

TASP Summer Institute

Back to the Basics of Mental Health Interventions in Schools

Summer Institute Program

JUNE 20-21, 2024

2024 SUMMER INSTITUTE



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FREQUENTLY ASKED QUESTIONS

AGENDA

Thursday, June 22, 2024

- 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
***Advancing School-Wide Mental Health Services:
Future- Ready MTSS Approaches***
Katie Eklund, Ph.D., NCSP
- 11:30 a.m. – 12:45 p.m. Lunch On Your Own
- 12:45 p.m. – 2:45 p.m. Featured Sessions
**FS01: *A Tier 2 Intervention for Children with Internalizing
Concerns: The Resilience Education Program***
Katie Eklund, Ph.D., NCSP
- FS02: *Adapting Trauma Focused CBT for Youth with IDD***
Brian D. Tallant, LPC, NADD-CC
- 2:45 p.m. – 3:00 p.m. Break
- 3:00 p.m. – 5:00 p.m. Featured Sessions
**FS03: *Building a Mental Health Toolkit to Support
Yourself and Others***
Natalie Fikac, Ed.D.
- FS04: *Acceptance and Commitment Therapy: Tier 2 and
Tier 3 Strategies***
Evan H. Dart, Ph.D., BCBA-D

AGENDA

Friday, June 23, 2024

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

8:30 a.m. - 10:30 a.m. **FS05: *Group Contingency Interventions to Promote Class-wide Behavioral Health***
Featured Sessions
Evan H. Dart, Ph.D., BCBA-D

FS06: *Supervisor Series: Multicultural Issues in Supervision*
Christopher King, Ph.D., NCSP, LSSP

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

10:45 a.m. - 12:45 p.m. **FS07: *Mindful Self-Compassion for the Helper***
Featured Sessions
Natalie Fikac, Ed.D.

FS08: *Creating Calm within the Chaos: An Overview of Critical Incident Response Cluster Teams*
Susan Salinas

Pre-Recorded Sessions (On-Demand)

FS09 *Connecting the Dots Sooner: Early Intervention and Prevention Strategies to Promote School Safety*
Tameisha Hinton, Ph.D., NCSP

FS10: *The Rewired Classroom: Supporting the Anxious Generation in School*
Brendan Kelley



KEYNOTE SESSION

Advancing School-Wide Mental Health Services: Future-Ready MTSS Approaches *Katie Eklund, PhD, NCSP*

Mental health concerns among children and youth continue to be a significant public health concern. Nearly 20% of children and youth ages 3-17 in the United States have a mental, emotional, or behavioral disorder with the most common concerns being anxiety, depression, and attention-deficit/hyperactivity disorder. Schools are the most common location where youth access mental health supports and practitioners are tasked with applying prevention-oriented approaches to assessment, intervention, and consultation practices. School psychologists are uniquely positioned to create systems change that considers the needs of students, families, and school staff, and implement school-wide practices that center data, equity, and collaborative partnerships. This presentation will outline effective multi-tiered frameworks that focus on universal screening, mental health promotion, culturally-responsive mental health interventions, family-school-community partnerships, and progress monitoring tools to ensure effective outcomes for all students.

Learning Objectives:

- 1) Participants will be able to describe effective school-wide school mental health frameworks that center the needs of diverse children and families.*
- 2) Participants will learn prevention-oriented approaches to assessment that include universal screening and progress monitoring for children with social, emotional, and behavioral concerns.*
- 3) Participants will describe culturally-responsive mental health interventions and strategies for engaging in effective family, school, and community partnerships that incorporate the needs of diverse students, schools, and communities.*

Intended NASP Domains: *Data-Based Decision Making and Accountability; Interventions and Mental Health Services to Develop Social and Life Skills; School-Wide Practices to Promote Learning; Preventative and Responsive Services; Diversity in Development and Learning*

Workshop Skill Level: *Intermediate*

FEATURED SESSIONS

FS01: A Tier 2 Intervention for Children with Internalizing Concerns: The Resilience Education Program, Katie Eklund, PhD, NCSP

Participants will learn about the Resilience Education Program (REP), a brief Tier 2 intervention for students with early signs of internalizing behaviors. REP includes a brief, small group cognitive behavioral intervention, a modified check-in/check-out intervention, and resilient families parent skills training. Participants will gain access to intervention materials that focus on skill instruction around coping and problem-solving skills, parent skills instruction, and reinforcement of these skills in school and at home. Participants will receive guidance on making cultural adaptations to REP lessons and procedures for historically marginalized students and families.

Learning Objectives:

- 1) *Participants will learn how to implement REP, while also being provided access to all intervention materials. Attendees will leave prepared to implement REP within their schools.*
- 2) *Participants will learn about research demonstrating the impact of REP on student's internalizing behaviors, social engagement, and academic achievement.*
- 3) *Participants will receive guidance on making cultural adaptations to REP lessons and procedures to increase their relevance to historically marginalized students.*

Intended NASP Domains: *Interventions and Mental Health Services to Develop Social and Life Skills; Preventative and Responsive Services; Diversity in Development and Learning; Research and Program Evaluation*

Workshop Skill Level: *Intermediate*

FS02: Adapting Trauma Focused CBT for Youth with IDD, Brian D. Tallant, LPC, NADD-CC

In this session, research will be presented that demonstrates the extraordinarily high rates of abuse and neglect experienced by individuals who have intellectual and developmental disabilities (IDD). Factors that contribute to this population's vulnerability will be discussed, as well as reasons why they are less likely to spontaneously recover from traumatic stress. Assessment techniques will be presented, and clinical symptoms of traumatic stress and characteristics of IDD will be compared and contrasted. Cultural considerations will be discussed as well as factors that contribute to therapist's cultural competency. An in-depth phase oriented trauma treatment model will be presented, based on Trauma Focused Cognitive Behavior Therapy (Cohen, Mannarino & Dehlinger, 2004). Adaptations to trauma treatment, inclusion of systems and caregivers and therapist vicarious trauma will also be considered.

Learning Objectives:

- 1.) *Participants will gain awareness of the extremely high rates of abuse and neglect of people with developmental disabilities.*
- 2.) *Attendees will increase their knowledge of factors that contribute to a student's vulnerability and inability to spontaneously recover from traumatic events, and will not over attribute symptoms to their student's disability.*
- 3.) *Participants will learn how evidence-based, phase oriented, trauma treatment can be adapted for youth with developmental disabilities and will understand how to support youth involved in this treatment.*

Intended NASP Domains: *Interventions and Mental Health Services to Develop Social and Life Skills; Preventative and Responsive Services; Family-School Collaboration Services*

Workshop Skill Level: *Intermediate*



FEATURED SESSIONS

FS03: Building a Mental Health Toolkit to Support Yourself and Others, Natalie Fikac, Ed.D.

There are many great tools that can aid schools in developing comprehensive school mental health systems and oftentimes school mental health teams do not know where to start. During this session, participants will experience and learn research-based strategies to support their own wellness. In addition, toolkits, resources and guidance documents will be shared to help participants begin the process of supporting the mental and behavioral health needs of school staff, students and their school community.

Learning Objectives:

- 1) *Participants will learn and practice three wellness and stress management strategies.*
- 2) *Participants will learn about and explore evidence-based tools and resources to support comprehensive school mental health systems.*

Intended NASP Domains: *Interventions and Mental Health Services to Develop Social and Life Skills; School-Wide Practices to Promote Learning; Preventive and Responsive Services*

Workshop Skill Level: *Intermediate*

FS04: Acceptance and Commitment Therapy: Tier 2 and Tier 3 Strategies, Evan H. Dart, Ph.D., BCBA-D

Psychological flexibility is the ability to keeping the mind open to thoughts and feelings while persisting with behavior that is aligned with personal values. It is comprised of six core processes including acceptance, cognitive defusion, mindful attention, self as context, values, and committed action. Increases in psychological flexibility have been associated with decreases in depression, anxiety, chronic pain, substance use, and other maladaptive behaviors. Acceptance and Commitment Therapy (ACT) is a relatively new therapeutic approach that aims to promote psychological flexibility by engaging the six core processes. Recent research suggests that ACT treatments targeting psychological flexibility in adolescents have been effective; however, there has been far less research on ACT with elementary-aged children (Swain et al., 2015). This presentation will present the results of a systematic literature review examining the peer-reviewed literature on ACT in elementary-aged populations with a focus on Tier 2 and Tier 3 strategies.

Learning Objectives:

1. *Attendees will learn about psychological flexibility and its six core processes.*
2. *Attendees will learn about Acceptance and Commitment Therapy (ACT) and specific strategies that can be used with youth ages 6 - 12*

Intended NASP Domains: *Interventions and Mental Health Services to Develop Social and Life Skills*

Workshop Skills Level: *Introductory*



FEATURED SESSIONS

FS05: Group Contingency Interventions to Promote Class-wide Behavioral Health *Evan H. Dart, Ph.D., BCBA-D*

Group contingencies (GCs) are a popular class of behavioral intervention used to promote class-wide academic engagement and they can be categorized into three subtypes: independent, dependent, and interdependent. GCs work by establishing clear behavior expectations for students, specifying a performance criterion for exhibiting those expectations, and reinforcing groups of students for achieving the criterion. GCs are valued for their general effectiveness, relative ease of implementation, and flexibility. The purpose of this presentation is to familiarize attendees with each subtype of group contingencies and review specific applications that have been used effectively such as the Good Behavior Game, Tootling, the Quiet Classroom Game, and others.

Learning Objectives:

- 1) Attendees will be able to identify and define the three types of group contingencies.
- 2) Attendees will learn about multiple applications of group contingencies that can be used to manage student behavior at the class-wide level.

Intended NASP Domains: *Interventions and Mental Health Services to Develop Social and Life Skills*

Workshop Skill Level: *Introductory*

FS06: Supervisor Series: Multicultural Issues in Supervision, Christopher King, Ph.D., NCSP, LSSP

Quality supervision is essential for developing high-performing school psychologists to help grow the profession. How a supervisor addresses multicultural issues during supervision is crucial. Guiding a school psychology intern to identify and address multicultural issues can build a solid supervisory working alliance. School psychology supervisors are role models. The training aims to understand the supervisory role in identifying and addressing multicultural issues that can arise between the supervisor and intern or the intern and students. The training will guide addressing multicultural issues to build a strong supervisory working alliance.

Learning Objectives:

- 1) *Participants will learn to embrace individual, cultural, and other contextual differences in and through supervision.*
- 2) *Participants will learn to promote the highest service delivery standards in and through supervision.*
- 3) *Participants will learn how addressing multicultural issues in supervision will promote the dignity and respect of the supervisees and the students they serve.*

Intended NASP Domains: *Diversity in Development and Learning; Legal, Ethical, and Professional Practice*

Workshop Skill Level: *Advanced*



FEATURED SESSIONS

FS07: Mindful Self-Compassion for the Helper, Natalie Fikac, Ed.D.

Compassion fatigue, secondary traumatic distress and exhaustion and overwhelm are common in the helping profession. Learning about and practicing self-compassion can serve as a healthy way to combat burnout. During this experiential session, participants will explore research surrounding the three components of self-compassion. Participants will then experience three mindful self-compassion practices.

Learning Objectives:

- 1) Participants will learn the three components of self-compassion and self-awareness.*
- 2) Participants will experience three mindful self-compassion practices.*

Intended NASP Domains: *Interventions and Mental Health Services to Develop Social and Life Skills; Preventive and Responsive Services*

Workshop Skill Level: *Intermediate*

FS08: Creating Calm within the Chaos: An Overview of Critical Incident Response Cluster Teams Susan Salinas (moderated by Dr. Rachel Team)

Today's schools experience a wide variety of crises. These crises have the potential to harm the mental and physical health, learning environment and safety of our students. Being able to provide a calm and caring environment hours after the crisis gives our students and staff an opportunity to heal and accept what has happened.

Critical Incident Response Teams offer support during a chaotic time. Our goal is to prevent occurrences of incidents while planning, practicing, and evaluating actions aimed at a response to an incident or crisis. Responding to a crisis in a timely manner can minimize harm and hopefully lessen trauma. Our goal is to restore learning and provide resources to all affected by the crisis.

Learning Objectives:

- 1) To understand management of a crisis situation.*
- 2) To create a systematic support framework.*

Intended NASP Domains: *Preventive and Responsive Services*

Workshop Skill Level: *Introductory*



FEATURED SESSIONS

FS09: Connecting the Dots Sooner: Early Intervention and Prevention Strategies to Promote School Safety, Tameisha Hinton, Ph.D., NCSP

In this presentation, we will explore the pivotal role of school mental health professionals in promoting school safety through proactive measures, particularly in the realm of school-based behavioral threat assessments. As integral members of the school community, mental health clinicians provide essential support in identifying, assessing, and managing potential threats to student well-being. Through collaborative efforts with educators, administrators, and other stakeholders, these professionals play a central role in creating a safe and nurturing environment conducive to learning. This presentation will highlight the multifaceted responsibilities of school mental health professionals and offers strategies for enhancing their effectiveness in conducting behavioral threat assessments.

Learning Objectives:

- 1) *To emphasize the importance of interdisciplinary collaboration between mental health professionals, educators, administrators, and law enforcement in effectively addressing behavioral concerns and ensuring the safety of students and staff.*
- 2) *To highlight the proactive role that mental health professionals can play in preventing threats through early intervention, promoting positive school climate, and fostering a culture of safety and support.*
- 3) *To empower audience members with knowledge and resources to enhance their role in promoting school safety and supporting students' mental health and well-being within their respective school communities.*

Intended NASP Domains: *Consultation and Collaboration; Interventions and Mental Health Services to Develop Social and Life Skills; Preventive and Responsive Services; Legal, Ethical, and Professional Practice.*

Workshop Skill Level: *Intermediate*

FS10: The Rewired Classroom: Supporting the Anxious Generation in School, Brendan Kelley

In this workshop, Brendan Kelley, an educator for over 20 years, will delve into the major findings of Jonathan Haidt's latest book, "The Anxious Generation," and relate them to real-life classroom observations, examining some of the main differences he has seen from before and after the social media explosion. Attendees will explore how "The Great Rewiring" manifests in schools and its impact on students. Through practical strategies, participants will learn how to prepare students to navigate the digital landscape safely, addressing concerns surrounding social media and online interactions. Additionally, Brendan will share insights on effectively communicating with parents about technology and social media usage, fostering a collaborative approach to supporting students in the digital age.

Learning Objectives:

- 1) Understand how the effect of social media and cell phones is manifesting in today's classrooms.
- 2) Explore options to respond to and prepare students for the effects of technology.

Intended NASP Domains: *Interventions and Mental Health Services to Develop Social and Life Skills; School-Wide Practices to Promote Learning*

Workshop Skill Level: *Introductory*

KEYNOTE BIO

Katie Eklund, PhD, NCSP



Dr. Katie Eklund is an Associate Professor and Co-Director of the School Psychology Program at the University of Wisconsin-Madison. Prior to entering academia, Dr. Eklund worked in public education for 10 years as a school administrator, school psychologist, and school social worker. She is currently a Nationally Certified School Psychologist and licensed Psychologist. Dr. Eklund's research focuses on school mental health, including universal screening and intervention for children with behavioral and social-emotional concerns, culturally-responsive mental health interventions, social emotional learning, and school safety. Dr. Eklund serves as Co-Director of [METRICS](#), a national school mental health technical assistance center funded by the U.S. Department of Education. She also serves as Co-Director of the [School Mental Health Collaborative](#), a center focuses on conducting research that informs policy and practices related to the promotion of the social emotional and behavioral success of all students.



SPEAKER BIOS

Evan H. Dart, Ph.D., BCBA-D

Dr. Evan Dart earned a doctoral degree in school psychology with an emphasis in applied behavior analysis from Louisiana State University. He is a Licensed Psychologist and a Board Certified Behavior Analyst. His research examines assessment and intervention to address students' mental and behavioral health in schools.

Natalie Fikac, Ed.D.

Dr. Natalie Fikac is a mental health professional and educator with over 28 years of educational experience. She holds a Masters degree in Education in School Counseling and Administration and a Doctorate in Educational Leadership. She is an author of two books, and the CEO of Be Well, Lead Well LLC

Tameisha Hinton, Ph.D., NCSP

Dr. Tameisha Hinton earned her doctorate in Counseling, Clinical, and School Psychology at UCSB. She also attained her B.S. in psychology and M.S. in community psychology at FAMU. Currently, Dr. Hinton serves as a project director at the USF SMHC for a federally funded grant to promote school safety.

Brendan Kelley

Brendan Kelley, an educator with 21 years experience, is known for pioneering innovative educational initiatives. The first Innovation Facilitator in Richardson ISD, he founded Chrometastechs, empowering students and educators alike in technology integration. Additionally, his co-leadership of the SOS Mentor Program reflects his commitment to student support and holistic development.



SPEAKER BIOS

Christopher King, Ph.D., NCSP, LSSP

Dr. Christopher L. King is a seasoned School Psychologist with 19 years of experience and a National Certification. Dr. King holds a Master of Arts in School Psychology and a Doctoral degree in Rehabilitation Counseling. His dissertation, a comprehensive study on School Psychology supervisors and supervision training, is a testament to his expertise in this topic.

Susan Salinas

With 33 years of experience in education, Susan Salinas has found supporting the chaos of a crisis to be a job that requires organization, support, and compassion. Susan has spent her entire educational career on an elementary campus beginning as a second-grade teacher to quickly moving into a school counselor's role after obtaining her master's degree. Two years ago, Susan found herself heading the organization of crisis teams to support Robb Elementary and the entire Uvalde ISD community.

Brian D. Tallant, LPC, NADD-CC

Brian Tallant is a Licensed Professional Counselor and owner of Neurodiverse Communities. Brian has over 34 years of clinical and administrative experience providing community mental health treatment to people who have developmental disabilities. He is a contributing member of the IDD Expert Panel for the National Child Traumatic Stress Network (NCTSN). Brian also serves on the Board of Directors for NADD, an association for individuals with developmental disabilities and mental health needs, and Brian carries the NADD Clinical Certification credential. Brian conducts workshops nationally and internationally on adapted mental health treatment for people who have intellectual and developmental disabilities.

SPEAKER BIOS

Rachel Team, Ph.D., LSSP

Dr. Team is an Associate Professor of Psychology, and the Director of the Specialist in School Psychology Program at Abilene Christian University. She is currently TASP's Chair of the School Safety and Crisis Committee. Rachel has intervened in numerous individual and multiple school-wide crises and teaches crisis courses at ACU. She enjoys preparing students to intervene in the event of a crisis.





FACTS AND FAQ'S

What is new with payment 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 2024 Summer Institute, live sessions will only be available in person.

What is the process for attending pre-recorded Zoom 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 20, 2024. 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, 2024.

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.



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, 2024.

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, 2024.

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](#).

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