

TASP 2025 Summer Institute

**Shifting Our Lens
to Positively Impact
Mental Health**

Summer Institute Program

JUNE 19-20, 2025

2025 SUMMER INSTITUTE



CONTENTS

page
2

SUMMER INSTITUTE AGENDA

page
4

KEYNOTE SESSION

page
5

FEATURED SESSIONS

page
10

SPEAKER BIOS

page
14

FREQUENTLY ASKED QUESTIONS

AGENDA

Thursday, June 19, 2025

- | | |
|---|---|
| 7:00 a.m. – 8:00 a.m. | Continental Breakfast |
| 8:00 a.m. – 8:15 a.m. | WELCOME |
| 8:15 a.m. – 11:30 a.m. | KEYNOTE
<i>Expanding the Reach and Impact of School Mental Health Services</i>
<i>Dr. Clay Cook</i> |
| 11:30 a.m. – 12:45 p.m. | Lunch On Your Own |
| 12:45 p.m. – 2:45 p.m.
Featured Sessions | FS01: <i>Low-Burden, High-Impact Mental Health Services</i>
<i>Dr. Clay Cook</i>

FS02: <i>School Mental Health Services within MTSS 1: Assessment Practices Across Settings, Outcomes, and Case Coordination</i>
<i>Brad Niebling, Ph.D.</i> |
| 2:45 p.m. – 3:00 p.m. | Break |
| 3:00 p.m. – 5:00 p.m.
Featured Sessions | FS03: <i>Rest and Reset – You Are the Intervention: An Introduction to SKY School Breathwork for YOU and Your Students</i>
<i>Dr. Susan Ramsundarsingh, Elan Gepner-Dales, & Shubha Dugard</i>

FS04: <i>From Crisis to Connection: Supporting Students in a Transcrisis State</i>
<i>Sarah K. Howell, LCSW-S</i> |

AGENDA

Friday, June 20, 2025

7:30 a.m. – 8:30 a.m. Continental Breakfast

8:30 a.m. - 10:30 a.m. **FS05: Supervisor Series: Guiding Excellence: Planning for an Effective Supervision Experience**
Featured Sessions
Nicole Price, School Psychologist, LSSP, NCSP

FS06: Empowering Foreign-Born Families: The Role of School Based Mental Health Service Providers
Dr. Selma d. Yznaga

10:30 a.m.-10: 45 a.m. Break

10:45 a.m. - 12:45 p.m. **FS07: School Mental Health Services within MTSS 2: Plan Development and Treatment/Intervention Options Across Settings**
Featured Sessions
Brad Niebling, Ph.D. & Shannon Suldo, Ph.D.

FS08: The Science of Success-New Tools to Reduce Stress and Improve Performance for Youth
Dr. Susan Ramsundarsingh, Elan Gepner-Dales, & Shubha Dugard

Pre-Recorded Sessions (On-Demand)

FS09 Principled Oversight: Ethics in Supervising School Psychologists
Nicole Price, School Psychologist, LSSP, NCSP

FS10: How We Work with Youth Matters - Self Care, Energy and Presence in our Work at Schools: 3 Short Student Support Workshops from SKY Schools
Dr. Susan Ramsundarsingh, Elan Gepner-Dales, & Bill Herman



KEYNOTE SESSION

Expanding the Reach and Impact of School Mental Health Services ***Dr. Clay Cook***

This keynote will explore strategies to expand the workforce dedicated to delivering school-based mental health services, emphasizing the critical link between increased capacity and increased access for students. By broadening the pool of educators, staff, and community partners who are equipped to support mental health, schools can ensure that more students receive the help they need. The presentation will focus on practical approaches to empower a wider range of individuals to take up the torch, ultimately enhancing the reach and impact of these essential services. The goal is to build a sustainable model where mental health support is integrated into the fabric of school communities, ensuring that no student is left without the care they need.

Learning Objectives:

- 1) Identify Workforce Expansion Strategies: Participants will learn to recognize and implement effective strategies for increasing the number of educators, staff, and community partners dedicated to delivering school-based mental health services. Participants will learn prevention-oriented approaches to assessment that include universal screening and progress monitoring for children with social, emotional, and behavioral concerns.*
- 2) Enhance Capacity and Access: Participants will understand the relationship between workforce capacity and student access and acquire methods to effectively increase both within their school settings.*
- 3) Develop Sustainable Integration Models: Participants will gain the skills to create and sustain models that seamlessly integrate mental health support into the fabric of school communities, ensuring long-term access and improved student outcomes.*

Intended NASP Domains: *Domain 4: Mental and Behavioral Health Services and Interventions, Domain 5: School-Wide Practices to Promote Learning, Domain 6: Services to Promote Safe and Supportive Schools, Domain 7: Family, School, and Community Collaboration, Domain 8: Equitable Practices for Diverse Student Populations, Domain 9: Research and Evidence-Based Practice*

Workshop Skill Level: *Introductory*



FEATURED SESSIONS

FS01: Low-Burden, High-Impact Mental Health Services, Dr. Clay Cook

In this presentation, we will explore the critical importance of selecting mental health practices that are both low-burden and high-impact, ensuring that they are practical for implementation while yielding significant benefits. We'll discuss how high-burden practices, despite their potential effectiveness, often prove too cumbersome for consistent application, while low-impact practices fail to deliver a meaningful return on investment. Attendees will learn how to strategically choose and implement low-burden, high-impact practices within a multi-tiered system of support (MTSS), with a focus on tangible, actionable strategies at each tier. This session will empower participants to optimize mental health services in their schools or organizations, resulting in better outcomes for both students and staff.

Learning Objectives:

- 1) *Evaluate Mental Health Practices: Participants will learn to assess and differentiate between low-burden, high-impact practices and those that are high-burden or low-impact, ensuring effective implementation in school settings.*
- 2) *Strategically Implement Practices within MTSS: Participants will understand how to select and apply low-burden, high-impact mental health practices across the tiers of a multi-tiered system of support (MTSS), optimizing outcomes for students.*
- 3) *Enhance School-Based Mental Health Services: Participants will gain actionable strategies to increase the effectiveness and efficiency of mental health services in their schools or organizations, leading to improved student and staff well-being.*

Intended NASP Domains: *Domain 2: Consultation and Collaboration, Domain 4: Mental and Behavioral Health Services and Interventions, Domain 5: School-Wide Practices to Promote Learning, Domain 6: Services to Promote Safe and Supportive Schools, Domain 7: Family, School, and Community Collaboration, Domain 8: Equitable Practices for Diverse Student Populations, Domain 9: Research and Evidence-Based Practice*

Workshop Skill Level: *Introductory*

FS02: School Mental Health Services within MTSS 1: Assessment Practices Across Settings, Outcomes, and Case Coordination, Brad Niebling, Ph.D.

Multi-tiered systems of support (MTSS) are an evidence-based system for allocating resources based on student needs. Central to this purpose is collecting data on a variety of social, emotional, behavioral, and mental health factors across to inform that decision making. Key considerations in this session include different settings, outcomes, and case coordination.

Learning Objectives:

- 1) *Review Assessment Practices: Participants will gain knowledge of effective assessment practices for evaluating mental health needs across different educational settings.*
- 2) *Analyze Outcomes: Participants will learn to analyze and interpret assessment outcomes to inform and adjust mental health services within the MTSS framework.*
- 3) *Utilize Data for Decision Making: Participants will explore methods for using assessment data to guide decision-making and improve the effectiveness of mental health services in an MTSS context..*

Intended NASP Domains: *Domain 1: Data-Based Decision Making, Domain 4: Mental and Behavioral Health Services and Interventions, Domain 5: School-Wide Practices to Promote Learning*

Workshop Skill Level: *Intermediate*



FEATURED SESSIONS

FS03: Rest and Reset – You Are the Intervention: An Introduction to SKY School Breathwork for YOU and Your Students, Dr. Susan Ramsundarsingh, Elan Gepner-Dales, & Shubha Dugard

In this interactive SKY Schools workshop, participants will experience firsthand the transformative power of breathwork to regulate the nervous system, reduce stress, and build resilience. Through guided breathing exercises, wellness practices, and mental performance strategies, attendees will learn how to incorporate simple yet effective interventions into their daily routines and professional practice. The session will emphasize the theme that **“you are the intervention”**—highlighting the importance of self-care and emotional regulation for educators and school psychologists. SKY Schools breathwork experts will share practices and ways to bring them to your students.

Learning Objectives:

- 1) *Identify and experience evidence-based breathwork techniques that can regulate the nervous system, reduce stress, and enhance energy levels for both educators and students.*
- 2) *Understand and explore the role of educator wellness as a foundation for student success, and understand how embodying calm and resilience can positively influence school culture and mental health outcomes.*

Intended NASP Domains: *Domain 2: Consultation and Collaboration, Domain 4: Mental and Behavioral Health Services and Interventions, Domain 5: School-Wide Practices to Promote Learning, Domain 6: Services to Promote Safe and Supportive Schools, Domain 8: Equitable Practices for Diverse Student Populations, Domain 9: Research and Evidence-Based Practice*

Workshop Skill Level: *Intermediate*

FS04: From Crisis to Connection: Supporting Students in a Transcrisis State, Sarah K Howell, LCSW-S

In today’s school systems, mental health professionals are increasingly navigating environments where students experience persistent emotional vulnerability, as crises emerge in rapid succession with little opportunity for regulation—what is now recognized as a transcrisis state. These are not isolated incidents, but cumulative responses to chronic stress, trauma, and systemic inequities. This session will explore how to support diverse student populations through a collaborative, culturally responsive, trauma-informed, and client-driven framework. Participants will be introduced to creative, brief interventions—including rapport-building tools, co-regulation strategies, and classroom-based supports—grounded in evidence-based practices. Emphasis will be placed on practical strategies for assessment and intervention across the spectrum of urgent student needs, with the goal of shifting from reactive crisis management to sustainable connection and care.

Learning Objectives:

- 1) *Define the concept of a transcrisis state and recognize its presentation within diverse student populations navigating chronic stress, trauma, and systemic inequities.*
- 2) *Utilize trauma-informed and culturally responsive approaches to assess student needs, with attention to communication styles, contextual stressors, and barriers to disclosure.*
- 3) *Implement brief, creative, and evidence-based interventions that support emotional regulation, relationship-building, and sustainable care across school-based settings.*

Intended NASP Domains: *Domain 4: Mental and Behavioral Health Services and Interventions, Domain 7: Family, School, and Community Collaboration, Domain 8: Equitable Practices for Diverse Student Populations*

Workshop Skills Level: *Introductory*



FEATURED SESSIONS

FS05: Supervisor Series: Guiding Excellence: Planning for an Effective Supervision Experience, Nicole Price, School Psychologist, LSSP, NCSP

Join me for an interactive workshop designed to transform your approach to supervision! Dive into the critical roles and responsibilities of supervisors and explore the significance of nurturing strong supervisory relationships by engaging in dynamic discussions and collaborative activities in order to learn skills needed to develop tailored supervision plans that promote professional growth, uphold ethical standards, and create a supportive work environment. Don't miss this opportunity to elevate your supervisory skills and make a lasting impact!

Learning Objectives:

- 1) Discuss supervision as an essential competency skill, including principles of supervision and characteristics of effective supervision.
- 2) Review the roles and responsibilities of a supervisor and the importance of the supervisory relationship.
- 3) Discuss and develop appropriate plans for supervision.

Intended NASP Domains: Domain 2: Consultation and Collaboration, Domain 10: Legal, Ethical, and Professional Practice

Workshop Skill Level: Intermediate

FS06: Empowering Foreign Born Families: The Role of School Based Mental Health Service Providers, Dr. Selma d. Yznaga

This presentation emphasizes the critical role of school-based mental health professionals in aiding foreign-born families, particularly amid increased immigration enforcement. Participants will explore how school-based mental health professionals can support families and students by providing information aimed at reducing the stress associated with the threat of deportation and detention. The presentation includes practical strategies and a toolkit of resources.

Learning Objectives:

- 1) *Participants will identify current immigration policies impacting foreign-born families and students.*
- 2) *Participants will create a toolkit of informational resources for families and students aimed at reducing stress related to current immigration policies.*

Intended NASP Domains: Domain 6: Services to Promote Safe and Supportive Schools, Domain 8: Equitable Practices for Diverse Student Populations

Workshop Skill Level: Intermediate



FEATURED SESSIONS

FS07: School Mental Health Services within MTSS 2: Plan Development and Treatment/Intervention Options Across Settings, Shannon Suldo, Ph.D & Brad Niebling, Ph.D.

Multi-tiered systems of support (MTSS) are a data-based system for allocating resources based on student needs. In Session 1, we addressed assessment practices to inform decision making. In this second session, we focus on how to use that data to select and implement evidence-based mental health supports and services in schools.

Learning Objectives:

- 1) Develop Comprehensive Plans: Participants will learn how to create detailed and effective mental health plans for students that align with MTSS frameworks.*
- 2) Explore Treatment/Intervention Options: Participants will review a range of treatment and intervention options suitable for various educational settings and how to apply these options within MTSS.*
- 3) Utilize Metrics for Evaluation: Participants will explore methods for using metrics to assess the effectiveness of mental health plans and interventions, ensuring continuous improvement and adaptability.*

Intended NASP Domains: *Domain 3: Academic Interventions and Instructional Supports, Domain 4: Mental and Behavioral Health Services and Interventions, Domain 5: School-Wide Practices to Promote Learning*

Workshop Skill Level: *Intermediate*

FS08: The Science of Success-New Tools to Reduce Stress and Improve Performance for Youth Dr. Susan Ramsundarsingh, Elan Gepner-Dales, & Shubha Dugard

In order to perform at their best levels, students and adults need tools to regulate emotions, energize, calm and focus their minds and improve their relationships. SKY Schools' will offer some of the recent research-based practices about the neuroscience of stress and performance. What are the best ways to hack the neuroscience of success? What are the best ways to build a culture and climate of wellness in your school community? How can we move from "drive by" professional development programs to integrated practices that help us rest our systems daily?

Learning Objectives:

- 1) Understand the nervous system of adults and students in schools.*
- 2) Understand and explore tier 1-3 mental health supports and what current research says about stress reduction as a tool for increased academic performance.*

Intended NASP Domains: *Domain 2: Consultation and Collaboration, Domain 3: Academic Interventions and Instructional Supports, Domain 4: Mental and Behavioral Health Services and Interventions, Domain 5: School-Wide Practices to Promote Learning, Domain 6: Services to Promote Safe and Supportive Schools, Domain 8: Equitable Practices for Diverse Student Populations, Domain 9: Research and Evidence-Based Practice*

Workshop Skill Level: *Intermediate*



FEATURED SESSIONS

FS09 Principled Oversight: Ethics in Supervising School Psychologists

Nicole Price, School Psychologist, LSSP, NCSP

Unlock the secrets to ethical supervision for School Psychologists with our engaging workshop! Explore school psychology supervision requirements, discover why supervision is a crucial competency skill, and learn the principles and characteristics that define effective supervision. We'll review the vital roles and responsibilities of supervisors and the importance of building strong supervisory relationships, engage in thought-provoking discussions to develop tailored supervision plans, and tackle ethical considerations including problems of professional competency, telesupervision, and confidentiality. Join us to elevate your supervisory skills and make a meaningful impact in your school community!

Learning Objectives:

- 1) *Explore school psychology supervision requirements and discuss supervision as an essential competency skill, including principles of supervision and characteristics of effective supervision.*
- 2) *Review the roles and responsibilities of a supervisor, the importance of the supervisory relationship, and learn how to develop appropriate plans for supervision.*
- 3) *Consider various aspects of ethics concerning supervision, including problems of professional competency, telesupervision, and confidentiality.*

Intended NASP Domains: *Domain 2: Consultation and Collaboration, Domain 10: Legal, Ethical, and Professional Practice"*

Workshop Skill Level: *Intermediate*

FS10: How We Work with Youth Matters - Self Care, Energy and Presence in our Work at Schools: 3 Short Student Support Workshops from SKY Schools, Dr. Susan Ramsundarsingh, Elan Gepner-Dales, & Bill Herman

Join us for three SKY Schools modules: Energy and Breath, Breathwork for Positive School Climate and All around mental performance. Participants will gain insights into how stress impacts learning, behavior, and long-term student success, and how to shift from the often stigmatized conversations on mental health, to a proactive and inspiring conversation on mental fitness, with practical skills. You will also gain new tools to improve your own wellbeing and presence as a counselor / educator.

Learning Objectives:

- 1) Identify and demonstrate key breathwork techniques that support increased energy, reduced stress, and improved emotional regulation in both educators and students.
- 2) Apply structured breathwork and wellness strategies to promote positive classroom climate, reduce disruptive behaviors, and enhance student engagement and self-regulation.
- 3) Develop practical coaching approaches for mental fitness, equipping participants with tools to shift student support from reactive mental health conversations to proactive strategies for academic focus, resilience, and long-term success.

Intended NASP Domains: *Domain 2: Consultation and Collaboration, Domain 4: Mental and Behavioral Health Services and Interventions, Domain 5: School-Wide Practices to Promote Learning, Domain 6: Services to Promote Safe and Supportive Schools, Domain 8: Equitable Practices for Diverse Student Populations, Domain 9: Research and Evidence-Based Practice*

Workshop Skill Level: *Intermediate*

KEYNOTE BIO

Dr. Clay Cook



Dr. Clay Cook is the Chief Development Officer at CharacterStrong. Previously, he held the John and Nancy Peyton Endowed Chair at the University of Minnesota, where he co-directed the Center for Applied Research and Educational Improvement. He also co-founded the School Mental Health Assessment, Research, and Training Center at the University of Washington. With over 110 peer-reviewed articles on social, emotional, and behavioral practices, Dr. Cook brings practical experience from his roles as a paraprofessional, middle school teacher, and school psychologist to help educators apply evidence-based strategies.



SPEAKER BIOS

Shubha Dugard

Shubha Dugard has spent the past decade deeply engaged in education—as a teacher, tutor, and business owner of a tutoring center in the Dallas area. An active volunteer in her daughters’ elementary and middle schools in Plano ISD, Shubha has also served as a PTA chair member, reflecting her deep commitment to community and student well-being. Beyond education, Shubha brings a rich background in textile design, screen printing, sales, and entrepreneurship. She is a proud mother of three daughters and has personally experienced the transformative power of SKY Breathwork and meditation in her own life. For the past two years, she has been a certified SKY Breathwork and Meditation Part 1 teacher and also teaches yoga for adults. She is currently completing her children’s yoga teacher training and pursuing a career in real estate.

Elan Gepner-Dales

Elan Gepner-Dales serves as the Executive Director of SKY Schools USA, an initiative of the International Association for Human Values (IAHV). Elan has overseen the creation of a sustainable and scalable program that has now been taught in 261 schools in 29 states across the US. He has worked closely with state and local governments on youth and population-wide mental health initiatives, including city-wide wellness programs. Elan regularly presents on the power of breathwork and meditation for individual, school, and community transformation at conferences such as Learning and the Brain, National School Board Association, State Conferences for School Superintendents, the Association for Recovery Schools and the International Bullying Prevention Conference. The intersection of all of Elan’s work is alleviating stress and violence in the lives of youth, leaders and communities in need. Elan graduated Magna Cum Laude with a BA in Art Semiotics from Brown University.

Bill Herman

Bill Herman, International Director of Teacher Training and Certification, has served for over 30 years as an educator, from the classroom to trauma zones, teaching arts and personal empowerment trainings. He has spent the last 20 years delivering programs that bring teens, young adults and educators the ability to manage their own mind and emotions, so they are more confident, healthy, peaceful, and responsible. After directing the Youth Leadership Training Program in North and South America, Bill founded YES! for Schools in 2007 and has empowered nearly 80,000 students and over 2,000 teachers in the US and started the program in 8 additional countries around the world. Bill holds a BA and MFA in Fine Arts from the School of Art Institute of Chicago.



SPEAKER BIOS

Sarah K. Howell, LCSW-S

Sarah K Howell, LCSW-S is the Executive Director of Survivors of Torture, Asylee, Refugee Support (STAR Support) a Houston based non-profit, and the Founder of STAR Counseling & Consultation, a clinical practice focused on complex trauma work using an integrative approach including EMDR and Sand Tray Therapy. Before managing STAR Support Sarah worked as the school social work supervisor at Las Americas Newcomer School and Jane Long Academy in Houston ISD for ten years. Sarah co-facilitates the Central American Minors working group in Houston, TX is an advocate for forced migrant trauma, gang involved immigrant youth and comprehensive trauma informed practices. She currently lives in Houston, TX with her 19 year old daughter and is finishing her Doctorate in Clinical Social Work at the University of Pennsylvania.

Brad Niebling, Ph.D.

I earned my PhD in educational psychology, with an emphasis in school psychology, from the University of Wisconsin-Madison. Trained in the scientist-practitioner model, I have spent my career bridging the divide between research and practice, with a focus on multi-tiered systems of support and implementation science. I have worked in schools, districts, Iowa's Area Education Agencies, the Iowa Department of Education, and the Scanlan Center for School Mental Health at the University of Iowa. I have helped build and implement systems for scaling evidence-based, policy-aligned practices. Including helping to lead the development of a more integrated system of social-emotional-behavioral health supports and services for Iowa's students and their families, including co-chairing the Children's Behavioral Health System Board. I am currently the project leader for the Mental Health Evaluation, Training, Research, and Innovation Center for Schools (METRICS).

Nicole Price, School Psychologist, LSSP, NCSP

With over 21 years of experience in public school education, Nicole D. Price is a passionate and skilled state-licensed and nationally certified School Psychologist; she served in the role of a campus/district-based School Psychologist for 14 years in the Texas public schools, with 5+ years as a Lead School Psychologist & Coordinator of Special Education Counseling. Currently, Mrs. Price is an Education Specialist in the Special Education Department at Region 4 Education Service Center in Houston, TX, where she provides professional development, leadership training, and technical assistance to evaluation personnel, special education teachers, and campus/district administrators in the Greater Houston area and around the state. Nicole's mission is to empower educators with the knowledge, skills, and tools to effectively serve students with diverse needs and abilities.



SPEAKER BIOS

Dr. Susan Ramsundarsingh

Professor and SKY Schools Board Member, Susan has 23 years of social work experience. Her practice experience includes social policy, community development, fundraising, nonprofit management, school-based wellness programming, and gang prevention with immigrant and refugee youth. Susan has led local, national and international research projects and engaged in policy change at all levels of government including presenting her research to the Canadian Senate Committee on Charities. She is currently a professor of social work. Her research focus is holistic approaches to school mental health including the power of breathwork for healing and building resilience.

Shannon Suldo, Ph.D.

Shannon Suldo, PhD, is a Professor of School Psychology and a Licensed Psychologist at the University of South Florida. She is also Co-Executive Director of the School Mental Health Collaborative (SMHC): Research, Training, and Technical Assistance Center within the College of Education. She graduated with a Ph.D. in School Psychology from the University of South Carolina in 2004. Her research interests include promoting students' complete mental through evidence-based interventions to increase positive emotions, decrease negative emotions, and build relationships.

Dr. Selma d. Yznaga

Selma de Leon-Yznaga is a professor in the Department of Counseling at The University of Texas Rio Grande Valley, one of the nation's largest Hispanic Serving Institutions. She serves as a co-principal investigator on three Department of Education mental health service grants focusing on training school-based mental health service providers. Dr. Yznaga is the founder of Texas Counselors for Social Justice, the Coordinator for Clinical Services for Texas/Mexico projects under Counselors Without Borders, and a board member of the Young Center for Immigrant Children's Rights. Dr. Yznaga's clinical work, advocacy, and engaged scholarship are focused on improving mental health access for migrant populations.





FACTS AND FAQ'S

How is payment handled this year?

To provide flexibility and to ensure proper payment prior to the event, there are 3 options for payment.

1. Pay now: If you are paying for your own registration, you can register for the event and provide payment at check out. This is the easiest way to ensure you are ready to enjoy the event upon arrival!
2. Pay upon arrival (self-pay): If you choose this option, payment must be provided prior to your attendance at the event. You can provide full payment when you arrive, however, your full registration cost **MUST** be paid prior to attending the event. Individuals that choose this option and have not paid will not be allowed entry to the event.
3. Pay via district/organization PO: If you choose this option, your PO must be paid prior to the event or upon arrival. You may also provide proof that the PO is being actively processed by your district at the time of the event. If these conditions are not satisfied, individuals will not be allowed entry to the event.

What is the process for attending live Zoom sessions?

For the 2025 Summer Institute, live sessions will only be available in person.

What is the process for Video sessions?

There are two sessions that are on the schedule that are pre-recorded and will be available the first day of Summer Institute, June 19, 2025. You will access them on TASP's online learning platform. Upon completion of a pre-recorded session, you must complete the session's **short quiz AND the corresponding session evaluation** in order to receive credit. Session evaluation forms will only be made available upon review of the entirety of the pre-recorded session. Upon completion of the session, session quiz, and its corresponding evaluation form, your Continuing Professional Development (CPD) certificate will be made available



FACTS AND FAQ'S

Are all Summer Institute sessions available to me via recording?

Registrants will have access to the pre-recorded sessions. Sessions will be available for viewing through July 31, 2025.

Who do I contact if I require ADA accommodations?

If you require any of the special services (such as closed captioning) covered under American with Disabilities Act of 1990 (Public Law 101-336, Section 102), please send your requirements in writing no later than June 9, 2024, to TASP Summer Institute ADA Requirements, 14070 Proton Road Dallas, TX 75244, by calling (972) 233-9107 extension 215, or by emailing the TASP Business Manager.

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

Although intended NASP domains are listed for each session, it is the responsibility of each individual licensee to determine if CPD sessions meet the requirements of the TSBEP's rules on cultural diversity and ethics. Pursuant to TSBEP Rule 463.35, licensees of TSBEP are required to complete a minimum of 40 hours of professional development during each renewal period they hold a license. Please note, pursuant to Board rule 463.35(h), the Council does not pre-evaluate or pre-approve professional development providers or hours. If you have any questions, please contact TASP's Professional Development Chair or visit the Texas Behavioral Health Executive Council's website.

Are CPDs available to counselors, social workers, etc.?

As noted above, if you are licensed under the Texas Behavioral Executive Council, professional development sessions are not pre-approved or pre-evaluated. You can follow the process below to have proof of CPD. All other professionals can also follow the process below to obtain the sessions on their transcript as proof of attendance as well.



FACTS AND FAQ'S

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

In order to maintain its status as NASP Approved Professional Development Provider, the following are the requirements of attendees wishing to receive CPD credits:

For live sessions, participants will have CPD credits for a session added to their TASP Transcript if they complete the following:

1. Sign in and be seated in the session room no later than 15 minutes after the session begins.
2. Attend the session in its entirety.
3. Complete the post-session evaluation for the specific session no later than 11:59PM on June 28th, 2025.

For recorded sessions, participants will have CPD credits for a session added to their TASP Transcript if they complete the following:

1. View the entirety of the session recording.
2. Complete the session's Post-Test with a minimum score of 75%.
3. Complete the post-session evaluation for the specific session no later than 11:59PM on July 31st, 2025.

It is the responsibility of each participant to meet the above requirements if they wish to have the record of CPD credit on their transcript. Proof of CPD will be added to the participant's 'My CPD Transcript' on the TASP website following the cut-off dates noted above. For help in accessing your CPD Transcript, please see the [tutorial video here](#).



Thank you to our partners!!



The University of Texas
Rio Grande Valley™

.....
*Human Development
& School Services*



See you at Fall Convention:

Nov. 6-8, 2025

[Marriott Sugar Land Town Square](#)

16090 City Walk Sugar Land, Tx 77479

Have a great summer!

