed from a binary perspective. These limited narratives continue marginalization and invisibility, reducing the possibility of equitable academic and social-emotional outcomes for all Black students. This poster will review the current literature on this group as it relates to schooling and delineates the next steps.

**PO329: Early Literacy Achievement Model for Dual Language Learners** [D]
Practice Model Domain(s): 3, 8; Skill Level: I
**Presenter(s):** Arlene Ortiz, California State University, Sacramento

This poster presentation aims to delineate how factors such as the home environment, social skills, and approaches to learning affect early literacy achievement in young children from primarily Spanish-speaking families using data from the ECLS-K. Given the plasticity in early childhood and the alterability of the home environment, knowledge of how home factors and learning behavior are linked together may provide a pathway for intervention service delivery.

**PO331: Enhancing Professional Experiences Through Participatory Research During Study Abroad** [D]
Practice Model Domain(s): 9; Skill Level: II
**Presenter(s):** Kenneth Denton & Reagan L. Miller, West Texas A&M University

The Community Based Participatory Research (CBPR) Model provides a strong structure for enhancing study abroad experiences to better prepare service providers in education to meet the needs of an increasingly diverse population and to deliver positive, culturally sensitive services. This study provides data on the development of professional competencies and effectiveness of interventions delivered through a CBPR model during a short-term study abroad collaboration.

**PO332: Using Protective Factors to Promote Academic Achievement in High School** [D]
Practice Model Domain(s): 8; Skill Level: I
**Presenter(s):** Sophie V. Hall, Northeastern University; Matthew R. DuBois, Public Schools of Brookline

Previous research indicates that race, low socioeconomic status, and disability status are often predictive of poorer student academic outcomes. An analysis of self-report data taken from 1,024 suburban, ninth grade students in the Northeast provided a clearer picture about student perceptions of protective factors in place at their school. Understanding these factors can help school staff actively reduce this achievement gap, and promote academic equity for all students.

**PO391: Understanding Perspectives of Muslim Parents Toward Children With Autism** [D]
Practice Model Domain(s): 8; Skill Level: II
**Presenter(s):** Abdullah S. Bernier, University of Calgary
**Contributor(s):** Adam McCrimmon

Autism spectrum disorder (ASD) is an increasingly prevalent disorder that is found in all cultures and populations, including Islam. We provide insight regarding common and literature-informed religious beliefs, perceptions, and attitudes that parents experience regarding their children with ASD. This novel approach to diversity research will inform experienced school psychologists of navigating their practice with Muslim families sensitively, responsively, and within the principles of social justice.

**PO393: Dropout Trends in Pennsylvania by Race and Gender** [D]
Practice Model Domain(s): 1, 5; Skill Level: I
**Presenter(s):** Dana L. Keener, Alexus C. Dutrieuille, Sarah K. Blosser, & Kristen F. Schaffner, California University of Pennsylvania

Dropout rates are trending downwards; however, racial and gender gaps are still present. This study examines dropout data from a 5-year period to examine trends by race and gender as well as reasons for dropping out. In addition to gaining knowledge about dropout trends in Pennsylvania, participants will learn about limitations with demographic reporting procedures. Participants will also learn how to analyze local dropout data.
PO040: Using an Early Numeracy Screener to Predict Future Math Achievement

Practice Model Domain(s): 1; 5; Skill Level: I

Presenter(s): Lauren Fairweather & Sarah J. Conoyer, Southern Illinois University Edwardsville

Do early numeracy skills predict future mathematic performance? This poster will provide practitioners an overview of the results from a study examining the predictive utility of the CIRCLE-PM Pre-Kindergarten mathematic measure to determine if it is able to predict student’s performance on the Measures of Academic Progress (MAP) test in kindergarten. Practitioners will also learn how to better utilize curriculum-based measurements in the identification of students with early mathematics difficulties.

PO077: School Psychology Trainee Administration and Scoring Errors on the WJ-IV-ACH

Practice Model Domain(s): 1; 9; Skill Level: II

Presenter(s): Adam Lockwood, Western Kentucky University; Kelli A. Sergott & Ryan L. Farmer, Oklahoma State University

School psychologists often administer norm-referenced tests of academic achievement. Data gathered from these tests are often used to make high-stakes decisions (e.g., special education eligibility). However, little is known about practitioners’ fidelity with these measures. This poster examines the types and frequency of errors made by 26 school psychology trainees across 64 Woodcock Johnson IV test of achievement protocols. Implications for trainers and practitioners will be discussed.
assessment of Spanish language arts. We used data collected from 296 students enrolled in grades 3 through 5 in a midsized city district. Attendees will learn about the predictive validity and classification accuracy of the aimswebPlus Spanish CBM measures in this sample.

PO133: The Impact of Incentives in an Online Reading Fluency Program
Practice Model Domain(s): 1, 3; Skill Level: II
Presenter(s): Noelle J. Wozniak, University of Wisconsin–Eau Claire
Contributor(s): Melissa Coolong-Chaffin

Student growth and development can be supported effectively by summer programs. Reading is an essential component of education, and is linked to a student’s overall achievement and success over time. Participants will learn how incentives can tailor reading intervention packages for students. This session will help participants select intervention components with incentives and help participants interpret an alternating treatment design.

PO168: Analyzing Education Interventions: Making the Best Choice for Your Students
Practice Model Domain(s): 9; Skill Level: I
Presenter(s): Rebecca Overfield & Abril Rangel-Pacheco, University of Nebraska-Lincoln
Contributor(s): Barbara C. Racine, Amanda L. Witte

Evidence-based practices (EBPs) are critical for improving student outcomes. Although educators understand the importance EBPs, many struggle to select EBPs due to lack of awareness of current evidence-based interventions or time needed to evaluate intervention research. The proposed presentation will describe a free and easy to use tool, Nebraska Multi-Tiered Systems of Support (NeMTSS) Program Comparison Chart, designed to facilitate the understanding of intervention components and their empirical evidence and guide education intervention selection.

PO180: Uncertain Risk: Comparisons Across BESS Subscale and Total Scores
Practice Model Domain(s): 1; Skill Level: I
Presenter(s): Fred W. Greer & Christine DiStefano, University of South Carolina; Erin Dowdy, University of California, Santa Barbara

Universal screening of students is often a first step within the MTSS framework for identifying children’s social–emotional risk. Some instruments provide total scores (illustrating an overall level of risk) and subscale scores (showing risk in certain areas). While it is hoped that risk noted on one or more subscales is reflected in the report for total risk, could there be a discrepancy between the two sets of scores?

P0193: Using DBR Assessment Methodology to Facilitate a Self-Monitoring Intervention
Practice Model Domain(s): 1, 2; Skill Level: I
Presenter(s): Elissa M. Monteiro, Ashley Pfenning, Wesley A. Sims, & Theresa M. Stewart, University of California, Riverside

This study aims to (a) validate the use of Direct Behavior Ratings (DBR) as a self-monitoring intervention and (b) assess DBR Self-Monitoring (DBR-SM) as an intervention as well as variations of the intervention used to promote effectiveness (i.e., motivational interviewing techniques, concurrent reinforcement system). Interpretation of and data-based decision-making within single-case design methodology will be presented. Implications for educators charged with implementing Tier 2 behavior interventions will also be discussed.

P0197: Actively Involving Students in Academic Progress Monitoring
Practice Model Domain(s): 1, 3; Skill Level: II
Presenter(s): Jenlyn Furey, Rhode Island College; Susan M. Rattan, Duquesne University; Kailee M. Garibaldi & Jordann M. Plante, Rhode Island College
Contributor(s): Laura Merolla

Progress monitoring is an essential component of an RTI framework. However, there has been minimal attention to the active role that students play in understanding and improving their response to intervention. In this presentation we describe a six-step performance feedback and goal setting (PFGS) routine that can easily supplement typical progress monitoring procedures. We describe research-based practices to support student agency, self-efficacy, and academic motivation. Resources for implementing the routine and evaluating outcomes are provided.

P0199: Adding to IGDIs: Developing an Early Math Measure for PreK
Practice Model Domain(s): 1, 9; Skill Level: I
Presenter(s): Kristen Missall, University of Washington; Robin L. Hojnoski, Lehigh University
Contributor(s): David Purpura, Anthony Albano

The Early Math Individual Growth and Development Indicator (EM-IGDI) for preschoolers is under development. This poster presents the first phase of research to create learning progressions of key mathematical skills in the EM-IGDI domains of numeracy, geometry and spatial skills, measurement, and prealgebraic thinking. Information presented here will help school psychologists to understand key mathematical development, concepts, and skills.
**P0230: Behavioral Strategies to Increase Effectiveness of Oral Reading Fluency Interventions**  
**Practice Model Domain(s):** 3, 4; **Skill Level:** I  
**Presenter(s):** Caitlin E. Dorle, University of Wisconsin-Eau Claire  
Effective reading interventions can be impeded by student’s challenging behavior. Research shows that the combination of reading challenges and behavioral challenges can result in negative life outcomes. However, effective interventions that address both behavioral and academic challenges can mitigate negative effects. We will present results from a study conducted on a reading intervention paired with behavioral strategies to decrease challenging behavior and increase oral reading fluency scores.

**P0232: A Systematic Review of the Check and Connect Literature**  
**Practice Model Domain(s):** 4, 6; **Skill Level:** I  
**Presenter(s):** Julia Porter & Stephen P. Kilgus, University of Wisconsin-Madison  
**Contributor(s):** Tanya M. Novotnak  
The purpose of this presentation is to summarize results from a systematic review of the literature specific to Check & Connect: an individualized mentoring program intended to promote student engagement and prevent school dropout. This presentation will (a) report generalizable estimates of Check & Connect effects; (b) document when, how, and for whom Check & Connect has been implemented within studies; and (c) identify of gaps in the literature to be addressed through future research.

**P0249: Integrated School-Based Supports: Combining PBIS and SEL [PS]**  
**Practice Model Domain(s):** 4, 6; **Skill Level:** I  
**Presenter(s):** Thomas K. Franzmann, Utah State University  
**Contributor(s):** Tyler Renshaw  
Two commonly used frameworks for supporting youth’s mental/behavioral health in schools are positive behavioral interventions and supports (PBIS) and social–emotional learning (SEL). While both PBIS and SEL have an evidence base that supports their use independently, less is known about the effects of integrating these frameworks on youth outcomes in schools. The purpose of this poster presentation is to provide a description, rationale, review, and example of integrated school-based prevention, specifically at Tier 2.

**P0262: Evaluating the Effectiveness of the Color Wheel System**  
**Practice Model Domain(s):** 4, 6; **Skill Level:** I  
**Presenter(s):** Alyssa Mitchell-Chavez, Sara Ebner, & Kathleen B. Aspiranti, University of Kentucky  
The Color Wheel System (CWS) is a class-wide behavioral management system designed to increase on-task behaviors and decrease unwanted behaviors. This presentation will provide the results of a meta-analysis examining the effects of the CWS. Participants will learn about the effectiveness of the CWS as a behavioral intervention and different ways to modify the CWS to make it applicable to your classroom.

**P0268: Publication Trends Among Single-Case Experimental Designs Targeting Academic Skills**  
**Practice Model Domain(s):** 3; **Skill Level:** I  
**Presenter(s):** Jacin Boorse, Dayna Younis, & Katherine Koller, Lehigh University; Lanae Drachslin, University of Texas at Austin  
**Contributor(s):** Ethan R. Van Norman, David A. Klingbeil  
Single-case experimental designs (SCEDs) are a flexible methodology that school psychologists can use to evaluate the effects of interventions. Previous studies have reviewed publication trends of SCEDs targeting overt behavior (Radley et al., 2020). The purpose of this project is to review common practices employed by researchers conducting SCEDs specifically targeting academic outcomes. Doing so will highlight the state of academic SCEDs and offer recommendations to improve the rigor and quality of studies moving forward.

**P0297: Effectiveness of Early Warning Indicator Predictors: Who Are We Missing**  
**Practice Model Domain(s):** 4, 6; **Skill Level:** II  
**Presenter(s):** Alyssa A. Symmes, Bellevue School District  
How important are the use of mental health screeners in adequately identifying at-risk students? Results of this study provide convincing evidence to support your advocacy in rolling out universal screenings in your district. Practitioners will learn the effectiveness of using early warning indicators historically used to predict dropout to predict at-risk students from the behavioral side of MTSS and get a sense of which students we’re missing without utilizing universal mental health screeners.

**P0298: Student Goal Attainment in Data-Based Individualization for Early Writing**  
**Practice Model Domain(s):** 1, 3; **Skill Level:** II  
**Presenter(s):** Elizabeth M. McCollom, Mallory A. Stevens, & Katya J. Sussman, University of Missouri  
**Contributor(s):** Erica Lembeck, Kristen L. McMaster  
Data-based individualization (DBI) is an intensive framework meant for students with the most significant needs. In DBI, teachers assess student baseline performance, set an end of year goal, implement research-based interventions, and use progress monitoring data to determine effectiveness. In the Early Writing Project, special education teachers work with coaches to implement DBI with struggling writers. Not all students respond to intervention as expected; thus, it is important to understand which factors predicted student success.
PO309: Effects of MTSS Training on Nebraska School District Curriculum Selection
Practice Model Domain(s): 1, 5; Skill Level: I
Presenter(s): Barbara C. Racine, Linnea R. Swanson, & Amanda L. Witte, University of Nebraska-Lincoln
Contributor(s): Rebecca Overfield
Multitiered systems of support (MTSS) provides a framework encompassing evidence-based practices that provide a continuum of supports to all learners to promote success and positive academic outcomes. While sound MTSS training includes the promotion of selecting evidence-based curricula, the link between MTSS training and school curriculum selection is not fully understood. This study examines this relationship and will help researchers and practitioners reflect on bridging the gap between training and implementation.

PO322: Considering Parental Risk Factors in Preschool Universal Screening [D]
Practice Model Domain(s): 6, 7; Skill Level: I
Presenter(s): Samira A. Amirazizi, Rhea Wagle, Isabelle Fleury, & Tameisha Hinton, University of California, Santa Barbara
Contributor(s): Erin Dowdy, Stephanie A. Moore
The most proximal and influential social setting is the child’s family when considering human development (Bronfenbrenner, 1986). This study will investigate parental characteristics, specifically parental risk factors from a sample of preschoolers in Central California who participated in universal screening for behavioral and emotional risk to understand the influence of parental risks on child outcomes. The presence of multiple parental risks will be examined to understand how they contribute to the prediction of child outcomes.

PO338: Data-Based Individualization and Student Early Writing Achievement
Practice Model Domain(s): 1, 3; Skill Level: II
Presenter(s): Mallory A. Stevens, The Thompson Center; Elizabeth M. McCollom & Katya J. Sussman, University of Missouri
Contributor(s): Erica Lembke, Kristen L. McMaster
This poster will present student outcome data for Years 1 and 2 of The Early Writing Project (EWP). Data will include pre- and posttest outcome measures. Overall, these outcome measures will show how the implementation of data-based individualization (DBI) improved student outcomes on early writing skills. More specifically, the data will be analyzed to better understand how the implementation of DBI-EWP affects certain subgroups of students’ early writing skills.

PO346: Promoting Student Multiplication Fluency With Technology and Nontechnology Interventions
Practice Model Domain(s): 3; Skill Level: I
Presenter(s): Kourtney R. Kromminga, University of Minnesota, Twin Cities; Robin S. Codding, Northeastern University; Thuy Nguyen & Kristin E. Running, University of Minnesota
Over half of third grade students in the United States are not proficient with whole number operations. Moreover, few teachers implement interventions in the classroom due to barriers associated with the intervention. This study examines two interventions (technology-delivered and nontechnology) on student multiplication fluency. Practitioners will learn how to implement two class-wide math fluency interventions as well as how the selected interventions impacted the multiplication fact fluency of third grade participants.

PO349: Examining the Effects of Reciprocal Peer-Mediated Check-In Check-Out
Practice Model Domain(s): 4, 5; Skill Level: I
Presenter(s): Amanda L. Faler, University of Cincinnati
Contributor(s): Hannah McIntire
This poster presents the effects of two peer-mediated interventions including reciprocal peer-mediated check-in check-out and an interdependent group contingency on the behavior of students in an alternative school setting.

PO352: Standard Setting Methodology for a New Spanish Assessment [D]
Practice Model Domain(s): 1, 3; Skill Level: I
Presenter(s): Nirmaliz Colón-Acosta, Yu Su, & Sandra Pappas, Amplify Education Inc.
Contributor(s): Danielle M. Parisi Damico
Participants will learn about a new authentic Spanish literacy assessment, Text Reading and Comprehension (TRC) Español, and a research-based procedure for setting cut points that are meaningful and grounded in clear expectations for student skill. Additionally, participants will understand the cut points for TRC Español and how they assist in guiding instruction.
**P0363: Shall We Begin: Determining Appropriate Baseline for Oral Reading Fluency**

Practice Model Domain(s): 1, 3; Skill Level: II  
**Presenter(s):** Aryyne G. Horton, Munroe Meyer Institute; Stephanie Smith Kellen, Christina L. Pynn, & Emily Loethen, Oklahoma State University  
**Contributor(s):** Gary J. Duhon

As screening companies move toward one oral reading fluency (ORF) measurement per benchmark, school psychologists should ask if this is best practice. How much does this affect the reliability of the ORF score? Researchers assessed five baseline measurement practices and compared initial assessment to postassessment about one week later. Practitioners will gain a better understanding of baseline for ORF and be able to communicate this information to school staff.

**P0370: A Social Validity Study of MTSS in Primary Grade Settings**

Practice Model Domain(s): 1; Skill Level: I  
**Presenter(s):** Fred W. Greer & Christine DiStefano, University of South Carolina

It is useful to examine teachers’ perceptions of MTSS as a means to identify and address social–emotional behavioral risk. Without faith in the process, the likelihood of obtaining trustworthy data for decision-making and intervention fidelity may be substantially lessened. This study reports results from a survey completed by 55 primary teachers regarding their views on MTSS for social–emotional risk.

**P0412: Validity and Classification Accuracy of Curriculum-Based Measurement of Sentence Construction [D]**

Practice Model Domain(s): 1; Skill Level: I  
**Presenter(s):** Bridget O. Hier, Emily A. Watts, Joshua J. Circe, & Taylor Hitchings, Syracuse University  
**Contributor(s):** Alec R. Goldstein, Carly C. Finelli

This study examined the validity of using picture-word prompts to directly measure first- through third-grade students’ skills in constructing complete sentences. It also examined how accurately this measure identified students at risk for writing difficulties on the WIAT-III. Implications for screening students’ early writing skills will be discussed.

**P0433: Validation of the Social–Emotional Distress Survey–Secondary Across Sociocultural Groups [D]**

Practice Model Domain(s): 4, 6; Skill Level: I  
**Presenter(s):** Tameisha Hinton, Rhea Wagle, Isabelle Fleury, & Samira A. Amirazizi, University of California, Santa Barbara  
**Contributor(s):** Erin Dowdy, Michael J. Furlong

The dual-factor model of well-being emphasizes the use of multiple measures for complete mental health screening. There is a need to continue validating measures to support use with diverse populations. This study expands the psychometric evidence of the Social Emotional Distress Survey–Secondary. The results provide support for the use of SEDS-S with diverse youth and as a measure to be combined with strength-based measures to assess the complete mental health of youth.

**P0434: Evaluating the Technical Adequacy of the Behavior Screening Checklist [D]**

Practice Model Domain(s): 1, 6; Skill Level: II  
**Presenter(s):** Faith Miller, University of Minnesota; Alexandria C. Muldrew, Greta Kos, & Mahasweta Bose, University of Minnesota-Twin Cities

The Behavior Screening Checklist (BSC) is a universal screening measure that was developed for use in a large diverse urban school district. The present study includes a comprehensive evaluation of the BSC to include: test–retest reliability estimates, estimates of internal consistency using coefficient omega, examination of the factor structure of the measure using confirmatory factor analysis (CFA), and subsequent bias evaluation analyses.

**P0438: The Use of Istation Reading Assessments With English Language Learners [D]**

Practice Model Domain(s): 1, 8; Skill Level: I  
**Presenter(s):** Kirsten W. Newell & Daniel Choi, Texas A&M University

This study evaluated the validity of Istation’s Indicators of Progress (ISIP) assessment as a predictive screener for state standardized testing outcomes, for third grade monolingual students as well as third grade students with varying levels of English language proficiency. Results suggest that ISIP functions poorly for students with lower levels of English proficiency and have implications for the selection of ISIP as a tool within districts with diverse student populations.

**P0012: Using Model, Lead, and Test to Increase Sight Word Recognition**

Practice Model Domain(s): 3; Skill Level: I  
**Presenter(s):** Jasmine R. Sorrell, Matthew Ferrigno, Daniel L. Gadke, & Kasee K. Stratton-Gadke, Mississippi State University

Teaching individuals with disabilities basic literacy skills, like sight word recognition, is imperative. Therefore, this poster will discuss the use of “Model, Lead, and Test” to improve the sight word recognition skills of an individual with deficits in language
comprehension and verbal expression. Results from the study indicate promising findings. Limitations and implications for future research will also be included.

**P0033: Speech to Text Technology to Improve Writing in LD Students**  
Practice Model Domain(s): 3; Skill Level: II  
**Presenter(s): Caleb Knight, Child and Family Centre**  
**Contributor(s): Jhalak R. Sheth, Hiu Ying Nicole Chan, Jacqueline Steward**

This study evaluated the effectiveness of teaching children aged 8 to 11 with learning difficulties to use speech to text (STT) software to improve their written language skills. Results indicated improvement in children’s writing as a result of the intervention. Participants will increase their understanding of the profiles of children who may benefit from utilizing STT technology as well as future directions for research in this area.

**P0065: Telepractice to Provide an Academic Intervention**  
Practice Model Domain(s): 2, 3; Skill Level: I  
**Presenter(s): Berenice Saez & Daniel F. McCleary, Stephen F. Austin State University**

We will provide results of a math academic intervention that show significantly positive benefits, including increased digit correct per minute and percentage of digits correct when completing subtraction problems. Practitioners will learn how they can implement interventions through telepractice as a means of improving academic performance when face-to-face methods are not possible.

**P0072: Tackling Test Anxiety With Your Students**  
Practice Model Domain(s): 3, 4; Skill Level: I  
**Presenter(s): Keshia K. Greve & Brian C. McKevitt, University of Nebraska at Omaha**

We all know students who experience test anxiety in varying ways. In this poster, participants will learn about effective evidence-based strategies to help reduce test anxiety and how to implement them with students.

**P0114: Expressive Writing Intervention Effects on Math Anxiety and Math Performance**  
Practice Model Domain(s): 1, 4; Skill Level: I  
**Presenter(s): Josephine R. Svoboda & Lisa Kelly-Vance, University of Nebraska at Omaha**

This session will discuss math anxiety and the impact it has on the academic performance of students in their schools. This proposal examines the implementation and outcomes of the use of an expressive writing intervention to help students minimize the impact of math anxiety and therefore find more success in math performance. Attendees will learn about the expressive writing intervention’s ease of implementation and add another math intervention to their toolkit.

**P0118: Evidence-Based Interventions for Teacher–Student Relationships and Student Success**  
Practice Model Domain(s): 2, 3; Skill Level: I  
**Presenter(s): Raelyn Y. Curiel & Bailey E. Powers, Baylor University**

Self-esteem and motivation can significantly affect academic performance. Teachers are often the foundation for motivation and confidence in students. School psychologists can directly influence positive interactions between teachers and students. This presentation will address: (a) the effects of teachers’ interactions (positive and negative) on self-esteem, motivation, and performance; (b) current research on the relationship between teacher–student interactions and academic success; and (c) evidence-based strategies for school psychologists and teachers that improve self-esteem and motivation.

**P0123: Evaluating the Components of a Reading Intervention Package**  
Practice Model Domain(s): 3; Skill Level: I  
**Presenter(s): Marissa J. Warren, Winter School District; Melissa Coolong-Chaffin, University of Wisconsin-Eau Claire**

Oral reading fluency is a critical skill for academic success and life after school. The purpose of this project is to evaluate the effectiveness of individual components of a multicomponent intervention package on oral reading fluency. The effects of separate components will be compared to the effects of the intervention package as a whole. Different components of a reading intervention package on oral reading fluency and whether the impact varies across participants will be discussed.

**P0138: Increasing Learning Outcomes for Students With Disabilities Using Response Cards**  
Practice Model Domain(s): 3; Skill Level: I  
**Presenter(s): Jessica D. Kotik, Valerie E. Hogan-Sandi, & Chelsea S. Wilson, The University of Tennessee**  
**Contributor(s): Christopher H. Skinner, Merilee McCurdy**

This study extends research on response card interventions to include students enrolled in Transition Postsecondary Education Programs for Students with Intellectual Disabilities (TPSID). A reversal design will be used to determine if a response card intervention increases learning outcomes through active responding. The results of this study will: (a) evaluate the effectiveness of two response card interventions and (b) inform those who work with TPSID programs of interventions to improve learning outcomes.

**Poster sessions are available on demand during the convention and will again be available beginning approximately 2 weeks after the convention for 60 days. Chat live with poster authors in Strand 5 on Wednesday from 12:45–1:30 p.m.**
PO142: Determining the Effectiveness of a Literacy Toolkit for Informal Educators [D]
Practice Model Domain(s): 3, 8; Skill Level: II
Presenter(s): A. Casey McPherson, Southern Connecticut State University; Kerrie Chitwood & Zachary A. Taylor, Cal State Monterey Bay
Contributor(s): Josh C. Warburg

This project includes the development and evaluation of a literacy toolkit intervention for prekindergarten children, families and educators. The toolkit and training will be evaluated for its effectiveness as measured by direct prekindergarten language/literacy measures and parent/teacher perception surveys. Intended outcomes are to create a literacy intervention for families/preschool providers of at-risk preschool children, evaluate the intervention, and provide data for practitioners who wish to implement similar early interventions.

PO156: Can Schools Grow Grit: A Longitudinal Investigation of School Experiences
Practice Model Domain(s): 5; Skill Level: I
Presenter(s): Jenna E. Greenstein, University of California, Berkeley

The present research examined longitudinal relationships between grit and a variety of school environment variables to determine how schools influence grit development. The sample included 300 students from fifth to eighth grade. Results showed associations between grit and school investment, study strategies, friendship, and teacher ratings. The present research offers new insight to both researcher and practitioner audiences about school experiences that are associated with greater grit development.

PO163: Reviewing the Effectiveness of Accelerated Reader on Reading Outcomes
Practice Model Domain(s): 1, 3; Skill Level: I
Presenter(s): Sara Ebner, Clair Tischner, Kathleen B. Aspiranti, & Alicia Fedewa, University of Kentucky

A meta-analytic review of the accelerated reader program (AR) was conducted to analyze its effectiveness as an evidence-based intervention on improving student reading achievement and motivation. The current literature was evaluated; overall effectiveness of AR and moderating factors will be discussed so that practitioners can make informed decisions on whether to implement AR and the degree to which moderating variables may be present within their schools.

PO171: Unspoken Voices: The Power of Support for Students With ASD
Practice Model Domain(s): 5, 7; Skill Level: I
Presenter(s): Cierra R. Becton, Faith Scott, & Brittany Hawkins, Howard University

What is preventing necessary autism spectrum disorder (ASD) resources from reaching parents? Our literature review will describe individual obstacles parents of children with ASD may face when obtaining resources, and recommendations for school psychologists to address these obstacles to ensure the educational success of students with ASD. Novice practitioners will learn strategies they can employ to support parents of ASD children in the classroom and at home.

PO207: Parent Involvement in Education and Child ADHD During COVID-19
Practice Model Domain(s): 7; Skill Level: I
Presenter(s): Moira J. Wendel, Kellie Menter, & Julia A. Ogg, Northern Illinois University
Contributor(s): Tessa Ritchie, Maria Rogers

Due to the changes to education during COVID-19, it is important to consider how parenting practices around children’s education have changed. Uncovering the factors associated with changes in parent involvement gives insight into why some parents provide enriching educational environments while others become more disengaged. This poster shares results from a study investigating how a worldwide crisis affects the way parents interact with their child around education, and how child ADHD symptoms impact parents’ involvement.

PO209: Immediate Versus Delayed Error Correction on Phonological Awareness Learning
Practice Model Domain(s): 3; Skill Level: I
Presenter(s): Megan J. Monette, University of Wisconsin-Eau Claire
Contributor(s): Melissa Coolong-Chaffin

Summer programs can be an effective way to support student development in reading. The development of foundational reading skills is essential for students to be able to read with fluency. Participants will learn about the use of 1-minute phonological manipulation activities for developing phonological awareness skills in young readers. This session will help participants learn whether immediate or delayed error correction feedback using 1-minute phonological manipulation activities provides more efficient phonological awareness skill acquisition.

PO226: Bullying as a Mediator of School Climate and School Success
Practice Model Domain(s): 5, 6; Skill Level: II
Presenter(s): Kaitlyn M. Ayala, Shengse Jeong, Kathleen Kelly, & Logan N. Riffle, Northern Illinois University
Contributor(s): DaShae J. Rodriguez-Harris, Kristina L. Wiemer, Megan L. Gilbertson, Yoonsun Pyun

Studying variables related to success in schools (i.e., grades, attendance) may allow education professionals to appropriately support students in their academics. The current longitudinal study examined the following in a sample of middle school students: (a) associations between bullying role behaviors and school success, (b) associations between school climate and school success, and (c) the partially mediating role of bullying behaviors in the association of school climate and school success.
P0244: Determining Effective Fraction Instruction Sequences
Practice Model Domain(s): 3; Skill Level: I
Presenter(s): Kristin E. Running, University of Minnesota; Robin S. Coddington, Northeastern University; Vimal V. Rao, University of Minnesota; Abigail Goodridge, Northeastern University
Contributor(s): Kourtney R. Kromminga, Kelsey Will, Margaret M. Sullivan, Sashank Varma

Conceptual understanding and procedural fluency are essential components of overall mathematic proficiency. As such, the sequence of conceptual and procedural instruction (e.g., concepts-first, iterative) may be important to consider when designing effective math interventions. This study evaluated the effects of a class-wide fraction intervention with 114 fourth-grade students, where participants were assigned to a concepts-first, iterative, or control condition. Results will indicate the most effective fraction instruction sequence of concepts and procedures.

P0258: Association Between Writing Productivity, Writing Apprehension, and Grit [D]
Practice Model Domain(s): 3; Skill Level: II
Presenter(s): Tanya L. Eckert, Joshua J. Circe, & Alec R. Goldstein, Syracuse University
Contributor(s): Brittany Eggleston

National assessments have demonstrated many students in the United States are struggling in writing. In this poster presentation, attendees will be provided with the results from study that examined the relationship between third-grade students’ writing productivity, writing apprehension, and grit. Attendees will be provided with the newly developed measures that assess writing apprehension and grit among young students.

P0266: Investigating Trends Involving Written Expression Interventions in School Psychology Journals [D]
Practice Model Domain(s): 3, 9; Skill Level: II
Presenter(s): Kristen Mahony, Mary P. Comis, Elizabeth McCallum, & Ara J. Schmitt, Duquesne University

Written expression is essential for success in school and in the workplace; however, it is currently not being adequately taught in the American educational system. To gain a better understanding of the state of the written expression literature in top school psychology journals, researchers systematically coded and analyzed articles published from 1994–2020 for assessment, intervention, and general knowledge trends. Discussion focuses on the implications of findings, specifically the need for future written expression intervention research.

P0293: Computer Science Attitudes in First Generation College Students [D]
Practice Model Domain(s): 8; Skill Level: I
Presenter(s): Mateo A. Mayorga, California State University, East Bay; Ava R. Lynn, Venus S. Perez, & Novia Tjiptamustika, San Francisco State University
Contributor(s): Shasta M. Ihorn

This study examines the attitudes of first-generation college students (FGCS) towards computer science (CS). It focuses on student interest, confidence, and perceived usefulness of CS, and study results can help school psychologists and educators understand the factors that can determine whether FGCS succeed in the CS field. Study results may be of interest to practitioners working in secondary schools and those with an interest in issues of equity and diversity in STEM.

P0313: Impact of Executive Function and Motivation-Engagement on Academic Success
Practice Model Domain(s): 5; Skill Level: I
Presenter(s): Ryan S. Clancy & Kim Corrigan, University of Calgary
Contributor(s): Gabrielle Wilcox, David Nordstokke

The purpose of this research study is to further understand the relationship between executive functioning and motivation-engagement and how they influence academic success. High school students (N = 2,800) will be invited to complete the Executive Skills Questionnaire (ESQ), Motivation and Engagement Scale (MES), and demographics questions. A two-way ANOVA will be used to analyze the results. We hypothesize that executive functioning and motivation-engagement will be correlated, and both will positively affect academic success.

P0323: Using CBT to Improve Writing Performance
Practice Model Domain(s): 3, 4; Skill Level: I
Presenter(s): Jada K. White, Jessica D. Kotik, Jane Persaud, & Merilee McCurdy, University of Tennessee - Knoxville

This study aims to extend writing research by evaluating the effectiveness of a cognitive-behavioral therapy (CBT) intervention on student writing self-efficacy, apprehension, and performance. Using a multiple-baseline design, effectiveness will be determined by total words written, percentage of correct writing sequences, and pre- and poststudy reports of writing self-efficacy and apprehension. From this study, we will learn about the effectiveness of CBT in increasing writing performance and writing self-efficacy and decreasing writing apprehension.
P0358: Behavior Management, Engagement, and Emergent Literacy During Small-Group Instruction
Practice Model Domain(s): 3; Skill Level: I
Presenter(s): Kandia N. Lewis, Nemours Center for Health Delivery Innovation
Contributor(s): Cynthia M. Zettel-Greely, Jessica A. Logan, Shayne B. Piasta, Laura L. Bailey

Teachers can closely monitor preschoolers’ academic and behavioral needs during small-group instruction. Utilizing strong behavior management strategies to support child engagement in small-groups may promote emergent language and literacy skills. This study examined the relation among behavior management, engagement, and preschoolers’ language and literacy skills in a small-group setting. Session attendees will learn how behavioral components of the learning environment may maximize child outcomes during small-group literacy instruction.

P0386: The Relationship Between Student Off-Task Behavior and Writing Performance
Practice Model Domain(s): 1, 3; Skill Level: I
Presenter(s): Taylor Hitchings, Bridget O. Hier, Emily A. Watts, & Carly C. Finelli, Syracuse University

Nationally, approximately 72% of fourth-grade students fail to write proficiently (U.S. Department of Education, 2003), but the specific factors that contribute to this underperformance warrant further exploration. This study examined the relationship between second graders’ off-task behaviors and their text generation using teacher-reported off-task behavior ratings and a series of CBM-WE probes. Participants will learn about methods for assessing off-task behavior and the impact of off-task behavior on writing performance.

P0395: School-Based Motivational Interviewing for Eliciting Behavior Change
Practice Model Domain(s): 3, 4; Skill Level: I
Presenter(s): Jenna M. Gower, Hazel Park Schools

This poster presentation covers the development/history of motivational interviewing (MI). It specifically addresses motivational interviewing in the school setting (school-based motivational interviewing, or SBMI). SBMI entails changing the behaviors of the adults around students and/or directly motivating students to adopt academic enabling behaviors and reduce academic disabling behaviors. This poster presentation includes recommendations for best practice, ethical considerations for implementing SBMI, and addresses where future research is needed.

P0399: Barriers Impeding Self-Regulated Learning Practices in the Classrooms
Practice Model Domain(s): 3, 5; Skill Level: I
Presenter(s): David N. Longhurst, Anthony R. Ariotti, Nai-Jiin Yang, & Gregory L. Callan, Utah State University
Contributor(s): Molly Johnson

Self-regulated learning (SRL) is important to school psychologists because it facilitates well-being and academic achievement; however, teachers rarely utilize SRL practices. To best support teachers, it is important to understand what beliefs teachers hold that may serve as barriers to implementing SRL practices. This presentation examines the relationships between teacher reported barriers and the use of SRL supportive practices. Attendees will develop knowledge of common barriers that impede the implementation of SRL practices.

P0405: Cyclical Relationships Among Self-Regulated Learning
Practice Model Domain(s): 3; Skill Level: I
Presenter(s): Aliya L. Halterman, Samantha J. Tibbets, Tyler R. Barton, & Gregory L. Callan, Utah State University
Contributor(s): Molly Johnson, Nai-Jiin Yang

The objective of this study is to review the literature regarding self-regulated learning (SRL). In doing so, a more comprehensive understanding of cyclical relationships amongst SRL processes will be developed. Attendees to this presentation will develop knowledge of SRL processes that are critical to achievement in school and in life. Furthermore, attendees to this presentation will develop a better understanding of how to efficiently foster the development of SRL in students.

P0436: Long-Term Parental Influence on Achievement in a Racially Representative Sample [D]
Practice Model Domain(s): 7, 8; Skill Level: I
Presenter(s): Leann V. Smith, Texas A&M University; Jackie M. Caemmerer, University of Connecticut

Research into parental practices that support student achievement within the home context has always been of interest to school psychologists. Using Garcia Coll and colleagues’ (1996) Integrative Model and a three component conceptualization of parental influence, we test the reciprocal relationships between parental influence and academic achievement in a nationally representative sample of children. Furthermore, racial and gender differences in the relationships between components of parental influence and academic achievement are tested. Implications for parenting support are discussed.

P0447: Influence of Social–Emotional Factors on Student Achievement [D]
Practice Model Domain(s): 3; Skill Level: I
Presenter(s): Allison A. Fairchild, Ernest C. Smith IV, Shang Xu, & Michelle M. Perfect, University of Arizona

While a primary focus of schools in the United States is student achievement, there is a notable gap between the academic
performance of those from low versus high socioeconomic backgrounds. This study examines the influence of multiple social-emotional factors that may promote academic performance in low socioeconomic student populations. Findings reveal how prosocial behaviors, peer relationships, and emotional symptoms predict achievement outcomes for these students.

**PO049: Use of Self-Regulated Learning to Promote Elementary School Children’s Reading**  
**Practice Model Domain(s):** 5; **Skill Level:** I  
**Presenter(s):** Myung S. Hyun & Andy V. Pham, Florida International University

Students who use self-regulatory and learning strategies (SRL) in reading outperform those who do not. This poster presentation will examine the relation between elementary school children’s use of SRL and reading achievement. It will also discuss best practices in scaffolding SRL skills to improve children’s reading. Participants will have an opportunity to assess and reflect upon the effectiveness of different instructional practices, which will be used as resources in supporting teachers to improve classroom reading.

**PO005: Preliminary Validation of the Scale of Emotional Functioning for Educators**  
**Practice Model Domain(s):** 6, 10; **Skill Level:** II  
**Presenter(s):** Bonne M. Codalata, Lezli Anderson, R. Steve McCallum, & Michelle L. Fast, University of Tennessee  
**Contributor(s):** Rachel Gustafson

Preliminary validation of the Scale of Emotional Functioning for Educators (SEF:ED) was informed by factor and item analyses from 97 inservice educators. As anticipated, three defensible factors emerged: emotional awareness, emotional management, and interpersonal relationships, with 10 items each and split-half reliabilities of .86, .71, and .80, respectively. Attendees will learn about the development of the SEF:ED and how EI is related to other variables of interest, such as burnout, years employed, etc.

**PO024: The Training of Special Education Teachers in Norm-Referenced Testing**  
**Practice Model Domain(s):** 1, 3; **Skill Level:** I  
**Presenter(s):** Adam Lockwood, Western Kentucky University; Ryan L. Farmer, Oklahoma State University; Karen Seclander, Northern Arizona University; Margaret E. Schmitt, Western Kentucky University

Special education teachers frequently administer norm-referenced tests (NRTs) used in special education eligibility determination. However, little is known about the training they receive in this area. This poster presents the findings from a survey of 142 special education faculty members regarding the training they provide to teacher trainees in NRT use; results suggest that teacher trainees receive significantly less training than school psychology trainees. Implications of these findings for school psychologists will be discussed.

**PO029: Thin Slice Coding to Measure Parent and Child Emotion-Related Behaviors**  
**Practice Model Domain(s):** 9; **Skill Level:** II  
**Presenter(s):** Sydney R. Nelson, Kristin M. Rispoli, & Nicholas J. Warren, Michigan State University

This study investigates the reliability and validity of using thin slice coding, the rating of short segments derived from longer observational videos, to measure parent and child emotion-related behaviors. Interval coders’ and thin slice coders’ ratings were compared using videos from a parent-mediated intervention for children with autism. The results suggest some promise of the reliability and validity of thin slice coding to measure emotion-related behaviors. Implications for future research and limitations are discussed.

**PO004: Incremental Validity of Continuous Performance Tests in ADHD Assessment**  
**Practice Model Domain(s):** 1, 5; **Skill Level:** III  
**Presenter(s):** Jeff W. Morris & Sarah Panicucci, Indiana University of Pennsylvania  
**Contributor(s):** Jenna M. Hennessey, Mark McGowan

The present study examined the incremental validity of direct measures of attentional capacities over and above indirect assessments using teacher ratings of attention deficit hyperactivity disorder (ADHD) symptoms to predict classification. The Conners Continuous Performance Test 3rd Edition (CPT 3) was used as the direct measure of attention and the Conners ADHD Index (Conners 3AI) was used as the indirect measure.

**PO019: Examining the Technical Adequacy of the COEDD**  
**Practice Model Domain(s):** 1, 9; **Skill Level:** II  
**Presenter(s):** Emily E. Hill, Northeastern University  
**Contributor(s):** Robert J. Volpe, Amy M. Briesch

While a number of published systematic direct observation coding schemes (SDO) exist, research indicates school psychologists utilize available SDOs only sparingly. This presentation will describe the COEDD, a newly developed SDO designed to be a highly usable assessment tool for practitioners. We will examine the technical adequacy of the COEDD, including interobserver agreement, temporal stability, and criterion-related validity. Results will provide insight about the utility of the COEDD in assessing common academic and behavioral concerns.
**PO075: Linkages Between Reading Failure Attributions and Related Measure of Reading**

Practice Model Domain(s): 1, 6; Skill Level: I  
Presenter(s): Virginia M. McClurg, R. Steve McCallum, Chelsea S. Wilson, & Natalie R. Hassett, University of Tennessee

To inform practices which strengthen the resilience of struggling readers to persist in spite of difficulties encountered, 81 participants completed three reading scales: Attribution for Reading Failure Subscale (ARF), Self-Efficacy Subscale (SES), and Enjoyment of Reading Subscale (ERS; Bell & McCallum, 2016). Cronbach’s alpha coefficients of .74 (ARF), .90 (SES), .81 (ERS) were obtained, respectively. Additional mean difference analyses compared students with incremental and entity views of reading. Significant findings (p < .05) and implications are discussed.

**PO076: The Relationship Between Growth Mindset, Reading Attributions, and Reading Ability**

Practice Model Domain(s): 1, 6; Skill Level: I  
Presenter(s): Virginia M. McClurg, Rachel Gustafson, & Sherry M. Bell, University of Tennessee

Growth mindset, defined by Dweck’s Theories of Intelligence scale (TOI, 2000), and incremental versus fixed attributions for reading, assessed by the two subscales from the Student Reading Attribution Scale (SRAS; Bell & McCallum, 2016), operationalized attributions similarly for 99 elementary students (i.e., three chi-square indices were nonsignificant, p > .05). Students with an incremental view of reading failure demonstrated nonsignificantly higher reading performance; students with an entity view of reading successes exhibited nonsignificantly higher reading performance.

**PO078: Student Perceptions of a Good Reader Vary by Ability**

Practice Model Domain(s): 1, 5; Skill Level: II  
Presenter(s): Natalie R. Hassett, Sherry M. Bell, Chelsea S. Wilson, & R. Steve McCallum, University of Tennessee  
Contributor(s): Virginia M. McClurg

Administration of the Student Perceptions of a Good Reader (SPGR; Smith & Bell, 2020) to 134 participants yielded promising psychometric integrity (e.g., Cronbach’s alpha coefficients of .78 and .79 for the Perceptions: Decoding Efficiency, P/DE, and Perceptions: Reading Comprehension, P/RC, subscales, respectively). Additional mean-difference analyses compared perceptions of skilled and less skilled readers and mean scores based on grade level; significant results (p < .05) are discussed, along with implications.

**PO104: Self-Compassion–Based Intervention and Assessment With Youth**

Practice Model Domain(s): 4; Skill Level: I  
Presenter(s): John D. Barr, Thomas K. Franzmann, & Tyler Renshaw, Utah State University

Youth-based self-compassion literature focusing on intervention and assessment, though in its infancy, has suggested promising results. Within this presentation, we will be highlighting these results, explaining why the school environment is well-suited for future self-compassion investigations, and exploring how the construct of self-compassion is uniquely opportune for common mechanism of change research. Practitioners will also come away with knowledge about specific self-compassion interventions and assessments they can employ within schools.

**PO105: Correlations Between Ratings of Impairment and Behavioral and Emotional Risk**

Practice Model Domain(s): 1, 4; Skill Level: I  
Presenter(s): Victor Villarreal & Jeremy R. Sullivan, The University of Texas at San Antonio

Assessment of impairment is used in diagnosis and can help in identifying specific targets for intervention. The Rating Scale of Impairment (RSI), a recently published scale, seems to be useful for meeting these purposes. In this study, in order to establish validity evidence, we contribute to the nascent research on the RSI by examining the relationship between RSI scores and scores on established measures of behavioral and emotional risk and we discuss implications for practice.

**PO108: Psychological Flexibility: Interventions and Measures for School Mental Health**

Practice Model Domain(s): 4; Skill Level: I  
Presenter(s): John D. Barr & Tyler Renshaw, Utah State University

The purpose of this poster presentation is to highlight the promise of psychological flexibility interventions (i.e., acceptance and commitment therapy [ACT]) and measures for informing a transdiagnostic approach to school mental health work. Participants will also walk away with a better understanding of how to use psychological flexibility assessment tools to gauge treatment response to ACT within the school setting.

**PO110: Examination of Preservice Teachers’ Self-Efficacy in a Simulated Classroom**

Practice Model Domain(s): 2, 9; Skill Level: II  
Presenter(s): Bradley Davis, Pittsburgh Public Schools  
Contributor(s): Darrel Davis

How do preservice teachers with low and high teacher self-efficacy respond when instructing a simulated classroom with challenging behaviors? This research study will identify the responses of these preservice teachers as well as examine their teacher self-efficacy and teacher anxiety measures following their participation using TeachLive™, an augmented
Many K–12 schools closed buildings and moved to remote learning due to the COVID-19 pandemic. Students with disabilities may exhibit unique challenges to online learning due to a variety of individual, family, and systems level factors. This presentation examines how executive functioning, communication, externalizing behaviors, and academic competence predicted distance learning engagement for students with disabilities. Attendees may benefit from increased knowledge of barriers to distance engagement, and evidence-based practices that may mitigate these barriers.

**PO219: Behavioral Skills Training: A Single-Case Meta-Analysis**

Practice Model Domain(s): 9; Skill Level: I  
**Presenter(s):** Jessica N. Cuitareo, Jaime M. Flowers, & Hailey B. Garcia, Stephen F. Austin State University

This session will report on the result of Behavioral Skill Training (BST) effectiveness, and discuss the group that are benefited with the use of this training procedures. Presenters will review the research, describe the four step process of BST, as well as review the results from the analyses. Learn common skills and groups that BST has demonstrated to be effective for.

**PO247: Choosing a Statistical Model Amidst Ceiling and Floor Effects**

Practice Model Domain(s): 1, 9; Skill Level: I  
**Presenter(s):** Vimal V. Rao & Kristin E. Running, University of Minnesota; Robin S. Codding, Northeastern University

School psychology research often entails group comparisons, commonly modeled by analysis of variance (ANOVA) based models. However, these models underestimates true differences between groups when ceiling or floor effects (CFE) are present. To guide researchers, we conducted a simulation study to analyze bias in ANOVA and censored regression models when estimating mean differences between groups. Researchers will learn when and how to use each method through an illustrated example based on a class-wide academic intervention.
P0292: The Role of Planning in Early Writing Performance
Practice Model Domain(s): 9; Skill Level: I
Presenter(s): Anna Agha & Adrea J. Truckenmiller, Michigan State University
Contributor(s): Jodene G. Fine

With poor K–12 writing performance nationally, schools want to help students develop the writing process in early elementary. Thus, better understanding factors that influence the quality of children’s written products is of interest. This study explores advanced planning, one of many processes that underlie writing skill. Using curriculum-based measures, Grade 2 students’ writing was evaluated for evidence of planning and quality of product among multiple classrooms. Implications for improving educational writing outcomes will be shared.

P0311: iPad Mediated Assessment for Remote Training and Reducing Errors
Practice Model Domain(s): 1, 9; Skill Level: III
Presenter(s): Stephanie L. Corcoran, University of Alabama at Birmingham

During this COVID-19 crisis, training programs are needing to adapt to train their students in cognitive assessment. This poster presentation describes a mixed method study that investigated Q-interactive’s effectiveness in improving training and reducing administration errors. The benefits and challenges of including Q-interactive in assessment courses will be discussed. Training implications and suggestions will be provided for how trainers may respond to our current situation by integrating iPad mediated assessment into their assessment courses.

Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Joanna L. Solomon & Sara Rzepa, Multi Health Systems, Inc.
Contributor(s): Samantha Snetsinger, Robert Ramkhalawansingh

The Conners 4th Edition (Conners 4) is a revision of a measure for youth ADHD symptoms, associated features, and functional impairments. Normative samples were collected to reflect the general population of U.S. and Canada, and normative scores were calculated based on age and gender. Its psychometric properties were explored; strong evidence is provided for reliability (internal consistency and test–retest reliability), validity (internal structure and differences among clinical groups), and fairness (minimal differences among demographic groups).

P0328: Factorial Validity of the Implicit Thoughts, Emotion, and Behavior Questionnaire
Practice Model Domain(s): 1, 6; Skill Level: II
Presenter(s): Kelsey Walker & Xu (Lilya) Jiang, University of Memphis

The Implicit Theories of Thoughts, Emotions, and Behavior Questionnaire was developed to assess growth mindset in the area of mental health for youth and only has initial validation evidence. The current study reports further structural validity evidence based on an exploratory factor analysis using a large, diverse sample of middle-late adolescents. Findings support its three-factor structure and the utility of the scale will be discussed.

P0344: A Comparison of Direct and Indirect Measures of Executive Functioning
Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Esther Stavrou, Yeshiva University

While the assessment of executive functioning has become a mainstream part of psychoeducational test batteries, debate continues as to how to best assess executive functions. This poster presents the results of a study comparing direct (performance-based) and indirect (ratings) measures of executive functioning. The utility and relative merits of various methods of assessing executive functioning in diagnosis and treatment planning will be discussed.

P0354: Setting Cut Scores for Literacy Measures Using a Rasch Model [D]
Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Nirmaiz Colón-Acosta, Yu Su, & Sandra Pappas, Amplify Education Inc.
Contributor(s): Danielle M. Parisi Damico

Presenters will share the development of two new Spanish literacy screening measures: oral language and vocabulary. These measures were developed to meet the growing need for technically adequate Spanish literacy measures serving Spanish–English bilingual programs. A key step in the development of any assessment is establishing the cut scores used to interpret student performance. Participants will learn how the Rasch model was used to establish cut scores for these measures.

P0376: Examining the Diagnostic Accuracy of Direct Attention Measures
Practice Model Domain(s): 1, 5; Skill Level: III
Presenter(s): Rebecca Bosley & Regan M. Chalk, Indiana University of Pennsylvania
Contributor(s): Jenna M. Hennessey, Mark McGowan

It is considered best practice to use a multidimensional approach when assessing the symptomology of ADHD. Evaluating the sensitivity and specificity of attention measures is also important when selecting an assessment battery for ADHD evaluations. This study sought to investigate the concurrent validity and diagnostic accuracy of two well-known direct attention measures, Conners Continuous Performance Test Third-Edition (CPT3; Conners, 2014) and Wide Range Assessment of Memory and Learning, Second-Edition (WRAML2; Sheslow & Adams, 2003).
PO388: Social—Emotional Functioning and Achievement: The Mediating Effect of School Engagement
Practice Model Domain(s): 1, 9; Skill Level: II
Presenter(s): Miranda R. Zahn, Stephen P. Kilgus, & Katie Eklund, University of Wisconsin-Madison; Nathaniel von der Embse, University of South Florida

Social, emotional, and behavioral (SEB) concerns predict negative academic outcomes. Additionally, evidence shows that student demographics, student discipline, and school engagement are associated with both SEB functioning and academic outcomes. In this poster presentation, a structural equation model is used to evaluate the relationships among these predictors and achievement. Preliminary results demonstrate direct effects of academic enablers and total SEB functioning on achievement; this association is partially mediated by office disciplinary referrals and attendance.

PO401: Structural Validity of the Vineland-3 Parent Caregiver Form
Practice Model Domain(s): 1, 9; Skill Level: II
Presenter(s): Arynne G. Horton, Munroe Meyer Institute; Ryan L. Farmer, Oklahoma State University

When the Vineland-3 was renormed, its factor structure was assumed from the second edition. In this poster, the researchers will share the results of an exploratory factor analysis on the Parent/Caregiver Form from the Vineland-3 to validate the higher-order factor structure. Practitioners will take away a better understanding of the Vineland-3 and its factor structure for adaptive behavior.

PO408: Externalizing and Internalizing Behaviors Predict Slower Academic Growth
Practice Model Domain(s): 9; Skill Level: II
Presenter(s): Christopher R. Niileksela & Alexis R. Mondragon, University of Kansas

This study examined how changes in externalizing and internalizing behaviors during elementary school influences growth in academic skills. Findings suggested that higher levels of externalizing behaviors in kindergarten and externalizing behaviors that become more severe across elementary school are related to slower academic growth. Similar findings were present for internalizing behaviors, though the effects were smaller. Successful early behavioral intervention may have ancillary effects on academic growth during elementary school.

PO471: Training With Video Modeling to Conduct Preference Assessments: A Systematic Review
Practice Model Domain(s): 1, 9; Skill Level: I
Presenter(s): Cassandra J. Taylor, Roderick D. O’Handley, & Oscar E. Ruiz, California State University, San Bernardino

Stimulus preference assessments (SPAs) refer to various empirically supported procedures used to identify stimuli likely to function as reinforcers for children. The current study is a systematic review of the literature examining the effects of video modeling (VM) to train caregivers to conduct SPAs. Studies included in the review are evaluated across multiple indices (e.g., participant demographics, variations of VM procedures, outcomes measured). Implications for applied practice and directions for future research are discussed.

Poster sessions are available on demand during the convention and will again be available beginning approximately 2 weeks after the convention for 60 days. Chat live with poster authors in Strand 7 on Wednesday from 6:15–7:15 p.m.
**PO048: Impact of Statewide TF-CBT Services on Vulnerable Youth [D]**  
*Practice Model Domain(s): 4, 9; Skill Level: I*  
*Presenter(s): Madeline K. Esterer, John S. Carlson, Sarina Roschmann, & HaeDong Kim, Michigan State University*  
*Contributor(s): Amy E. Cowper, Holly A. Cranmer-Fosdick, Mary A. Ludtke, Lindsay K. Greenberg*

This poster presentation describes nuances of trauma-focused cognitive–behavioral therapy (TF-CBT) for foster care youth. Through an analysis of a statewide TF-CBT initiative, effectiveness and early termination characteristics of services are highlighted in order to depict how foster/minority youth respond to treatment. It is questioned whether children who terminate treatment early can still show decreases in trauma-related symptoms. Implications regarding vulnerable subpopulations and their unique trauma treatment needs are provided.

**PO057: Supporting Students With Cortical Visual Impairment From Identification Through Transition**  
*Practice Model Domain(s): 3, 8; Skill Level: I*  
*Presenter(s): William V. Pilny, Emma Mager Garfield, Codie Kane, & Valerie G. Woxholdt, Temple University*

Cortical visual impairment (CVI) is a brain-based visual impairment that has become increasingly prevalent over the last 30 years. Children with CVI have the capacity to improve their vision and participate meaningfully in the classroom when provided well-designed educational programming. However, best practices for supporting this population are rarely disseminated among school psychologists and educators. This poster seeks to address this gap by describing the factors that schools must consider when including children with CVI.

**PO064: Developmental Delays in Children Born With Neonatal Abstinence Syndrome**  
*Practice Model Domain(s): 6; Skill Level: I*  
*Presenter(s): Elizabeth R. Staley, Eaton Community Schools; Susan Davies, University of Dayton*  
*Contributor(s): Sawyer A. Hunley*

Children born with neonatal abstinence syndrome (NAS) and in utero drug exposure (IUDE) typically experience delays that can impact cognition, motor skills, speech and language, attention, and behavior. This poster will share results of a retrospective study on the development of visual–motor skills and receptive/expressive language for children born with NAS and IUDE. Stop by this poster to discuss the implications on school functioning for this population.

**PO092: Bridging the Gaps: In-Depth Group Intervention Training [D]**  
*Practice Model Domain(s): 4, 7; Skill Level: II*  
*Presenter(s): Miriam M. Gueck & Zachary C. Hein-Silva, University of Northern Colorado*  
*Contributor(s): Erin R. Yosai*

Since it has been documented that school psychologists lack competency in intervention implementation and professional standards are not being met, it should follow that the gaps in competency and professional expectations be bridged. This presentation covers in-depth group intervention training in the areas of SEL, externalizing behaviors, trauma and suicide, and cultural considerations. All practitioners desiring to improve their fidelity with group intervention planning and implementation should attend.

**PO102: A Systematic Review of Outcomes for Students in Alternative Education**  
*Practice Model Domain(s): 1, 4; Skill Level: I*  
*Presenter(s): Staci Ballard & Stacy L. Bender, University of Massachusetts Boston*

Despite the potential for alternative education settings to address the intensive social, emotional, and behavioral (SEB) needs of their students, there is limited data on SEB outcomes for alternative education students. This poster presents the results of a systematic review that examined the recent empirical literature on SEB outcomes and interventions in alternative education settings. Attendees will gain a clearer understanding of the current state of research in alternative education.

**PO124: Developing Web-Based Self-Advocacy Training for Postsecondary Students With Disabilities**  
*Practice Model Domain(s): 4, 10; Skill Level: I*  
*Presenter(s): Veronica L. Botts, Sarah S. Buckner, & Adam D. Weaver, University of Nebraska Omaha*

This presentation will describe a university project in which an evidence-based in-person self-advocacy and conflict resolution training was adapted into an online video training for postsecondary students with disabilities. The target skills, rationale, and process will be discussed.

**PO144: Presence of Basic Concepts in Intelligence Tests for Preschool Children [D]**  
*Practice Model Domain(s): 1; Skill Level: I*  
*Presenter(s): Oksana Huk, IONA College*  
*Contributor(s): Vincent C. Alfonso, Kathy Le*

The purpose of this study was to examine the presence of basic concepts understood by preschoolers within the directions of the subtests of the following batteries: Wechsler Preschool & Primary Scale of Intelligence-Fourth Edition, Differential Ability Scale-Second Edition, and Kaufman Assessment Battery for Children-Second Edition. Overall, directions contained concepts.
ranging in difficulty for preschoolers. Practitioners may benefit from knowing the degree to which intelligence tests’ directions contain these concepts when interpreting assessment data.

**P0155: Evaluating a Brief Assertiveness Intervention for Youth in Foster Care**
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Madeline S. Blocker, Louisiana State University
Contributor(s): George H. Noell, Kelly N. Clark

Children in foster care are at increased risk for mental health issues; however, access to evidence-based treatments is often limited among this population. The present study of children in foster care (N = 23) utilized prior research to develop and investigate the efficacy of a summer camp-based, brief behavioral intervention targeting assertiveness and help-seeking skill. The intervention significantly increased youth’s general assertiveness skills. Implications for serving this population are discussed.

**P0164: Nonsuicidal Self-Injury and Medically Complex Students, Oh My**
Practice Model Domain(s): 6; Skill Level: I
Presenter(s): Jasmine R. Sorrell, Laura Quintero, Lyndsay A. Fairchild, & Kasee K. Stratton-Gadke, Mississippi State University

Individuals with intellectual and other developmental disabilities, as well as those with certain genetic syndromes, are at an increased risk of self-injury. Some research has hypothesized these individuals engage in self-injury due to pain or lack of communication. This poster will review a study that aimed to examine the nature of self-injurious behavior in medically complex individuals. Similarities in both typography and function as well as implications for classroom interventions will be presented.

**P0184: Rewards and Challenges of School Psychologists Serving U.S. Indigenous Communities [D]**
Practice Model Domain(s): 7, 10; Skill Level: I
Presenter(s): Erin D. Churchill, Mapleton Public Schools; Mara E. Kleinman, University of Rhode Island

This poster session presents data from an investigation of the training and professional practices of school psychologists working in schools with a high percentage of U.S. Indigenous children, families, and communities. Using qualitative descriptive content analysis, the researchers will explore the experiences of school psychologists working with Indigenous communities by examining their perceived rewards and challenges. Attendees will benefit by learning about factors that impact school psychological service delivery with Indigenous students.

**P0223: A Virtual Reality Self-Modeling Intervention for Stuttering and Concomitant Anxiety [D]**
Practice Model Domain(s): 4, 6; Skill Level: I
Presenter(s): Johanna M. deLeyer-Tiarks & Melissa A. Bray, University of Connecticut
Contributor(s): Lauren E. Gammie

This poster will present the results of a dissertation study investigating the efficacy of a virtual reality self-modeling treatment for stuttering and stuttering-related anxiety.

**P0270: Supporting Alternative School Students: How Does School-Based Mentoring Fit [D]**
Practice Model Domain(s): 3, 4; Skill Level: II
Presenter(s): Candace M. Bone & Sarah E. Ochs, Western Kentucky University

Alternative schools provide an alternative educational setting for students with diverse academic, behavioral, or emotional needs. Minority students are consistently overrepresented within these buildings, and prevention and intervention programs tend to be sparse or nonexistent. This presentation will review the results of a study examining the implementation of an empirically based school-based mentoring program in an alternative school setting. Issues in alternative education and school-based mentoring programs, as well as practical implications, will be addressed.

**P0273: Evaluation Planning for Pediatric Chronic Illnesses Through Neuropsychological Sequelae Mapping**
Practice Model Domain(s): 1, 8; Skill Level: II
Presenter(s): Maria Tina Benno & Ara J. Schmitt, Duquesne University
Contributor(s): Braelyn N. Tracy, Cassondra Griger, Akshita Nayyar, Ronald B. Conaway

School psychologists are obligated to understand the psychoeducational implications of pediatric conditions in order to develop effective psychoeducational evaluation plans and establish special service eligibility under the category of Other Health Impairment (OHI). To assist school psychologists with evidence-based evaluation planning, literature regarding the top 12 pediatric chronic illnesses encountered by school psychologists was reviewed. This poster presents established neuro-psychoeducational deficits associated with these pediatric conditions that should be considered targets of evaluation.
P0302: Critical Incidents in Students Return to School Following a Concussion
Practice Model Domain(s): 3, 6; Skill Level: I
Presenter(s): Rachel King, University of British Columbia
Contributor(s): William T. McKee
What factors assist and what hinders a student's ability to reengage in learning following a concussion? We will provide results of a study that explores the student experience of returning to learning following mild traumatic brain injury. Practitioners will learn how concussion impacts students and what supports students wish were in place for them when they returned to learning.

P0312: Concussion Primarily Affects Cognitive Skills Related to Cognitive Efficiency
Practice Model Domain(s): 3, 6; Skill Level: I
Presenter(s): Rachel King, University of British Columbia
How does concussion impact cognitive functioning? Through an examination of current literature, this session will provide evidence that concussion primarily affects skills related to cognitive efficiency. Practitioners will learn how concussion impacts cognitive functioning and what accommodations and interventions support the impact on cognitive efficiency.

P0330: Unloading the Backpack: Exploration of Promising Interventions for Refugee Students [D]
Practice Model Domain(s): 4, 8; Skill Level: I
Presenter(s): Johnson H. Ho & Mawule A. Sevon, Temple University
With the increasing population of culturally and linguistically diverse students, school staff must be knowledgeable about the needs of these students to provide effective support. Among these youth are refugee students who face specific challenges with adjustment, trauma exposure, and financial hardships. Schools are a vital resource and might be the only source of mental health services that can foster protective factors. The poster will provide school-based clinicians research-based skills to support refugee students.

Practice Model Domain(s): 4; Skill Level: II
Presenter(s): Caitlin L. Bourgaze-Saunderson, Kelsey L. Gordon, & Sarah A. Fefer, University of Massachusetts Amherst
We will review evidence-based school interventions and supports for students with emotional–behavioral disorders (EBDs) within an MTSS framework, with a specific focus on culturally responsive practices. An introduction to the foundations and associated outcomes of EBD will be discussed, in addition to information regarding MTSS in school. Specific evidence-based approaches will be outlined, as well as future directions for research and practice for students with EBDs.

P0337: Delivering Trauma-Informed Care in Schools for Children Experiencing Parental Incarceration [D]
Practice Model Domain(s): 4, 6; Skill Level: I
Presenter(s): Joshua N. Blazen, University of Washington
Contributor(s): Kristen Missall
What is known about children experiencing parental incarceration (PI)? We will provide the results from a systematic literature review that will explore this topic. Our synthesis of the literature will describe the clinical and academic features of children experiencing PI. In addition, practitioners will learn about intersectionality within this population and interventions to support children experiencing PI.

P0400: Friendship Perceptions Among Students Who Experience Violence at Home
Practice Model Domain(s): 6; Skill Level: I
Presenter(s): Samantha R. Jones, Pennsylvania State University
How does witnessing violence at home impact students at school? I will discuss how aggressive tendencies in students who have witnessed violence at home may interact to predict the number of perceived friends at school? I will discuss how aggressive tendencies in students who have witnessed violence at home may interact to predict the number of perceived friends at school. Practitioners will hear considerations to be made when working with students who have been exposed to violence.

P0435: Examining School-Based Partial Hospitalization Treatment During a Pandemic
Practice Model Domain(s): 4; Skill Level: II
Presenter(s): Mark S. Simon, Brooke Zumas, & Monika S. Short, Carbon Lehigh Intermediate Unit
The drastic departure from in-person to remote telehealth treatment will be explored, particularly, (a) What worked well? (b) What didn’t work well? and (c) How can we improve our service delivery when working remotely? Participants should gain a perspective regarding our version of school-based partial hospitalization services, and obtain an understanding of the ways in which the implementation of teletherapy during COVID-19 impacted perceptions of our Pennsylvania program.
**P0041: How Sex and IQ Impact ASD Assessment and Diagnosis**  
Practice Model Domain(s): 1; Skill Level: I  
**Presenter(s): Diana C. Askings & John L. Davis, University of Utah**

Identifying individuals with ASD is complex due to the continuum of behavioral topographies and symptom severity differences. This study will describe how sex and IQ impact diagnostic scores on the ADOS and ADI-R and timing of diagnosis. Attendees will better understand sex differences and the role of IQ in ASD diagnosis. Recommendations will be provided on how practitioners can improve early identification of ASD by understanding patterns of ASD characteristics by sex and IQ.

**P0119: Social Skills Interventions for Adolescent Females With Autism Spectrum Disorders**  
Practice Model Domain(s): 4, 7; Skill Level: II  
**Presenter(s): Marta Picoto, University of Washington**  
**Contributor(s): Kristen N. Missall**

Social skills interventions can address the unique social-emotional needs of adolescent females with high functioning autism spectrum disorder (ASD). This poster presents the results of a systematic literature review on social skills interventions for adolescent females with ASD. Practitioners will learn about specific social skills programming for adolescent females with ASD, the prevalence of studies reporting unique effects for females with ASD in social skill acquisition, and implications for future research.

**P0272: Evidence-Based Targeted Instruction for Students With ASD**  
Practice Model Domain(s): 3, 9; Skill Level: II  
**Presenter(s): Jacquelyn Tormey, Plymouth State University**

A single-subject case study was conducted to examine the effectiveness of evidence-based targeted instruction for a student with autism spectrum disorder. The poster will report the results of the study as well as discuss implications for school psychologists and school educators who wish to improve their use and understanding of the verbal approach along with the Verbal Behavior Milestones Assessment and Placement Program.

**P0278: Adapting PBIS Systems for Students With Autism**  
Practice Model Domain(s): 4, 5; Skill Level: II  
**Presenter(s): Cynthia L. Shuttleton, Cambridge Public Schools**

PBIS is linked to positive school outcomes. However, there is limited research on the effectiveness of PBIS for students with ASD. Understanding the unique needs of students with ASD within a PBIS framework is important for practitioners to better support students with ASD. This poster presentation compiles information for adapting PBIS for students with ASD, and provides a rationale for why providing these adaptations is crucial to the success of students with ASD in schools.

**P0367: Parent-Implemented Interventions and Autism: A Meta-Analysis**  
Practice Model Domain(s): 4; Skill Level: I  
**Presenter(s): Wai Man Cheng, Timothy B. Smith, & Tina M. Taylor, Brigham Young University**

Do parent-mediated interventions (PMIs) work for children with autism spectrum disorder (ASD)? This poster presentation will provide an update of the effectiveness of PMIs for children with ASD with improvement in the methodology of prior meta-analyses. Results indicate that parenting interventions are more effective than comparison groups. Participants will learn the extent to which PMIs are effective in treating ASD and which study, intervention, and participant characteristics moderated the effectiveness of PMIs.

**P0389: Identifying Gender Differences in the Diagnosis of Autism**  
Practice Model Domain(s): 4, 8; Skill Level: I  
**Presenter(s): Daira I. Rodriguez & Ileana Y. Umana, Texas A&M**

Research has shown that symptoms of autism spectrum disorder (ASD) may present differently in males and females (Matheis et al., 2018). Gender differences in symptom presentation and diagnosis of ASD have not been adequately

---

**POSTER CHAT STRAND & THURSDAY**

Poster sessions are available on demand during the convention and will again be available beginning approximately 2 weeks after the convention for 60 days. Chat live with poster authors in Strand 8 on Thursday from 12:15–1:00 p.m.
examined, and the understanding of gender in ASD presentation remains limited. This poster examines gender differences that relate to the presentation of symptoms of ASD. Practitioners will learn how to identify gender-specific symptomology of ASD.

**PO400: Which Interventions Do School Psychologists Implement With Students With ASD**
Practice Domain(s): 1; Skill Level: II
Presenter(s): Lakhvir Kaur & Roderick D. O’Handley, California State University, San Bernardino; Keith C. Radley, III, University of Utah

School psychologists may be involved in direct intervention service delivery to students with autism spectrum disorder, and they may choose from a range of interventions that fall along a continuum of evidence-based, emerging, and unsupported practices. This study asked school psychologists to report their relative use of these interventions, their perceived efficacy of the interventions they implement, and how they progress monitor students’ response to intervention.

**PO420: Adapting In-Person Social Skills Instruction to an Online Environment**
Practice Domain(s): 4; Skill Level: II
Presenter(s): Benjamin T. Ooi & Terisa Gabrielsen, Brigham Young University

We describe a study that adapted the Laugesen and Frankel’s PEERS® social skills curriculum for adolescents to a real-time (synchronous) online environment and comparisons with the in-person program. The objective of this presentation is to demonstrate the feasibility and efficacy of the adapted online program, assisting individuals with autism in developing targeted social skills. In particular, online delivery eliminates several barriers to services for rural and underserved students.

**PO421: Behind the Screen Support for Students With Intellectual Disabilities**
Practice Domain(s): 5, 6; Skill Level: II
Presenter(s): Anna Benton, School District; Amber L. Schramm, University of Wisconsin-Milwaukee

An increase in novel teaching technology has made remote instruction an efficient and popular option during times of school closure. However, students with intellectual disabilities and other low-incidence disabilities may have more difficulty than others accessing learning opportunities remotely. Educators supporting students with low-incidence disabilities remotely will be provided with research-based strategies, activities, and resources to promote school connection as well as academic and social–emotional growth.

Poster sessions are available on demand during the convention and will again be available beginning approximately 2 weeks after the convention for 60 days. Chat live with poster authors in Strand 9 on Thursday from 5:15–6:00 p.m.
PO093: Attracting, Preparing, and Retaining School Psychologists: A Workforce Pipeline Analysis [D]
Practice Model Domain(s): 8, 10; Skill Level: I
Presenter(s): Amy L. Noltemeyer, Miami University; Julie Q. Morrison, University of Cincinnati; Susan Davies, University of Dayton

The shortage of school psychologists in the United States jeopardizes the capacity of schools to meet student needs of all students. This study examined the progression of school psychologists through the professional preparation-to-practice pipeline, examining program admission and completion rates, as well as graduates’ status in the profession 1 year, 3 years, and 5 years following internship. Attendees will discuss the study’s results, including the need for targeted, personalized efforts for recruiting graduate students with minoritized cultural identities.

PO115: The Motivations of Informants in Self Reports: Bias or Adaptive
Practice Model Domain(s): 1; Skill Level: II
Presenter(s): Alexandra Travis, University of Maryland College Park College of Education; Hedwig Teglas, University of Maryland College Park

How do we understand individuals’ motivations when they complete questionnaires for assessment and how might this understanding inform our conclusions? We provide results of a study that suggest that the motivations of informants when giving reports may give valuable insight into their perspectives on their reports. Practitioners will learn more about social desirability as a bias versus an adaptive motivation to social evaluation in the self-reports they administer to both adolescents and teachers.

PO282: EFA of the Criteria for Quality Manuscripts in School Psychology
Practice Model Domain(s): 9; Skill Level: I
Presenter(s): Sequoya A. Fitzpatrick, University of Memphis

This study uses an exploratory factor analysis to examine the criteria considered by reviewers for quality manuscript publication. Albers et al. (2011) surveyed the perceptions of 240 participants who were involved in the peer-review process for school psychology journals. Results of a three-factor model provide future authors with information regarding manuscript expectations, and identifies three constructs that reviewers consider: (a) writing and structure; (b) statistical and design methodology; and (c) implications, interpretations, and contributions.
**PO348: Stress in Graduate School: Identifying Strategies to Overcome Challenges**  
Practice Model Domain(s): 4; Skill Level: II  
**Presenter(s):** Sarah L. Christenson & Robert J. Dixon, University of Wisconsin-La Crosse

Graduate studies can be stressful for students, and there are various factors that contribute to every student’s perceived stress level. Stress, and the coping behavior employed, has the potential to derail one’s graduate education or shorten one’s career and impact in the field. The purpose of this study is to analyze the characteristics and coping strategies of graduate students to determine if there are supports to assist with a successful transition to becoming a practitioner.

**PO382: Educators’ Online Teaching Efficacy During COVID-19 Pandemic: Effects of Demographics [D]**  
Practice Model Domain(s): 8; Skill Level: I  
**Presenter(s):** Meg K. Slomski, University of California, Berkeley Graduate School of Education; Chunyan Yang, University of California, Berkeley

The present research explored the relationship between online teaching efficacy and demographic backgrounds, utilizing a sample of 321 educators in Northern California during the COVID-19 pandemic. The findings indicated that educators’ race/ethnicity and gender were significantly related to their perceived online teaching efficacy. Practical implications for assessing educators’ online teaching efficacy and developing responsive school-based practice promoting online teaching efficacy will be discussed.

**PO390: Examining Faculty Demographics in School Psychology Doctoral Programs [D]**  
Practice Model Domain(s): 9, 10; Skill Level: I  
**Presenter(s):** Chip Panahon, Alexandra Hilt-Panahon, Collin M. Seifert, & Rayna Yaeger, Minnesota State University, Mankato

This study examined the characteristics of the core faculty working at APA-accredited doctoral programs. Information was collected from each program’s website. Data will be reported on the number of faculty per program, percentage of female and male faculty members, range of years when faculty members earned their doctoral degree. In addition, the top universities producing faculty members working at APA-accredited programs will be reported. Implications of the findings will be offered.

**PO409: School Psychology Starts With Faculty Awareness**  
Practice Model Domain(s): 9; Skill Level: II  
**Presenter(s):** Shelby P. Homan, Stephanie Nielson, Emily A. Hendrix, & MacKenzie B. Sidwell, Western Illinois University  
**Contributor(s):** Leah J. Arnold, Kiley S. Vinyard

The field of school psychology has long experienced personnel shortages with little indication of improvement in the near future. The current study seeks to build upon the literature investigating undergraduate awareness of the field, and target the population most likely to introduce undergraduates to school psychology, professors of psychology, education, and speech pathology. Researchers will discuss findings and implications for practitioners, students, and faculty for increasing school psychology awareness at the university level.

**PO414: Supporting School Psychology: Examining State Association Practices**  
Practice Model Domain(s): 10; Skill Level: II  
**Presenter(s):** Tonya B. Kliew, Ellsworth Community School District; Robert J. Dixon, University of Wisconsin-La Crosse; Kisten A. Gillespie, Lake Mills School District

The state association conducted a comprehensive survey of school psychologists in Wisconsin. We introduced the net promoter scale as a gauge of operational excellence and the opportunity to discover action steps to improve member satisfaction with the association. Other areas of the survey included job characteristics, professional development, and advocacy.

**PO456: Training School Psychology Graduate Students to Conduct a Preference Assessment**  
Practice Model Domain(s): 9; Skill Level: I  
**Presenter(s):** Sandra C. Pearson, Roderick D. O’Handley, & Cassandra J. Taylor, California State University San Bernardino

School psychologists may help teachers identify stimuli likely to function as reinforcers. In this study, a multiple baseline design was used to test the effects of behavioral skills training (BST) on three preservice school psychologists’ use of the multiple-stimulus without replacement (MSWO) preference assessment. BST resulted in large increases in implementation accuracy relative to baseline. All three participants maintained high implementation accuracy one week after training when given a self-monitoring checklist to reference during implementation.

**P0051: Leveraging School Involvement to Help Students Cope With Global Crises [D]**  
Practice Model Domain(s): 6; Skill Level: I  
**Presenter(s):** Sara R. Franklin-Gillette, Christina N. Wood, Eliana Rosenthal, & George J. DuPaul, Lehigh University

Experiencing an adverse event (e.g., family illness, financial stress) during childhood is a risk factor for maladaptive psychological and physical health outcomes. We looked at the positive relationship between more adverse events and increased stress as moderated by school involvement. Our findings suggest stronger school involvement may positively
affect the stress that students feel after they experience one or more adverse events. This is pertinent given current nationwide stressors, including COVID-19 and race-related violence.

**P0056: Stress, Self-Care, and Job Satisfaction Among School Personnel**
Practice Model Domain(s): 4, 6; Skill Level: I
Presenter(s): Samantha Baculy, Shuci Wu, & Cliff (Yung-Chi) Chen, Queens College

How important is self-care for school personnel? This study investigated the relationship between stress and job satisfaction in school personnel, and the role of self-care in mediating the potentially negative effects of stress on job satisfaction. We will discuss the sources of stress affecting school personnel and the implications for self-care in the poster presentation. Participants will learn the definition(s) of self-care, importance of self-care, and practices that promote self-care among school personnel.

**P0080: Integrating Mental Health Literacy Into Social–Emotional Learning**
Practice Model Domain(s): 4; Skill Level: I
Presenter(s): Colby Tibbitts, University of Northern Iowa

In order for students to gain mental health literacy, school-based programs that focus on such is needed in schools. Mental health issues are common among youth, so it is critical that they are provided the appropriate information and supports to educate them on mental health. Mental health literacy can be integrated into social–emotional learning programs through their shared similar goals, content, and implementation strategies.

**P0111: Addressing COVID-19 Impact on Undergraduate Need for Mind Body Health [D]**
Practice Model Domain(s): 4, 9; Skill Level: I
Presenter(s): Melissa A. Bray, Aarti P. Bellara, & Emily L. Winter, University of Connecticut; Johanna deLeyer-Tiarks, Adelphi University
Contributor(s): Lauren E. Gammie, Katherine R. Nelson, Lea A. Theodore

Amidst COVID-19, undergraduates were left without traditional supports for mind, body, and health. This presentation will offer national survey results on college students’ use of mind body health interventions prior to, and during, COVID-19. Participants will learn how use of holistic well-being services, normally accessible in person from students’ institutions, were changed with school closures. Further, this presentation will assist practitioners in considering potential supports for student well-being in future school closures and crises.

**P0148: Mindfulness Activities as Emotional Support During Oral Reading Fluency Interventions**
Practice Model Domain(s): 3, 4; Skill Level: I
Presenter(s): Lauren A. Steinhoff, University of Wisconsin-Eau Claire
Contributor(s): Michael I. Axelrod

Reading is a core subject taught in elementary school, yet students may feel anxious to read aloud in front of teachers or peers. Mindfulness-based practices are a growing topic in schools today; research has found these practices can decrease anxiety in students. Do mindfulness-based practices help ease these fears of students and promote increased oral reading fluency? Results of an oral reading fluency package with a quick four minute mindfulness practice will be presented.

Practice Model Domain(s): 6; Skill Level: II
Presenter(s): Kellie Menter, Moira J. Wendel, & Julia A. Ogg, Northern Illinois University
Contributor(s): Tessa Ritchie, Maria Rogers

Researchers have aimed to understand the associations between child characteristics and parenting practices for decades. The purpose of this poster is to present results from a study examining child behavior and parenting practices under the unique circumstances imposed on families due to COVID-19. Specifically, the study will discuss the relationship between child emotional and behavioral health and parenting practices, and whether mindful parenting moderates the relationship. Implications for research and practice will be discussed.

**P0271: Mental Health Screening Practices in Schools: A Multistate Investigation**
Practice Model Domain(s): 4, 6; Skill Level: II
Presenter(s): Brandon J. Wood & Faith E. Ellis, University of Toledo, Elizabeth Koval, Central Michigan University

Results of a multistate study investigating mental health screening practices in schools will be shared. Information about mental health screening and the imperative role school psychologists have in supporting implementation efforts will be offered. Attendees will be encouraged to ask questions about and share their experiences with mental health screening in schools.
P0318: Do Mental Health Awareness Trainings Work: Outcomes and Future Directions [D]
Practice Model Domain(s): 6; Skill Level: I
Presenter(s): Alexis M. Sanchez & Nathaniel von der Embse, University of South Florida

Mental health problems have increased in prevalence leading to negative outcomes for youth. School-based mental health interventions offer the benefit of early intervention and prevention yet depend on teachers’ ability to recognize risk. The Youth Mental Health First Aid (Y-MHFA) program teaches adults how to provide aid to students with mental health concerns or in a crisis. This poster presentation will examine Y-MHFA educator outcomes, such as mental health knowledge and implications for future programs.

P0357: Predictors of Adolescent Well-Being During the COVID-19 Pandemic [D]
Practice Model Domain(s): 4; Skill Level: I
Presenter(s): Xueqin Lin & Chunyan Yang, University of California, Berkeley
Contributor(s): Raymond Q. Vo

The present study investigated the risk and protective factors associated with adolescent’s mental health well-being based on the survey data reported from parents of Chinese American adolescents during the COVID-19 pandemic. Results showed that adolescent’s internalizing and externalizing problems were positively associated with parents’ discrimination experience and incendiary family communication but negatively associated with adolescents’ distance learning engagement and affirming family communication. Only parents’ discrimination experience and distance learning engagement predicted adolescents’ mental health.

P0371: School With Food Allergies: A Survey of Students and Caregivers [D]
Practice Model Domain(s): 1, 6; Skill Level: II
Presenter(s): Sadie C. Cathcart, Lindsay M. Fallon, & Stacy L. Bender, University of Massachusetts Boston
Contributor(s): Gonzalo Bacigalupe, Michael Pistiner

Food allergies have recently increased in prevalence, now affecting approximately two children per U.S. classroom (Gupta et al., 2018). Questionnaire data presented in this poster capture experiences of school-based allergy management among third through fifth grade students with food allergies and their primary caregivers in relation to perceptions of school policy and rules, sources of support, and emotional and environmental considerations. Implications for school counselors, psychologists, and educators are highlighted.

P0448: Identifying and Alleviating Traumatic Stress Symptoms in Students With Diabetes
Practice Model Domain(s): 4, 7; Skill Level: II
Presenter(s): Carolyn R. Tureaud & Michelle M. Perfect, University of Arizona

Adverse childhood experiences has been a commonly explored topic in research. However, most studies that have examined risk factors that have fallen short because they have neglected to incorporate or consider school-related contributors, health components, and demographics that influence traumatic stress symptoms and its related symptoms in the population of youth with type 1 diabetes. Therefore, this study will analyze what predictors will influence the risk of this sample being diagnosed with traumatic stress symptoms.

P0004: Job Stress: Investigating the Effect of Teacher-Perceived Work Environment
Practice Model Domain(s): 2, 5; Skill Level: II
Presenter(s): Zachary A. Bella, Glenna Gransee, & Kathleen L. Monahan, University of Wisconsin-Milwaukee
Contributor(s): Karen C. Stoiber

The present study used teacher-level variables to predict teacher-perceived job stress through hierarchical linear modeling. A nationwide survey was distributed to teachers in Educare, an early childhood education learning network, to analyze perceived work environment, depression, position, and health. Findings highlight the importance of both systems of support for teachers and efforts to improve overall work environment. Results of the study may intrigue practitioners engaged in consultative practice, administration, and researchers investigating factors of teacher turnover.

P0013: An Exploration of Factors Impacting Utilization of School-Based Behavioral Consultation
Practice Model Domain(s): 2; Skill Level: II
Presenter(s): Chung-Hau Fan & Yanchen Zhang, Idaho State University, Ya-Ting Juang, University of Taipei, Nai-Jiiin Yang, Utah State University

Behavioral consultation (BC) is an efficient tool for mental health service provision but remains underutilized in schools. This study applied the theory of planned behavior (TPB)
and found peer behavioral norms, such as positive outcome expectation and capacity of implementing recommended strategies, perceived by school consultants is significantly correlated with their engagement in BC. Also, one’s supportive attitude toward BC was positively correlated with education level, work experience, and perceived behavioral control for BC implementation.

P0023: Teacher-Friendly Behavioral Interventions for the Consulting School Psychologist
Practice Model Domain(s): 2, 4; Skill Level: II
Presenter(s): Andrea E. Sikavi, Mackenzie Nelson, Jacob P. Barry, & Robyn B. Bratica, William James College

Evidence- and function-based interventions demonstrate enhanced student success and promote desirable behavior change. FBAs were conducted on three students to gather data about antecedents and consequences of interfering behaviors in the classroom setting. Interventions were specifically selected for the three students based upon the nature and function of the presenting interfering behaviors. After attending this presentation, participants will understand the selection of the interventions and will be able to consult with teachers regarding their use.

P0034: Social Validity of Supports for English Learners: A Pilot Study [D]
Practice Model Domain(s): 2, 8; Skill Level: II
Presenter(s): Sarina Roschmann & Sara E. Witmer, Michigan State University

This poster will provide an overview of social validity and the associated Usage Rating Profile-Intervention (URP-I; Briesch et al., 2013), a tool developed for school settings. Findings from a pilot study using the URP-I for instructional supports for English learners (ELs) will be discussed. The poster will increase participants’ knowledge of social validity and provide an example of applying this flexible measurement tool for new populations and domains.

P0037: Parents as Partners: Implementing Interventions at Home During School Closures [D]
Practice Model Domain(s): 6, 7; Skill Level: I
Presenter(s): Lee E. Pruett, Alum Rock Union School District

This poster will address the results of the initial implementation of parent trainings on behavior and evidence-based academic interventions at a TK–8 school. The presenter will provide a brief overview of the structure and content of the parent trainings. Initial participant rating scale data and qualitative feedback will be presented as a part of the program evaluation.

P0046: Building the MTSS Pyramid: Supporting the People Who Construct It
Practice Model Domain(s): 2, 5; Skill Level: II
Presenter(s): Jose M. Castillo, Rachael E. Hite, Nicholas L. Scheel, & Lora Williams, University of South Florida
Contributor(s): Joseph D. Latimer

Many districts and states mandate MTSS to facilitate student growth. We conducted a systematic review on educators engagement in professional learning to facilitate MTSS implementation. This presentation will report the effects of professional learning designs on educator and MTSS implementation outcomes. The presentation also will summarize key issues that influence professional learning effectiveness. Participants will learn how the literature indicates professional learning should be conducted to impact educators’ capacity to implement MTSS with fidelity.

P0047: An Examination of Preservice Consultant Trainees Consultation Self-Efficacy in Taiwan [D]
Practice Model Domain(s): 2; Skill Level: I
Presenter(s): Chung-Hau Fan & Yanchen Zhang, Idaho State University; Ya-Ting Juang, University of Taipei; Nai-Jin Yang, Utah State University

It is critical to consider cultural differences in school-based consultation training and service provision. This study developed a new questionnaire with 10 culturally sensitive scenarios to assess the development of consultation self-efficacy in Taiwan. The results based on 428 Taiwanese school counselor trainees showed high internal consistency (α = .89). The questionnaire was also significantly correlated with the Consultation Self-Efficacy Scale (r = .68, p < .01), showing adequate concurrent validity. Practical implications were discussed.

P0059: Teacher Perceptions of PBIS Coaching: An Exploratory Investigation
Practice Model Domain(s): 2, 6; Skill Level: I
Presenter(s): Nina E. Ventresco & Patricia H. Manz, Lehigh University

Adapted from Reinke et al.’s (2008) Classroom Check-Up, the Classroom Check-Up-PBIS (CCU-PBIS) is a coaching model designed to enhance teachers’ fidelity of classroom PBIS implementation. This exploratory study reports the results of a survey on teacher perceptions of the CCU-PBIS’ social validity (i.e., acceptability, feasibility). Attendees will learn how to tailor coaching and consultative processes so they are maximally acceptable to teacher participants.
PO136: Parents as Teachers During COVID-19
Practice Model Domain(s): 7; Skill Level: I
Presenter(s): Julie A. Grossman, Prince George’s County Public Schools
Contributor(s): Elyse R. Grossman, Susan Sonnenschein
Following U.S. school closures in March 2020 due to the coronavirus (COVID-19) pandemic, parents had to play substantially larger roles in their children’s education than before. Little knowledge exists, however, about the resulting home learning environment during COVID-19. Attendees of this poster will learn what distance learning practices parents have engaged in during COVID-19 and how such practices have varied. Such information may provide implications for future research, practice, and educational reform.

PO145: National Review of State-Level Guidance for Effective Family Engagement
Practice Model Domain(s): 7; Skill Level: I
Presenter(s): Eliza S. Godfrey, Megan J. Kaul, & Stanley A. Garbacz, University of Wisconsin—Madison
Contributor(s): Hannah C. Dorshorst, Carly Holtzman
Researchers, educators, and policy makers know that family engagement is beneficial for student success. However, little is known about the guidance that state education agencies (SEAs) provide on how to promote effective family engagement. This presentation highlights findings from a nationwide review of family engagement guidance from SEAs. Attendees will learn the extent to which guidance is provided nationally, the way in which states conceptualize family engagement, and implications for research, practice, and policy.

PO152: Behavioral Consultation With Teachers: Bridging the Perspective Gap
Practice Model Domain(s): 2; Skill Level: I
Presenter(s): Garry D. Wickerd & Hannah K. Luken, University of Southern Maine
To effectively consult with teachers, school psychologists need to be aware of the values that guide teacher responses to behavior problems. A survey of teachers was conducted to explore the values that guide teacher disciplinary responses. Attendees will gain greater knowledge of teacher values surrounding discipline to be able to consult more effectively regarding behavioral management strategies.

PO153: Trauma Training: Impacting Preservice Early Childhood Educators’ Attitudes and Knowledge
Practice Model Domain(s): 6; Skill Level: I
Presenter(s): Sierra L. Caine & Jocelyn H. Newton, University of Wisconsin-La Crosse
Approximately 70% of children experience three or more adverse childhood experiences by age six, which can be associated with negative impacts on their learning and development (Clarkson Freeman, 2014). This study aims to analyze the impact of trauma-informed care (TIC) training on preservice early childhood (EC) educators’ attitudes and knowledge of TIC.

PO169: Family–School Partnerships: Cultural Differences in Parent Perception [D]
Practice Model Domain(s): 7; Skill Level: II
Presenter(s): Lauren M. Hendrickson & Daniel M. Hyson, University of Wisconsin-La Crosse
To improve family–school partnerships, we must address and identify obstacles to parent participation within the schools, provide options for involvement that match each family’s motivations, interests, and abilities, and inform families of ways to support their child (Jonak, 2014). The purpose of this study is to better understand these relationships and cultural differences that impact families’ perceptions of family–school partnerships. School psychologists can then support their school’s formation and sustainability of effective partnerships with families.
P0227: Interdisciplinary Behavioral Consultation: Preparing Graduate Students for Interdisciplinary Careers
Practice Model Domain(s): 2, 6; Skill Level: I
Presenter(s): Mari S. Bappé Radical Minds; Brianna K. Jensen & Madison M. Stivers, University of Nebraska Omaha
Contributor(s): Adam D. Weaver

As the need for behavioral health services increase, school psychologists are tasked with providing effective interventions to students and consulting with a variety of stakeholders. This session will describe an interdisciplinary training grant in which graduate students in school psychology, applied behavior analysis, and special education, work together to provide individual and systems-level behavioral intervention in public schools. Training experiences and program competencies will be discussed.

P0250: Exploring Social Validity of Universal Behavior Screening in Elementary Schools
Practice Model Domain(s): 2, 6; Skill Level: I
Presenter(s): Quynh D. Wellons, Georgia State University
Contributor(s): Andrew T. Roach, Emily Graybill

This study highlights the impact of social validity on universal behavior screening. Sixty school personnel from one district reported their perceptions via an online survey. Although participant ratings of acceptability and feasibility were generally high, usability ratings were mixed. Results demonstrated significant differences in usability scores based on the grade taught and primary role of school personnel and suggested the need for increasing staff buy-in to enhance the quality and accuracy of screening data.

P0252: Strategies to Improve Home–School Collaboration With Military-Connected Stakeholders
Practice Model Domain(s): 2, 7; Skill Level: I
Presenter(s): Brandon J. Wood & Kaitlyn M. Inniger, University of Toledo

This session aims to (a) summarize challenges of the military lifestyle for student and families, (b) emphasize and highlight the importance of home-school collaboration efforts and strategies with military families, and (c) equip school psychologist practitioners and other educational stakeholders with resources, ideas, and direct links for supporting military-connected youth.

P0265: Consultation in Early Childhood: PBIS and SEL Screening and Support
Practice Model Domain(s): 2; Skill Level: II
Presenter(s): Caitlin L. Bourgaize-Saunderson & Sarah A. Fefer, University of Massachusetts Amherst
Contributor(s): Sara A. Whitcomb

This presentation features a consultative model for early childhood screening and PBIS/SEL integration through solidified Tier 1 supports, relevant for practitioners and researchers. An introduction exploring foundational PBIS, SEL, and consultation literature will be included, in addition to information regarding early childhood screening measures and Massachusetts SEL standards. The consultative process will be documented through the problem-solving model, detailing collaborative and system-based action steps taken for screening, data analysis, Tier 1 supports, and evaluation.

P0288: Understanding Parents of Children With Disabilities’ Motivation for Homework Involvement [D]
Practice Model Domain(s): 7; Skill Level: I
Presenter(s): Tyler A. Womack, University of California, Riverside

Evidence suggests that parent involvement can improve the homework completion and achievement of children with disabilities (Zhang et al., 2001). However, few studies have examined factors associated with homework involvement with this population (Frew et al., 2013). This study examined predictors of homework involvement from a national sample in the Parent and Family Involvement survey (2016). Preliminary results will be discussed, along with recommendations for how school professionals can facilitate effective home-school partnerships.

P0296: Understanding the Role of Racial Diversity in School-Based Consultation [D] [PS]
Practice Model Domain(s): 2; Skill Level: II
Presenter(s): Andryee Clinkscales, Michigan State University
Contributor(s): Courtenay A. Barrett

Disparities between the educational outcomes of students of color and their White peers has persisted across decades. Attendees will learn the school-based consultation strategies used with diverse individuals to mitigate these outcomes and be provided with the results of a study that analyzed the impact of racial diversity on school psychologists’ perceptions in school-based consultation. The discussion in this session will prompt participants to reflect on the influences of cultural variations in the consultation process.

P0303: Parent Perspectives of Disability and Home–School Communication
Practice Model Domain(s): 2, 10; Skill Level: I
Presenter(s): Erin L. Schreiner, University of Wisconsin-Eau Claire
Contributor(s): Melissa Coolong-Chaffin

Communication is important to collaboration between caregivers and school staff. How do caregiver perceptions of home-school communication relate to student’s disability category? We will discuss survey results from parents of students receiving special education services, specifically reporting on frequency of contact, method of communication, and overall satisfaction with communication. Practitioners will learn how these ratings vary in association with disability category along with the implications for family-school collaboration.
**PO316: Consideration of Early Intervention Consultation Frameworks in School Psychology**

Practice Model Domain(s): 2, 7; Skill Level: II  
**Presenter(s):** Chloe A. Beacham & Andrew T. Roach, Georgia State University  
**Contributor(s):** Kathleen M. Baggett

School psychologists receive training in providing evidence-based consultation within K–12 contexts as well as training in human development. However, there are limited training opportunities to obtain practical experiences in evidence-based consultation with caregivers of infants and toddlers and with the early learning personnel that serve them. This poster will review the application of evidence-based consultation frameworks within early intervention settings and graduate training needs. Implications for providing consultation within early intervention services will be discussed.

**PO360: CBC-XR: Supporting a Student With ADHD Across a Grade-Level Transition**

Practice Model Domain(s): 2, 7; Skill Level: II  
**Presenter(s):** Matthew J. Gormley, Cassidy Spradlin, Rebecca A. Overfield, & Lauren Scanlan, University of Nebraska – Lincoln  
**Contributor(s):** Susan M. Sheridan

Students with attention deficit hyperactivity disorder (ADHD) experience enduring difficulties in academic, behavior, and social domains. Few studies have addressed long-term behavioral treatment across the school and home settings for students with ADHD. This study utilized conjoint behavioral consultation (CBC) to facilitate the grade-level transition of a student with ADHD. Results suggest that CBC effectively maintained behavioral gains across a grade-level transition. Additionally, CBC was both feasibly implemented and acceptable to parents and teachers.

**PO403: Proactive Restorative Consultation: An Approach to Engaging Latinx Families [D]**

Practice Model Domain(s): 2, 7; Skill Level: II  
**Presenter(s):** Jacqueline M. Eddy, Samuel Y. Song, & Heather M. Thompson, University of Nevada, Las Vegas

Early childhood education programs are integral to a child’s development and school readiness. This is especially true for families from culturally diverse backgrounds such as Latinx populations. Restorative justice practices allow school consultants to build communicative relationships between families and educators. Thus, bridging the gap between the school and the diverse families they serve. This research provides a literature review of consultation practices in early childhood education programs and outlines a restorative approach to consultation.

**PO404: Teleconsultation With Parents on Task Completion During COVID-19**

Practice Model Domain(s): 2; Skill Level: I  
**Presenter(s):** Raveen Gill, NA; Cheyenne M. Rede, California State University, Fresno

COVID-19 has impacted student learning behaviors because of the transition from in-person learning in school to virtual learning or self-completing packages at home. The different home ecology created many challenges for student task completion. Consultee-centered teleconsultation was used to develop behavioral interventions that highlight contingent reinforcement and goal setting. Attendees will learn how to implement consultee-centered teleconsultation with parents and how to utilize home ecological variables to help increase students’ on-task behavior and task completion.

**PO407: Meeting the Need: Rural Parent Preferences for School-Based Trainings**

Practice Model Domain(s): 7, 9; Skill Level: II  
**Presenter(s):** MacKenzie D. Sidwell, Leah J. Arnold, & Kiley S. Vinyard, Western Illinois University

Schools may use parent trainings or opportunities for learning and development that help families to better understand or support their child as a method to encourage family–school partnerships. However, in highly controlled clinical and university settings, it has been found that getting parents to enroll and engage in such programs can be difficult. The current study seeks to investigate topics and settings families would be interested in for school-based training in a rural context.

**PO413: Ready or Not, Here Comes MTSS: Are Preservice Teachers Trained**

Practice Model Domain(s): 2, 5; Skill Level: II  
**Presenter(s):** Jamie L. Yarbrough, Shelby B. Spencer, & Alisa M. Conrady, Appalachian State University

Multitiered system of supports (MTSS) is a framework that addresses academic, behavioral, and mental health needs of students. MTSS knowledge is vital to ensure implementation fidelity. Research indicates that educators lack knowledge of MTSS, resulting in misuse of the framework. This study will determine whether future educators are prepared to use MTSS, whether preparation comes from coursework and/or field experiences, and if differences exist in MTSS preparation between special education and general education preservice teachers.
**P0416: Check-In to School, Check-Out From Behavior in the SDC Setting**
Practice Model Domain(s): 1, 2; Skill Level: II
Presenter(s): Hanah Sargent, CSU Fresno

A Check-In Check-Out (CICO) system is used in one behavioral intervention case to decrease disruptive behaviors of a seventh-grade special education student. Results found that goals were not met and the problem behavior did not decrease due to low treatment fidelity and student absenteeism. Attendees will learn how to implement a CICO system at the secondary special education level.

**P0430: Helping Parents Improve Children’s Behavior Through Teleconsultation During a Pandemic**
Practice Model Domain(s): 2, 7; Skill Level: II
Presenter(s): Norma J. Gomez, Jaspreet K. Bhathal, & Kati A. Kochevar, California State University, Fresno

The purpose of this presentation is to inform practitioners and researchers how to help parents implement behavior interventions anchored on antecedent manipulation to decrease behavior problems in the home setting through teleconsultation. Three distinct parent-consultation cases will be discussed in this poster presentation. Participants will gain knowledge of the benefits and limitations of teleconsultation during a global pandemic through real-life examples.

**P0461: Attitudes Matter: Multilevel Associations of Leadership, Climate, and Teachers’ Attitudes**
Practice Model Domain(s): 2, 5; Skill Level: II
Presenter(s): Yanchen Zhang, University of Wisconsin-La Crosse
Contributor(s): Clayton R. Cook

This multilevel study deciphered relationships among school leadership, climate, and teacher attitudes towards evidence-based practices (EBPs). Learn how teachers’ attitudes develop and change via experiential appraisals of school-level climate and leadership and how to devise interventions or trainings to enhance school-wide implementation fidelity, student outcomes and cost-effectiveness of EBPs within MTSS.

**P0465: School Leadership, Educators’ Beliefs, and Fidelity: A Mediation Analysis**
Practice Model Domain(s): 2, 5; Skill Level: II
Presenter(s): Yanchen Zhang, University of Wisconsin-La Crosse
Contributor(s): Clayton R. Cook

School-based implementation research identified key determinants for the successful implementation of evidence-based practices (EBP) and improved student outcomes under MTSS. However, the functional mechanism of how those determinants interact remains unknown. This study examined the extent to which educators’ beliefs towards EBPs mediate the relationship between school leadership, climate, and implementation fidelity. Come to learn how to devise consultations and interventions targeting educators’ supportive beliefs to enhance fidelity for optimal student outcomes.
The NASP Online Learning Center makes it easy for you to fit quality, documented CPD* into your day. Watch anywhere you have Internet access for up to 120 days after purchase.

**Popular categories include:**

- Legal and ethical issues
- Mental and behavioral health
- Diversity/multicultural issues
- School safety and crisis

**NCSPs:** Find sessions that meet your ethics/legal CPD requirement.

*Sessons in the NASP Online Learning Center provide NASP-approved CPD. NASP is also approved by the American Psychological Association to sponsor continuing education for psychologists. NASP maintains responsibility for this program and its content.*