

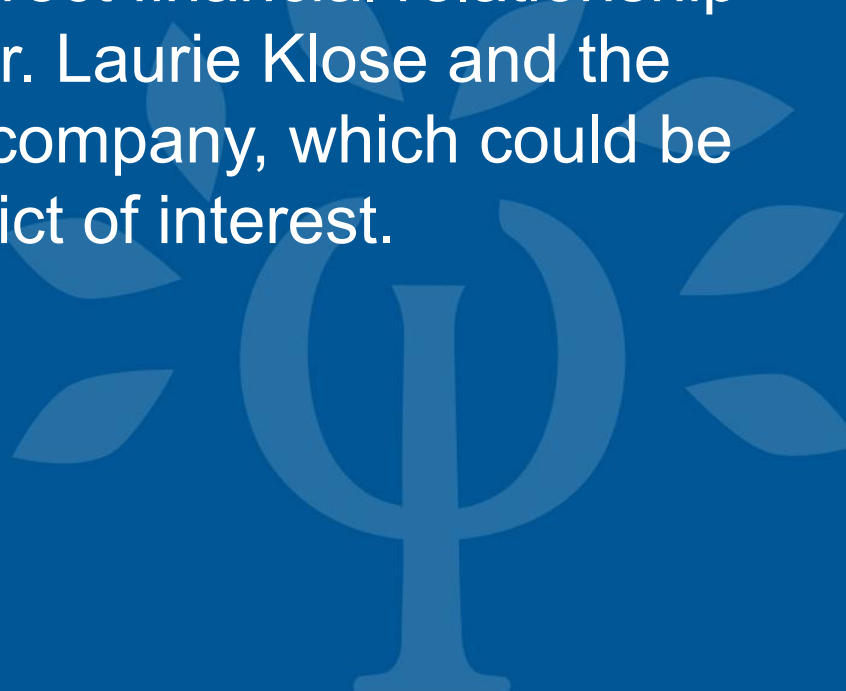


Engaging Hearts and Minds

**Presenter: Laurie McGarry Klose, Ph.D.
NASP PRESIDENT
2021-2022**

CONFLICT OF INTEREST STATEMENT

With respect to the following presentation, there has been no relevant direct or indirect financial relationship between NASP President Dr. Laurie Klose and the Association, or any for-profit company, which could be considered a conflict of interest.



Learning Outcomes:

After this presentation, participants will be able to:

1. Explain the importance of engagement for students and educators
2. Examine the role of school psychologists in promoting engagement at the individual and systemic level
3. Understand how NASP is addressing member needs
4. Explain one of each of the following: NASP resources, activities, and advocacy efforts

Have you ever heard these
types of comments from
teachers, colleagues, parents,
or yourself?



They just
won't do
anything.
They're just
not motivated!



I am counting the days to summer.



I'm counting the days til retirement.

There are so many problems in the world, how can we begin to address them?



Engaging Hearts and Minds



Engaging the hearts and minds of

Children and Youth

Educators

Systems and Communities



Assumptions

- Schooling is opportunity for growth for those who participate in it, in whatever form
- There is no such thing as not motivated
- Creating and supporting learning environments is an important part of the practice of school psychology
- Ethical and professional standards speak to our role regarding student engagement and creating learning environments

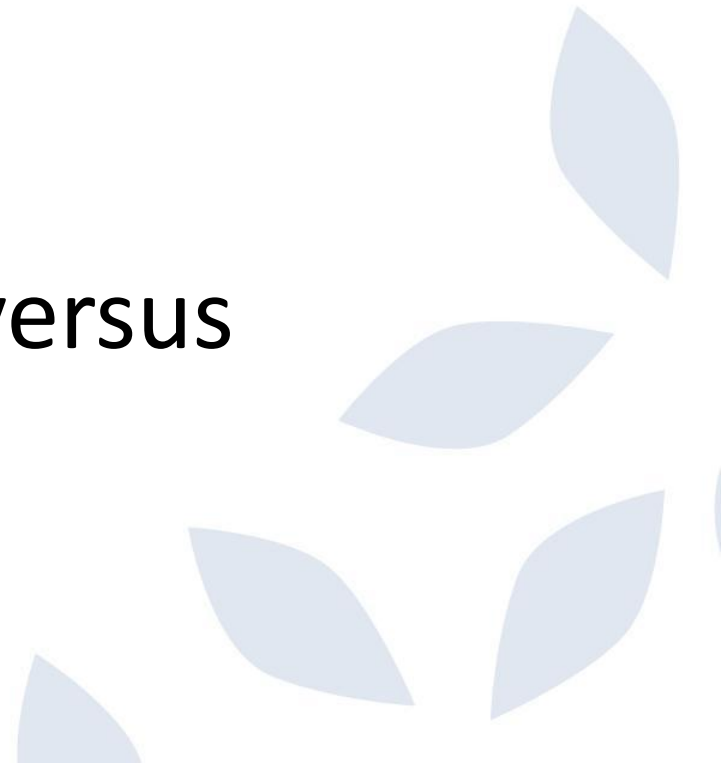
Engaging the Hearts and Minds of Students



Engaging hearts to engage minds

Engagement in learning versus
compliance with expectations

Interventions to support
engagement in learning versus
interventions to address
external parameters



Motivation to Achieve

Drive
Model

Behavioral
Model

Self Worth
Model

Components of Motivation

Basis of Evaluations

Mastery

Social Approval

Locus of Control

Internal

External

Conceptions of Ability

Dynamic

Static

Conceptions of Effort

Effective

Ineffective

Reward Salience

Informational

Controlling

Task Preference

Challenging

Too Easy/Too Hard

Outcome/ Compliance

High

Low

Effort Level

High

Achievers/
Compliers

Strugglers

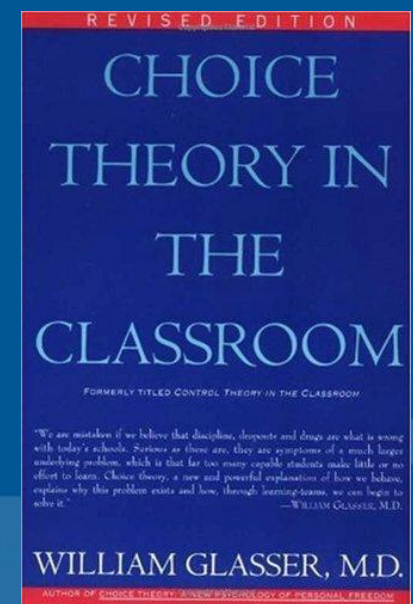
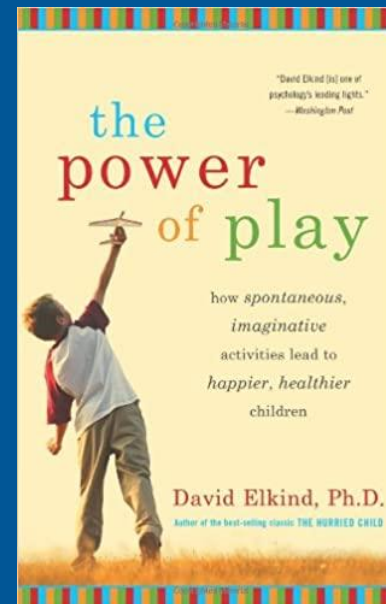
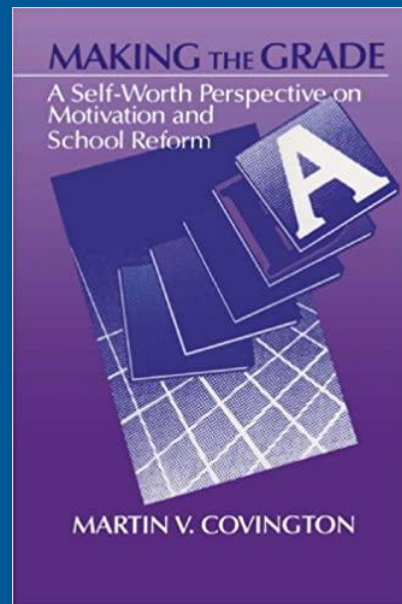
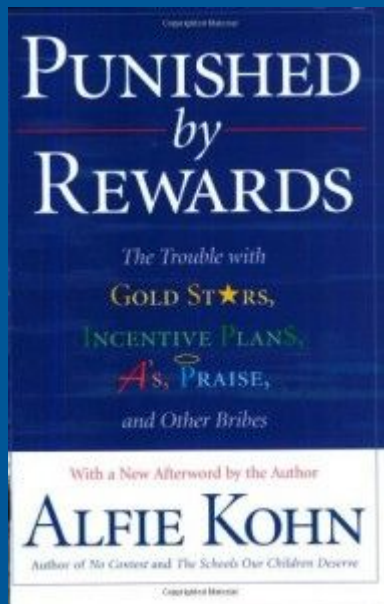
Low

Lucky

Avoiders

High	Achievers/ Compliers	Strugglers
Low	Lucky	Avoiders

Resources to read more about it



Engaging the Hearts and Minds of Educators



When educators' hearts and minds are not engaged:

- Teachers leave the profession
- Students receive less quality instruction
- Academic learning decreases
- Disciplinary concerns increase



School Psychological Services that Promote Educator Engagement

Consultation

Program Evaluation

A decorative graphic in the bottom right corner consisting of several light blue, stylized leaf shapes arranged in a curved, upward-pointing pattern.

Consultation

- **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.

If we strengthen the capacity of teachers and staff to engage with students and their parents in positive, meaningful, and culturally responsive ways.



Teachers and staff will become better at promoting social emotional learning and development, and addressing behavioral challenges with individuals and groups of students.



Students and parents will become more supported, connected, and engaged in school.



Students will be successful in school and resilient in life.

Consultation as a
Pathway to
Engaging

Program Evaluation

- **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.

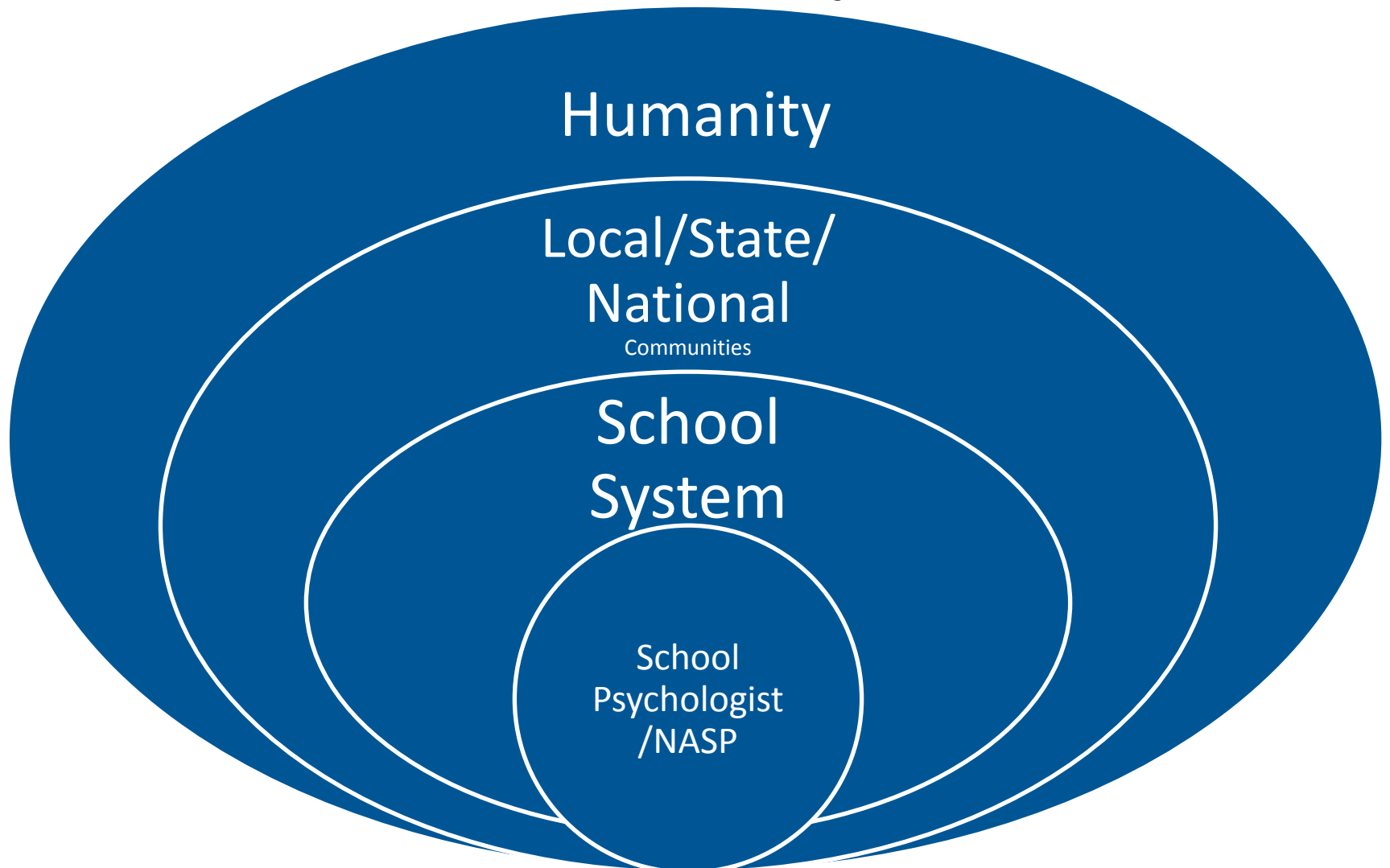
How does program evaluation support engagement?

- Provides actual data for decision making
- Local data = more robust decisions
- Provide information to be used to advocate for improved services, resources, structures, professional development
- Maintain accountability by collecting and analyzing data

Engaging the Hearts and Minds of the Community



Who is the school psychology community?



Ethical Responsibilities

BROAD THEME I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just, equitable, and fair treatment of all persons.

Standard I.3.2 Correcting Discriminatory Practices School

psychologists strive to ensure that all children and youth have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services. They work to correct school practices that are unjustly discriminatory or that deny students or others their legal rights. School psychologists take steps to foster a school climate that is supportive, inclusive, safe, accepting, and respectful toward all persons, particularly those who have experienced marginalization in educational settings.



Ethical Responsibilities

BROAD THEME IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and youth and schools, and they strive to reform systems-level patterns of injustice. School psychologists who participate in public discussion forums, both in person and by electronic means, adhere to ethical responsibilities regarding respecting the dignity of all persons and maintaining public trust in the profession. School psychologists also maintain the public trust by respecting laws and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

Standard IV.1.2 Promoting Systems Change

School psychologists use their professional expertise to promote changes in schools and community service systems that will benefit children and youth and other clients. They advocate for school policies and practices that are in the best interests of children and respect and protect the legal rights of students and parents.

Additional Relevant Ethical Standards

Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression

Standard I.3.1 Discrimination

Standard II.1.2 Personal Problems

Standard II.3.4 Normative Data

Standard III.2.3 Priority of Child Welfare

Standard II.3.8 Validity and Fairness

Standard II.3.9 Interpreters

Standard II.3.13 Parental Involvement in Intervention Planning

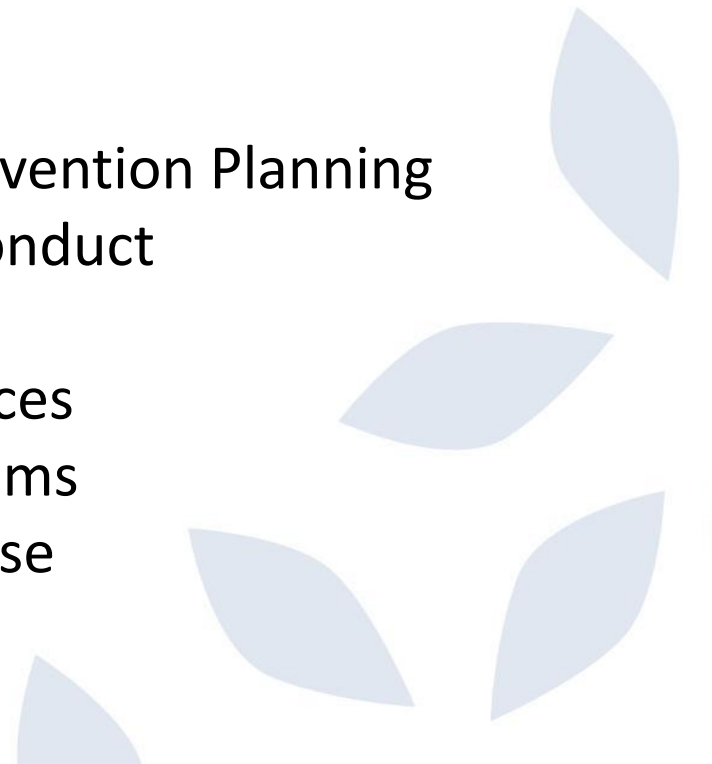
Standard III.5.1 Private Versus Professional Conduct

Standard III.5.2 Separation of Personal Beliefs

Standard III.5.3 Personal Beliefs and Experiences

Standard IV.1.1 Effective Participation in Systems

Standard IV.2.4 Participation in Public Discourse



So, we can

- Engage in practices that address systemic racism
- Engage in practices that address explicit and implicit bias
- Engage in practice that challenges disproportionality in educational systems
- Advocate!

Engaging One's Own Heart and Mind



Be passionate!



Be curious!



Be open!



**Be kind to
yourself!**








References

- NASP Practice Model
- <http://www.schoolhealthcenters.org/wp-content/uploads/2013/03/Expanding-MH-Consultation-Schools.pdf>
- <https://all4ed.org/reports-factsheets/path-to-equity/>
- **Morrison, J.Q. and Harms, A.L. (2018). Advancing Evidence-Based Practice Through Program Evaluation: A Practical Guide for School-Based Professionals. Oxford University Press: NY,NY.**
- **NASP Professional Standards**



NASP Update 2021-2022

NASP Strategic Goals

-  Addressing shortages in school psychology
-  Advancing the role of school psychologists
-  Expanding implementation of the NASP Practice Model
-  Developing leadership skills at the local, state, and national level
-  Advocating for social justice for all children and youth

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[Professional
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[Standards &
Certification](#)

[Research &
Policy](#)

[Membership &
Community](#)

Implement New 2020 Standards

Into Your Practice



Featured Resources



August Virtual Posters

Now is a critical time to refocus on school safety as many school buildings plan to reopen in the fall. Register for virtual PREPaRE trainings in August. Space is extremely limited and is expected to fill fast.

Stay Informed



Peer Victimization and Middle School

In this new *School Psychology Review* article, the authors explored patterns of peer victimization. They noted that female students and Black/African American students experience greater relational victimization during the

Get Engaged



Shortages Action Alert

Join school psychologists from across the country in advocating for the importance of remedying school psychology shortages. Use our action alert to tell your members of Congress to act now.

Resources to Support Service Delivery

Home > Resources & Publications > Resources & Podcasts

COVID-19: Resource Center



NASP is committed to providing our members and the public with information, guidelines, and resources to help support the learning and well-being of students, their families and others in the school community during the COVID-19 crisis. We will continue to develop and update resources as new information becomes available.

Return to School

Considerations for Academic Assessments and Interventions Upon the Return to School

Considerations for Academic Screening Upon the Return to School

Considerations for Reading Intervention Upon the Return to School

Reading Intervention Protocol: Partner Reading and Paragraph Shrinking

Considerations for Assessment, Instruction, and Intervention of Writing Skills Upon the Return to School

Service Delivery & Special Education

NASDSE A Successful Launch of the 2020-2021 School Year for Students with Disabilities

Virtual Service Delivery in Response to COVID-19 Disruptions (NASP)

Telehealth: Virtual Service Delivery Updated Recommendations

COVID-19 ("Coronavirus") Information and Resources for Schools and School Personnel (ED.gov)

Guidance for Schools and Childcare Programs (CDC.gov)

Crisis & Mental Health

ASCA-NASP School Re-Entry SEL Considerations Guidance

Providing Effective Social-Emotional and Behavioral Supports After COVID-19 Closures: Universal Screening and Tier 1 Interventions

Behavior Threat Assessment and Management in the Virtual Environment

Behavioral Threat Assessment and Management (BTAM): Best Practice Considerations for K-12 Schools

Preparing for Virtual School Suicide Assessment Checklist

Families & Educators

Responding to COVID-19: Brief Action Steps for School Crisis Response Teams

Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators

Countering COVID-19 (Coronavirus) Stigma and Racism: Tips for Parents and Caregivers

Helping Children Cope With Changes Resulting From COVID-19

Equity Considerations During and After COVID-19 School Closures

Social Justice and Equity

#SP4SJ

Social Justice

In This Section

NASP Antiracism Town Hall

Supporting Marginalized Students in Stressful Times: Tips for Educators

Supporting Vulnerable Students in Stressful Times: Tips for Parents

Implicit Bias: A Foundation for School Psychologists

SP4SJ Podcast and Google Hangout Series

External Social Justice Resources

Social Justice Lesson Plans

Intersectionality and School Psychology: Implications for Practice

Information for Schools Regarding the Final Rule on Public Charge and its

Across the country, communities are coping with the consequences of social injustice: poverty, racism, inequity, violence, isolation, and economic segregation. These challenges undermine the capacity and well-being of our nation's most precious resource, our children. Indeed, there is no more important endeavor than helping our children and youth become positive, productive, valued citizens. We start by making their well-being and opportunity to grow an unequivocal priority no matter where they learn, play, and live. We must be advocates for the systems and services that lower barriers and create genuine, sustained equity and opportunity.

As parents, caregivers, and educators, we also have a critical responsibility to help children and youth see adults as keeping them safe, understand the challenges at hand within a problem-solving context, and see themselves as active participants in our collective national commitment to liberty and justice for all.

Front and center is the need to address in a meaningful way the issues of race, privilege, prejudice, and power. NASP has developed and/or identified these resources to help schools and families engage in constructive dialogue about these issues and the ways that all of us can work together to shift the conversation from hate and violence toward understanding and respect to ultimately bring about positive change and unity to our communities. We will be adding to these resources over time.

Social justice is both a process and a goal that requires action. School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting non-discriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and



Featured Resources



School Psychology Unified Anti-Racism Statement and Call to Action



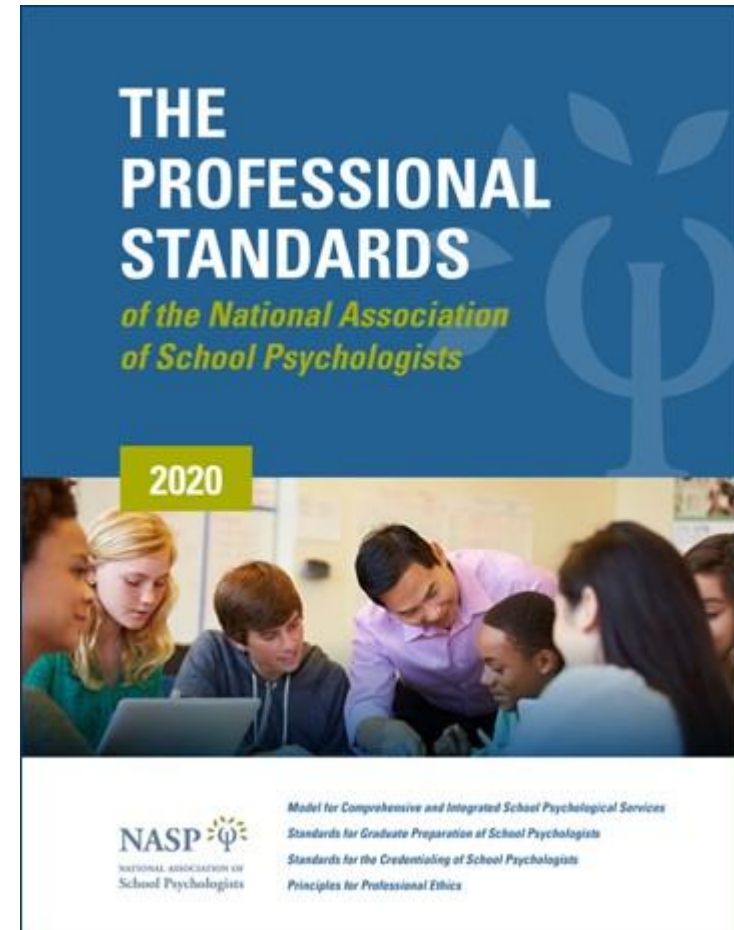
NASP recently created infographics to introduce key issues to stakeholders and advocate for the work of school

psychologists.
Download PDF

www.nasponline.org/social-justice

NASP 2020 Professional Standards

- Adopted May 2020
- Integrate training, credentialing, practice, and ethics
- Guide school psychology Through June 2030



www.nasponline.org/2020standards

NASP Practice Model 2020



New graphic:

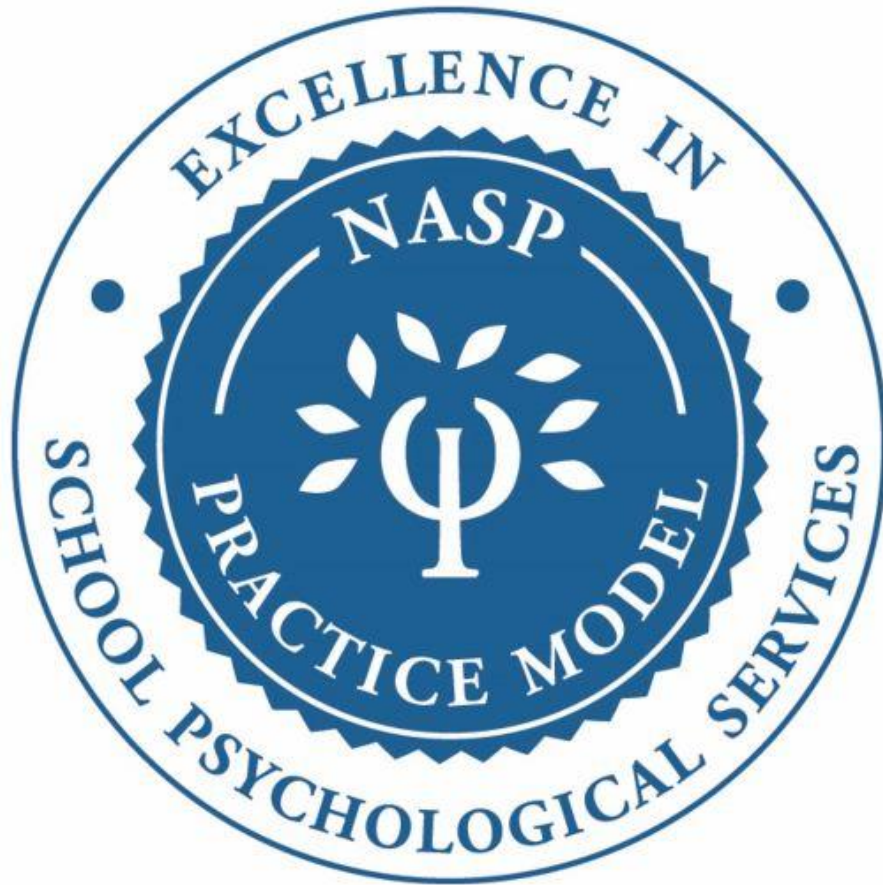
- Incorporates 6 Organizational Principles
- Reinforces conditions necessary to practice comprehensive role
- Delineates 10 Domains of Practice

- **Recommended Ratio**

1:500

www.nasponline.org/standards/practice-model/

Excellence in School Psychological Services (ESPS) Recognition Program



- Structured self-evaluation tool
- Method to facilitate change
- Mechanism to raise the profile of school psychologists
- Tool to advocate for more effective organizational structures and supports
- Incentive benefits
- Formal, public recognition
- 4 levels of recognition to highlight improvement

www.nasponline.org/standards/practice-model/

#NASPadvocates

NASP Advocacy Voice

Member Resources

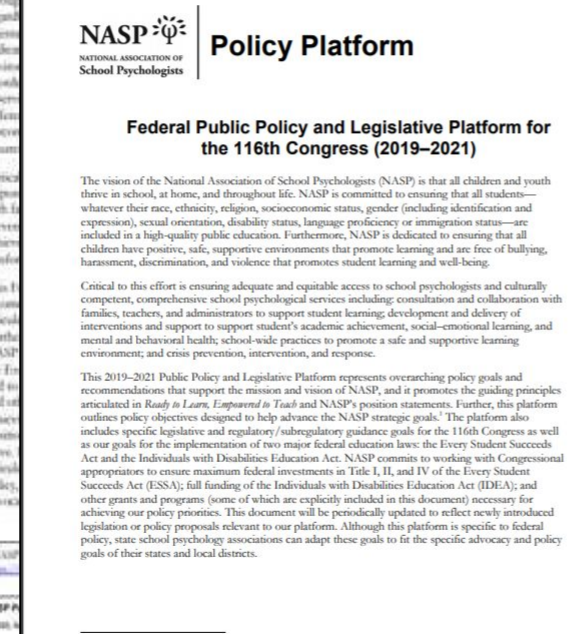
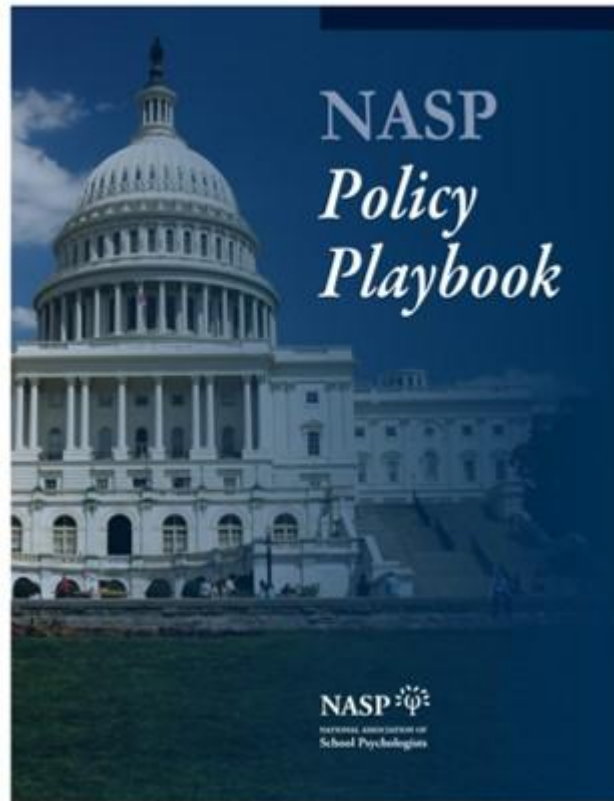
Advocacy Action Center



Make your voice heard. NASP's Advocacy Action Center is a one-stop shop for you to advocate on the policy issues that matter to school psychologists by writing or calling your congressional representatives.

Take Action

- Advocacy Action Center
- Fact sheets and hand
- Policy Matters Blog
- Policy and priority issue recommendations
- Handouts
- Sample resources



<https://www.nasponline.org/research-and-policy>

NASP's Advocacy Voice

Responding to current events

Press Release

FOR IMMEDIATE RELEASE

AUGUST 5, 2018

Contact: Katherine Cowan, Director, Communications
301-347-1865 • kcowan@nasponline.org



NASP Condemns Hate-Driven Violence, Urges Schools to Reinforce Students' Safety, Well-Being

Bethesda, MD—The past 19 days in the United States have been fraught with horrific acts of violence against innocent people in public spaces. It is heartbreaking and deeply troubling on many levels. Our deepest sympathies are with those directly affected by the trauma, injury, and loss. NASP shares the growing sense of outrage and urgency and joins with the nation in demanding that our leaders act to end this violence now.

Many issues can contribute to an individual or group turning to violence, but common across these incidents is the absence of love and access to guns. Yes, mental health can play a role, and we must improve access to mental health services across the country. But we must also enact comprehensive gun safety laws, such as universal background checks, bans on high-capacity weapons, and red flag laws.

We must address the underlying causes of hate-based speech and behavior that undermine our collective sense of decency and security as a nation and threaten the sense of personal safety for millions of people in targeted populations across the country. It is imperative that we change the tone of our national discourse, including condemning hate speech of all kinds at all levels of society. As we see in Gilroy, El Paso, and Dayton, failure to do so puts our children and families at grave risk.

Back-to-School

It is particularly concerning that our nation's children are returning to school against the backdrop of this painful reality. While schools remain among the safest places for children, it would be irresponsible not to acknowledge and be prepared for a real sense of threat and anxiety among some students, either generalized because of exposure to media coverage of the events or specific for students who feel targeted because of who they are. We need to ensure that all of our children see "back-to-school" as the beginning of a year of possibilities and growth, not risk and vulnerability.

Specifically, we have a critical responsibility to help children and youth feel safe and secure and learn how to engage with others of differing viewpoints in a peaceful, tolerant, and respectful manner. We must create positive school communities in which violence is not tolerated, people at risk are identified and helped, inequity is addressed, problem solving, rather than blame and dogmatic fear

NASP Condemns Hate-Driven Violence, Urges Schools to Reinforce Students' Safety, Well-Being

For immediate release from the National Association of School Psychologists | www.nasponline.org | 301-347-1865

Press Release

FOR IMMEDIATE RELEASE

JULY 7, 2020

Contact: Katherine Cowan, Director, Communications
301-347-1865 • kcowan@nasponline.org



NASP Urges Swift Passage of FY21 Federal Education Spending Bills

Bethesda, MD—The National Association of School Psychologists (NASP) applauds the House Labor, Health, and Human Services (LHHHS) Appropriations subcommittee for rejecting many of the Trump Administration's proposed budget cuts and providing an increase in federal education investments for FY21. Although significantly more federal funding is needed to truly address the inequity and inequality that exists in our public school system, we recognize that this year's tight budget caps made larger investments difficult. As such, we are grateful that the LHHHS subcommittee continues to value our public education system.

NASP is particularly pleased with the \$30 billion within the School Safety National Activities program to continue funding for grants to increase the number of school psychologists and other school mental health professionals. While the funding is a step in the right direction given the scope of the nationwide shortage problem, NASP is thankful to Congressional appropriators for recognizing the need to address the lack of access that students have to mental health services in schools. In light of the COVID-19 pandemic and the rising toll affected on communities across the country as a result of police brutality, systemic racism, and structural inequity, meeting the mental and behavioral health needs of our students is more important than ever.

Of course, the FY21 appropriations legislation does not negate the need for additional emergency spending legislation to help schools address the unique needs related to the COVID-19 pandemic. Significant federal investments are necessary to help preserve existing staffing positions, including school psychologists and other school mental health professionals, improve access to technology and distance learning initiatives, and ensure schools are able to safely reopen for in-person instruction. We call on Congress to provide increases in federal education investments via the regular appropriations process and act quickly to pass additional emergency spending in line with the Coronavirus Child Care and Education Relief Act (COCERA) as introduced in the Senate, and the HEROES Act, which has passed the U.S. House of Representatives.

NASP encourages this bill's swift passage by the full Appropriations committee and the House and urge the Senate to adopt a spending bill that, at a minimum, includes the \$10 billion dollar mental health grant mentioned above and reflects the spending allocations noted below.

NASP Urges Swift Passage of FY21 Federal Education Spending Bills

For immediate release from the National Association of School Psychologists | www.nasponline.org | 301-347-1865

Press Release

FOR IMMEDIATE RELEASE

MAY 20, 2020

Contact: Katherine Cowan, Director, Communications
301-347-1865 • kcowan@nasponline.org



NASP Calls for Action to End Racism and Violence Against People of Color

Bethesda, MD—The National Association of School Psychologists (NASP) joins with other organizations and individuals calling for action to end racism and violence against people of color, especially Black individuals, in this country. We also urge nonviolent, peaceful approaches that maintain both people's safety and First Amendment rights. The recent deaths of Ahmaud Arbery, Breonna Taylor, and George Floyd are horrific. They lay bare—again—the reality of rampant systemic racism and our nation's deeply imbedded inequities and prejudice that far too often end in unjustifiable, heartbreaking tragedy for a Black individual, their family, and their community.

We must stop this, and each of us has a role in doing so.

Advancing social justice is a strategic goal for NASP and an ethical principle for school psychologists who serve on the frontlines of advocacy for ALL children. The definition of social justice for school psychologists includes action to address systemic barriers, such as the long-term issues of poverty, inequity, prejudice, racism, and violence. We are committed to helping ensure that all children live, learn, and play in safe, supportive communities and schools with access to equitable systems, supports, and opportunities.

Schools play an important role by providing positive learning environments and the opportunity to process their understanding of perspectives and events in thoughtful and respectful ways. The fact that we are not in school physically does not change our responsibility to help children and youth see adults as keeping them safe and working to fix the problems that may threaten their well-being. We must also prepare for a return to school and the opportunity to work directly with educators, administrators, and all adults at school who are charged with providing a safe, effective learning environment for all youth.

School psychologists and other educators can proactively help students and staff in the following ways:

- Think critically about structures, systems, and policies that have historically marginalized some groups and caused long-term inequities.
- Recognize and understand the truth about racism and White privilege, and examine our own perspectives and implicit and explicit biases that contribute to perpetuating these systemic problems.

NASP Calls for Action to End Racism and Violence Against People of Color

For immediate release from the National Association of School Psychologists | www.nasponline.org | 301-347-1865

www.nasponline.org/media-room

Infographics to Educate and Activate

View, download, and share our infographics series through social media.

www.nasponline.org/infographics

SCHOOL PSYCHOLOGISTS

support students' ability to learn and teachers' ability to teach.

THEY ARE EXPERTS IN

- Learning
- Behavior
- Mental Health
- School Systems

THEY PROVIDE

- Academic and behavioral interventions
- Mental health supports
- Evaluation, assessment, and data analysis
- Consultation with teachers and families
- Culturally responsive services
- Crisis prevention and response

THEY SUPPORT

- Struggling and diverse learners
- Academic achievement
- Positive behavior and mental health
- Safe and supportive learning environments
- School-family-community partnerships
- School-wide data-based decision making

THEY SERVE IN

- Public and private schools
- Early childhood centers
- Universities
- Juvenile justice facilities
- Clinics and hospitals
- Independent practice

RECOMMENDED RATIO

1 school psychologist per 500 students

Lowering barriers to learning is critical to children's success in school.
Connect your school psychologist to find out how they can help.

School Psychologists: Helping Children Thrive • In School • At Home • In Life
www.nasponline.org

NASP
National Association of School Psychologists

There is Hope. There is Help. Suicide is Preventable.

If you or someone you know is thinking of dying by suicide, get help immediately.
Call 911 or the National Suicide Prevention Lifeline at 1-800-273-TALK or text "HOME" to 741741 to the Crisis Text Line.

Things to Know and Say

- Everyone's life matters. Help is available.
- People do care. Treatment works.
- Don't keep it to yourself. Tell a trusted adult.

What to Do

- Identify trusted adults at school and home.
- Avoid drugs and alcohol.
- Consider downloading helping apps like Virtual Hope Box, MY3, or A Friend Asks.
- Recognize the warning signs in yourself, your friends, or social media. **Get help. You can't do it alone.**
- Tell a school psychologist, counselor, teacher, parent, or other adult.
- Call 911 or 1-800-273-TALK or text "HOME" to 741741.

Reminders for Friends

- Connect.** Listen, be accepting, don't judge.
- Confirm.** Ask if they have thoughts of dying or of suicide.
- Protect.** Take any threats they make seriously. **Do not agree to keep a secret!** Tell someone.
- Stay.** Do not leave alone a person you are concerned about being at imminent risk. You might be their lifeline.
- Act.** Call for help immediately!

Risk Factors

- Feeling depressed, hopeless
- Deliberate self injury ("cutting")
- Prior suicidal thinking and behavior
- Having family members or friends who have attempted or died by suicide
- Loss of an important relationship (e.g., breaking up)
- Being isolated or alone
- Having been traumatized or abused
- Drug and alcohol use
- Access to weapons

Warning Signs

- Suicidal threats, both direct ("I want to die") and indirect ("I wish I could go to sleep and not wake up")
- Suicide notes, plans, social media posts
- Making final plans, giving away favorite things
- Preoccupation with death or revenge
- Changes in behavior, sleeping, eating, appearance, thoughts, and/or feelings
- Extreme mood swings, rage, withdrawal
- Sudden unexplained happiness

NASP
For more information, visit www.nasponline.org/safety-and-crisis.
© 2019 National Association of School Psychologists

SCHOOL PSYCHOLOGISTS SUPPORT STUDENT MENTAL HEALTH

1 in 5 School students suffer from a mental health disorder.

1.1 Million High school students attempt suicide each year.

45% of children have had a potentially traumatic experience.

Students are more likely to seek mental health supports in school than other settings.

SCHOOL PSYCHOLOGISTS ARE TRAINED TO PROVIDE MENTAL HEALTH SERVICES IN SCHOOLS

- Mental Health Assessments
- Counseling & Behavior Support
- Consultation & Referrals

SHORTAGES PREVENT SCHOOLS FROM MEETING STUDENTS' NEEDS

Recommended Ratio 1:500

The National Ratio 1:1,382

Shortages Result in:

- Limited access to services
- Inability to provide preventive and early intervention services
- Oversaturation of special education compliance

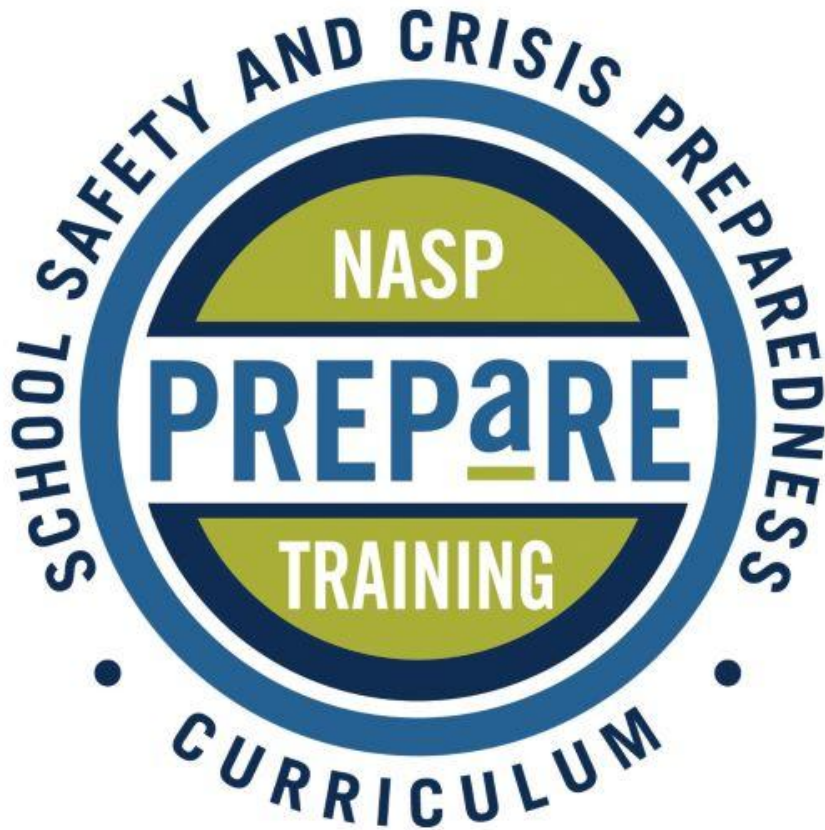
ADDRESSING THE SHORTAGE OF SCHOOL PSYCHOLOGISTS

- Work towards implementation of the NASP Practice Model.
- Expand capacity by developing partnerships with local universities.
- Increase funding to raise salaries, competitive and create new positions.
- Reallocate paperwork duties to free up time for prevention and intervention.

School psychologists play a critical role in supporting student mental health and safety.

NASP
www.nasponline.org

PREP_aRE School Safety and Crisis Training Curriculum, 3rd Edition

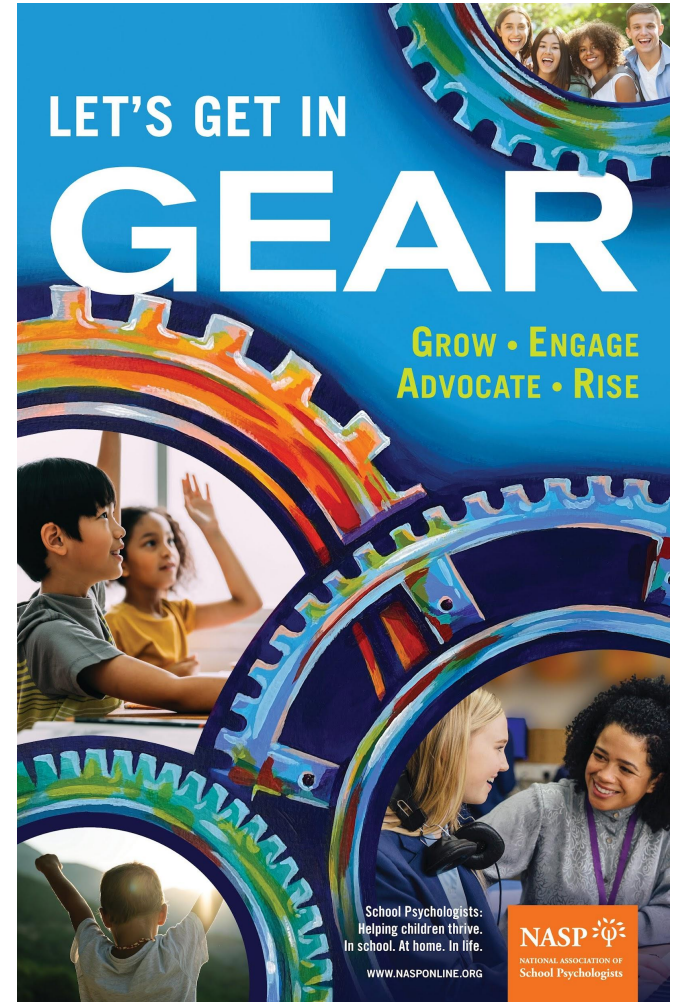


www.nasponline.org/prepare

- **Virtual delivery of 3rd Edition workshops**
- Comprehensive school safety and crisis training
- Crisis team and plan development
- Interdisciplinary/ interagency collaboration
- Online materials, adaptable resources
- Sustainable and affordable
- **Follow #NASPprepared**

National School Psychology Week

- **November 8-12, 2021**
- Theme: “*Let’s Get in GEAR.*”
 - Adaptable resources and activities to do with staff and students
 - Virtual Hill Day
 - Gratitude Works Program
 - Possibilities in Action Partners colleague recognition program
 - Student POWER Award recognition program



www.nasponline.org/nspw

NASP Online Learning Center

The screenshot shows the top navigation bar of the NASP Online Learning Center. The header includes the NASP logo (National Association of School Psychologists) with the tagline "Helping Children Thrive • In School • At Home • In Life". Navigation links include "About NASP", "NASP Store", "Career Center", and "Join NASP". A secondary menu lists "About School Psychology", "Resources & Publications", "Professional Development", "Standards & Certification", "Research & Policy", and "Membership & Community". Below the navigation is a search bar with a "Go" button and an "Advanced Search" link. A user greeting says "Hello, Katherine My Account" with a dropdown arrow, and a "Cart" icon with "0" items. The main content area is titled "Online Learning Center (OLC)" and features a video player for a session titled "Culturally Competent Evaluation of SLD With ELLs: Determining 'Difference vs. Disorder'". A "Watch Preview" button is visible on the video player. To the right of the video player are two informational boxes: "HOW TO SIGN IN" and "2019 Convention Bundles".



Documented
NASP-Approved CPD



Recorded premier content
from NASP conventions



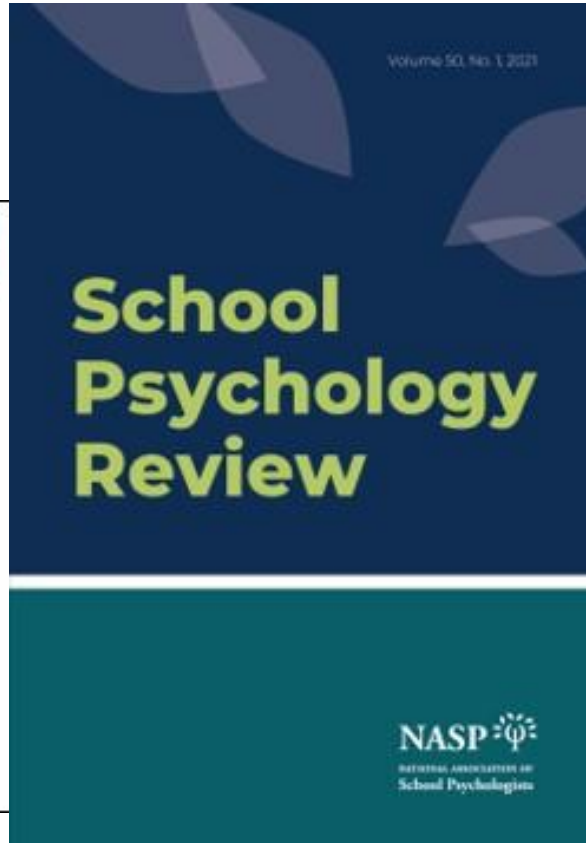
Live and archived
webinars



Ability to start, stop,
and review content

<https://nasp.inreachce.com/>

NASP Periodicals: Research to Practice



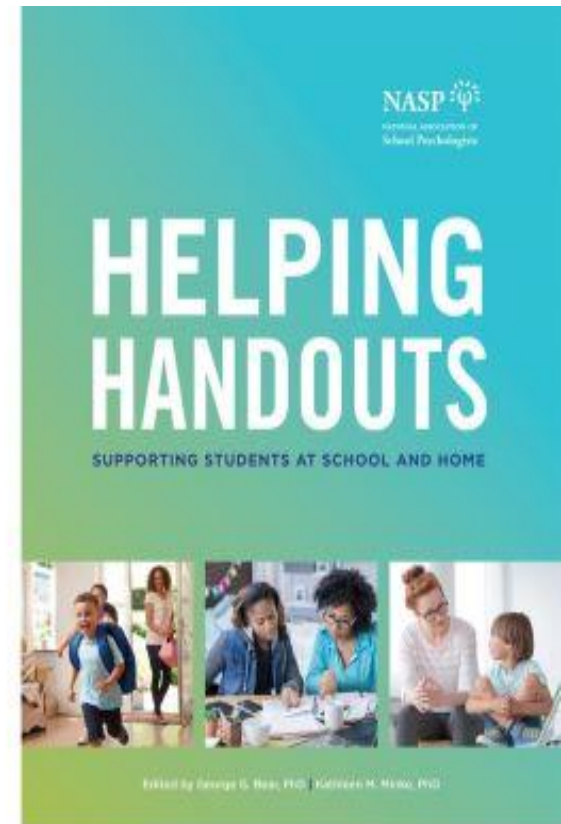
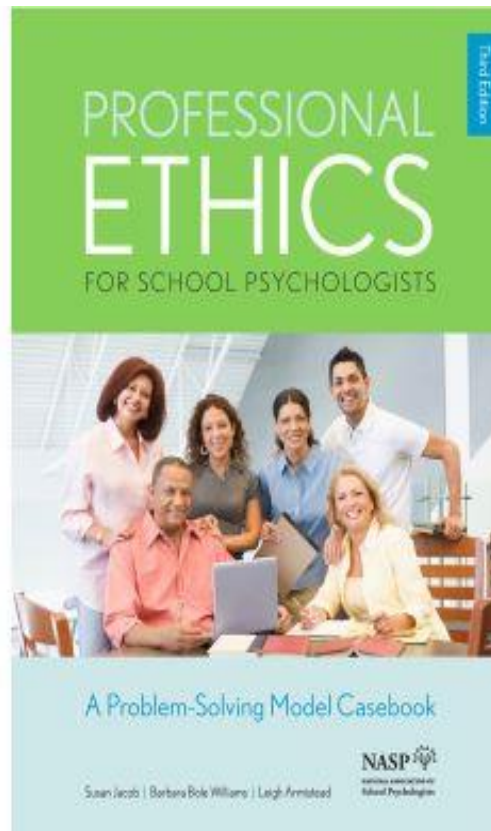
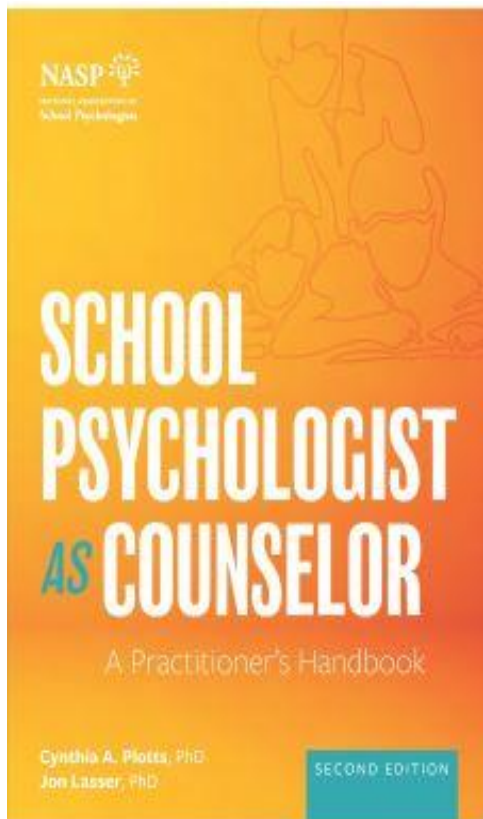
← All Online

- Online early access to key articles
 - Special topic issues (e.g., mental health, school safety, social justice)
 - Access to 2 additional journals
- @schoolpsychreview

Access complete issues online at
www.nasponline.org/resources-and-publications

Featured NASP Publications

NEW! ↓



www.nasponline.org/publications

NASP 2022 Convention

We're Going to Boston!



Keynote Speaker
Temple Grandin



www.nasponline.org/conventions

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— Alexandria, Graduate Student, MN

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- **Save** through discounts
- **Build** your skill set through resources
- **Engage** through



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Thank you,
NASP
Members!



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