

BE READY! ADDRESSING TRAUMA, CRISIS, AND SUICIDE PREVENTION



SUMMER INSTITUTE PROGRAM

JUNE 23-24, 2021

2021 VIRTUAL SUMMER INSTITUTE

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FREQUENTLY ASKED QUESTIONS

AGENDA

WEDNESDAY, JUNE 23, 2021

8:15 a.m. - 10:15 a.m. KEYNOTE

Preventing School from Becoming a Source of Trauma
Dr. Eric Rossen

10:30 a.m. - 12:30 p.m. **FS01: Trauma Informed Care in the Classroom**
Featured Sessions *Dr. Megan A. Mooney*
(she/her/hers)

FS02: Trauma and AU: Myths, Facts, and Tools
Dr. Michael Gomez

THURSDAY, JUNE 24, 2021

8:15 a.m. - 10:15 a.m. **FS03: 22 Years of Researching Suicide: Important**
Featured Sessions **Points to Consider**
Dr. Melissa Heath

FS04: Panel Presentation: Suicide Prevention: A 360° Approach
Linda J. Garza, Marilyn R. Brice, Ileana J. Moreno, & David H. Gonzalez

10:30 a.m. - 12:30 p.m. **FS05: Step Back from the Ledge - Crisis Intervention**
Featured Sessions **Training for Practitioners**
Dr. Rachel Team, Dr. Krystal Simmons, Dr. Lisa Daniels, & Tammy Gendke

FS06: Strengthening Youth with Supportive Stories and Metaphors
Dr. Melissa Heath

AGENDA

PRE-RECORDED SESSIONS (ON-DEMAND)

FS07: BHEC/TSBEP Update

Darrel Spinks

FS08: Trauma Informed Care 101 for School-Based Providers

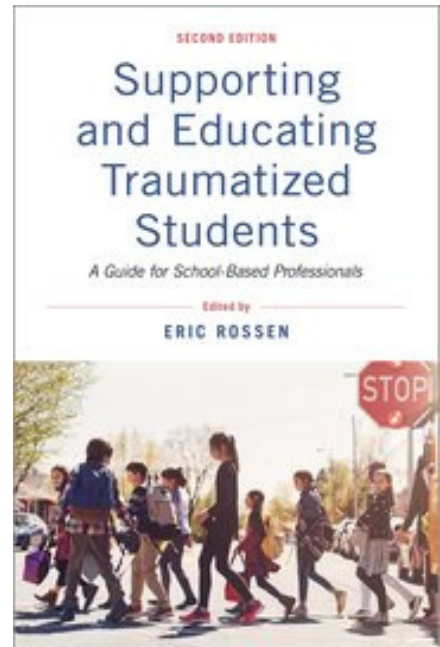
Dr. Michael Gomez

KEYNOTE SESSION

Preventing School From Becoming a Source of Trauma

Dr. Eric Rossen, NCSP

Traumatic or adverse experiences are pervasive among school-aged youth, and can undermine the ability to learn, manage feelings, exhibit prosocial behaviors, and maintain positive relationships. While most attention has been given to the stressors that occur in a student's household and community, less attention has been paid to the stressors that occur within school and how to mitigate them.



Dr. Rossen will discuss the need to expand our understanding of trauma beyond the ACEs study, the ways in which schools serve as primary or secondary stressors for students, and how to address these stressors with a trauma-informed lens. Specific implications related COVID-19 will also be addressed.

Intended NASP Domains: *School-Wide Practices to Promote Learning*

FEATURED SESSIONS

FS01: Trauma-Informed Care in the Classroom

Dr. Megan A. Mooney
(she/her/hers)

This presentation will provide a broad overview of the principles of trauma-informed care and how these are applied to an educational setting. Populations of children who are at disproportionate risk for experiencing potentially traumatic events both at school and in public will be discussed. Finally, strategies for supporting students who have been impacted by trauma will be reviewed with a focus on resiliency and posttraumatic growth.

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

FS02: Trauma and AU: Myths, Facts, and Tools

Dr. Michael Gomez

This presentation will discuss the impact of traumatic stress on children with Autism Spectrum Disorder (AU). First, there is discussion about the different types of traumatic stress you will encounter (yes, there is more than one). Second, specific myths will be replaced with corrective facts regarding children and families who are impacted simultaneously by AU and traumatic stress. Last, two specific tools will be discussed for working with this population: one for children and families (TF-CBT) and one for the providers working with these children and families (CE-CERT).

Intended NASP Domains: *Interventions and Instructional Support to Develop Academic Skills; Interventions and Mental Health Services to Develop Social and Life Skills; Family–School Collaboration Services*

FEATURED SESSIONS

FS03: 22 Years of Researching Suicide: Important Points to Consider

Dr. Melissa Health

This session provides an overview of key research focused on suicide prevention. Based on this research, participants will review major implications for school-based training and applied practice. Additionally, the session focuses on therapeutic strategies to support child survivors of a parent's suicide.

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

FS04: Panel Presentation: Suicide Prevention: A 360° Approach

Linda J. Garza, Marilyn R. Brice, Ileana J. Moreno, & David H. Gonzalez

This session highlights how one district, United ISD, has created a comprehensive, multifaceted suicide prevention program. The program includes a standardized protocol (when working with at-risk students) as well as the implementation of continuous professional development for educators and parents. As part of UISD 360° suicide prevention approach, middle and high school students participate in an annual training that teaches them about self-help skills, and has been proven to reduce actual suicide attempts. UISD's suicide prevention efforts have contributed to a districtwide environment that advocates for suicide awareness and prevention.

Intended NASP Domains: *Interventions and Mental Health Services to Develop Social and Life Skills; Preventive and Responsive Services; Family–School Collaboration Services; Research and Program Evaluation; Legal, Ethical, and Professional Practice*

FEATURED SESSIONS

FS05: Step Back from the Ledge-Crisis Intervention Training for Practitioners

Dr. Rachel Team, Dr. Krystal Simmons, Dr. Lisa Daniels, & Tammy Gendke

This interactive workshop will include current empirically-based responses presented through case studies for working through crises at different developmental ages. Specific strategies for suicide prevention and crisis management at the individual and community levels will be discussed. Additionally, approaches for decreasing the likelihood of suicide contagion following a death, community crisis, or global pandemic will be presented.

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

FS06: Strengthening Youth with Supportive Stories and Metaphors

Dr. Melissa Heath

In this session, participants will learn how to incorporate the CASEL model and social emotional learning into social skills instruction. The session highlights BYU's free online lesson plans and how to use these resources to address children's specific behavioral and emotional challenges.

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

ON-DEMAND SESSIONS

FS07: BHEC/TSBEP Update

Darrel Spinks

This presentation will provide attendees with updates about the significant regulatory issues faced by the Council and TSBEP, as well as the significant bills filed and passed by the 87th Legislature.

Intended NASP Domains: *Legal, Ethical, and Professional Practice*

FS08: Trauma-Informed Care 101 for School Based Providers

Dr. Michael Gomez

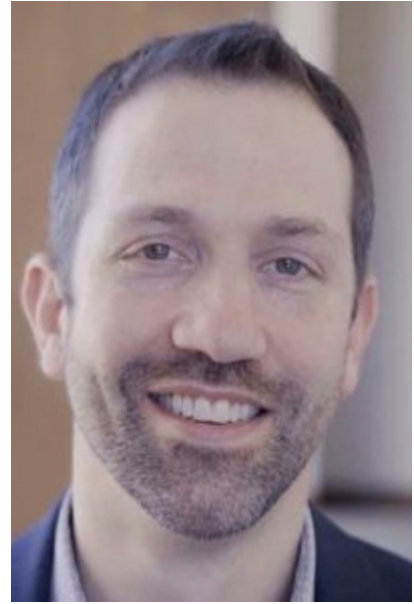
This talk will focus on the basics of “trauma informed care” (TIC). TIC can be presented as a nebulous term and in this talk we will clarify this term, specifically in a school context, along three domains. First, basic terminology (e.g., what is the difference between PTSD and Complex PTSD) will be discussed. Second, specific tools and resources educators can use in a school-based setting will be discussed. Last, the topic of burnout and vicarious trauma will be discussed, as well as what you can concretely do about this.

Intended NASP Domains: *Interventions and Instructional Support to Develop Academic Skills; Interventions and Mental Health Services to Develop Social and Life Skills; Preventive and Responsive Services; Family–School Collaboration Services*

KEYNOTE BIO

Dr. Eric Rossen, NCSP

Dr. Eric Rossen is a Nationally Certified School Psychologist, a licensed psychologist in Maryland, and a credentialed National Register Health Service psychologist. Dr. Rossen earned his PhD in school psychology at the University of Florida and has since worked in public schools, independent practice, and as a college instructor and adjunct faculty. He has presented across the US and internationally, and published dozens of articles and book chapters related to school psychology, school safety, and trauma.



He is most recently the editor of *Supporting and Educating Traumatized Students: A Guide for School-Based Professionals, 2nd Edition*, and co-author of the book *Applying a Trauma-Informed Framework to The IEP Process: From Referral to Development*.

You can learn more about Dr. Rossen on his website: www.ericrossen.com; and follow him on Twitter: @E_Rossen

SPEAKER BIOS

Marilyn Brice is a LSSP at United ISD in Laredo, Texas. As one of the LSSPs, she provides psychological services as well as works with the districtwide suicide prevention program. Marilyn earned a Bachelor's of Arts and started teaching special education students. She obtained two Masters and is currently pursuing a doctoral degree at Texas Tech University.

Dr. Lisa Daniel, LSSP, has worked in & consulted with school districts for over seventeen years, has a B.S. in Psychology & Health, M.S. with focus in School & Applied Psychology, & a PhD in Educational Psychology. She is a Trainer of Trainers for NASP PREPaRE School Safety & Crisis Preparedness Training Curriculum, 3rd Edition. She teaches at East Texas Baptist University & is available for consultation to ISDs.

Linda J. Garza earned her Bachelor's and Master's at UT Pan-American (now UTRGV). She completed a school psychology internship in Broward County Public School District in Florida. After relocating to Texas, Linda started working with United ISD. The suicide prevention initiatives at United ISD have evolved into a multifaceted program that incorporates professional development, parent training and student prevention components.

SPEAKER BIOS

Tammy Gendke, LSSP holds a master's degree from the University of Houston-Victoria. With 17 years of experience, she is currently the Region 3 ESC Community Project Manager for the AWARE Texas grant. She is the Chair of the Victoria County CRCG and is a member of the TASP Crisis Response Committee and House Bill 906 Task Force.

Dr. Michael Gomez is a licensed psychologist who specializes in Trauma-Focused CBT, treatment of adolescents with problematic sexual behaviors (PSB), PCIT, TARGET, and assessment of autism spectrum disorders. He is one of the three national co-chairs for the National Child Traumatic Stress Networks (NCTSN) Trauma and Intellectual and Developmental Disabilities (IDD) Workgroup.

David H. Gonzalez began his career as an English teacher and a coach. He then became a high school assistant principal, until being appointed principal. David earned the Region One's Middle School Principal (2011 & 2013). In 2011, he was selected as the Texas Secondary Principal through the HEB Excellence in Education. As an Associate Superintendent for Curriculum and Instruction, David prides himself in educating the whole child.

SPEAKER BIOS

Dr. Melissa Heath, Professor in Brigham Young University's School Psychology Program, researches school-based crisis intervention, including suicide prevention; children's grief; and bibliotherapy that addresses children's social emotional needs. She communicates research findings in practical language and provides guidance that is easy to implement across settings.

Dr. Megan Mooney is a licensed psychologist in private practice and is an Affiliate of the National Child Traumatic Stress Network. Dr. Mooney serves as clinical faculty with Baylor College of Medicine and the UT Health Sciences Center at Houston. Dr. Mooney's doctorate degree is from the University of Arkansas.

Ileana J. Moreno is a Licensed Specialist in School Psychology at United Independent School District. She is also a Nationally Certified School Psychologist. Ileana graduated from Texas State University with a Specialist in School Psychology degree, following a B.A. in Psychology from the University of the Incarnate Word.

SPEAKER BIOS

Dr. Krystal Simmons is a Licensed Specialist in School Psychology, Licensed Psychologist, and Clinical Professor of school psychology at Texas A&M University. Her clinical and research interests include school-based crisis intervention and suicide risk among Black youth. Dr. Simmons is a trainer for Psychological First Aid for Schools and PREPaRE Workshops 1 and 2.

Darrel D. Spinks is the Executive Director of the Texas Behavioral Health Executive Council, having previously served as the Executive Director and General Counsel for the TSBEP. Prior to working for the state, Mr. Spinks was in private practice for over nine years handling a wide variety of both civil and criminal litigation in state and federal court. Mr. Spinks is a graduate of Howard Payne University in Brownwood and Baylor Law School in Waco.

Dr. Rachel Team is a LSSP, 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 & FAQ

What is the process for attending live Zoom sessions?

In light of using a virtual platform for the 2021 Summer Institute, sessions will be hosted via Zoom in real time following the schedule outlined on our website. Participants who attend the sessions live will complete a session evaluation form upon completion of the session. Following the close of Summer Institute, you will receive your Continuing Professional Development (CPD) certificate for each session in which you attended for the minimum amount of time and submitted a session evaluation form.

What is the process for viewing pre-recorded on-demand 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 23, 2021. You will access them on the learning platform as you would the other sessions. 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.

Are all Summer Institute sessions available to me via recording?

Registrants will have access to all sessions. Recorded sessions will be available for viewing through July 23, 2021.

What is the process for attending recorded Zoom sessions?

Following the conclusion of Summer Institute, the recordings of each live session will be made available on our website for review from Monday, June 28th through Friday, July 23rd. Some speakers may use breakout rooms during their session; however, this portion of the session will not be recorded. As a result, the total CPD for the recorded version of the session may be shorter than the original live session. Upon completion of a 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 recorded session, and its corresponding evaluation form, your Continuing Professional Development (CPD) certificate will be available.

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. The hours must be directly related to the practice of psychology. Of these 40 hours, a minimum of 6 hours must be in the area(s) of ethics, the Council's rules, or professional responsibility. Also, out of the 40 required hours, another 6 hours must be in the area of cultural diversity. Acceptable cultural diversity hours include, but are not limited to professional development regarding age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socio-economic status. Lastly, at least half of the required 40 hours must be obtained from or endorsed by a provider listed in Council 463.35(c). Please note, pursuant to Board rule 463.35(d), the Council does not pre-approve professional development hours. If you have any questions, please contact [TASP's Professional Development Chair](#) or visit the Texas Behavioral Health Executive Council.

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. Join the live session via Zoom link no later than 15 minutes after the session begins.
2. Remain in the Zoom for the entire session.
3. Complete the post-session evaluation for the specific session no later than **11:59PM on June 27th, 2021.**

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 23rd, 2021.**

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.](#)

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 10, 2021, to TASP Fall Convention ADA Requirements, 14070 Proton Road Dallas, TX 75244, by calling (972) 233-9107, or by emailing the [TASP Business Manager](#).

What is TASP's cancellation policy?

Cancellations made by June 1, 2021 will receive a refund LESS an administrative fee, AFTER the event. Cancellations made after June 1, 2021 will NOT be refunded. Cancellations may be made in writing to TASP, 14070 Proton Road, Dallas, TX 75244, by emailing the [TASP Business Manager](#), or by calling (972) 233-9107 extension 215. Credit card refunds will be credited to the card used for purchase. Membership dues and donations (CALC, GPR, etc.) are non-refundable. TASP is excited to offer our virtual Summer Institute and understands technical issues with audio and video may arise for some of our participants. TASP will make every effort to troubleshoot complications that affect the general audience; however, we are not responsible for personal technical difficulties. As a result, **refunds will not be given in the event a personal technology issue prevents, impedes, or impairs participation.**