**TASP SUMMER INSTITUE 2016: Presentation Summaries and Speaker Biographies**

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| **PREPaRE Workshop 1** |
| The PREPaRE curriculum has been developed by the National Association of School Psychologists (NASP). PREPaRE training is ideal for schools committed to improving and strengthening their school safety and crisis management plans and emergency response. There are two core workshops of the PREPaRE Training. This workshop (Workshop 1) will provide participants with a better understanding of the organization and function of a comprehensive safety and crisis team. Workshop 1 is a pre-requisite to Workshop 2 in which participants gain the knowledge and skills necessary to meet the mental health needs of students and staff in the aftermath of a crisis. |
| ***Donna Black*** is a LSSP andreceived her M.A. and B.S. degrees from the University of Houston-Clear Lake and has worked in education since 1988. Donna was appointed to the *Texas State Board of Examiners of Psychologists* (TSBEP) in 2007 and was reappointed in 2011. She currently is an active member of the Board.***Dr. Jenkins*** is a LSSP and has spent 11 years at the Lubbock State School, 5 years in Plainview ISD, 7 years in private practice, 7 years at Region 17 ESC, and 6 years as the Lead for Autism, Behavior and Psychology for Lubbock ISD. |

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| **Multicultural Considerations During Individual Crisis Intervention** |
| This workshop presentation will introduce participants to the fundamentals of identifying assessing, and intervening with adolescents at risk for individual crisis (e.g., suicidal ideation) using the interpersonal-psychological theory (Joiner, 2005) of suicidal behavior. Participants will learn ethical, legal, and cultural considerations for crisis risk identification and intervention across age, race, gender, and other cultural groups. Mini-skills exercises in threat assessment will be provided to participants to use within a school setting. Additional learner outcomes include learning tips for campus-wide suicide prevention and intervention strategies through school, home, and community collaborations. |
| ***Krystal (Cook) Simmons*** is a LSSP, Licensed Psychologist, and Clinical Associate Professor at Texas A&M University’s Educational Psychology Department. She holds a B.A. from Howard University and Ph.D. from Texas A&M specializing in School Psychology. Dr. Simmons has also worked from the Houston Independent School District’s Psychological Services Department.***Elena M. Doskey*** is a doctoral candidate in School Psychology at Texas A&M University. She completed a B.S. in Psychology and Spanish at Loyola University New Orleans and a M.Ed. at the University of Notre Dame. She’s a former teacher and speaks, reads, and writes in Spanish with near-native fluency. |

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| **Assessing Childhood Depression From Multiple Perspectives** |
| Depression in childhood is frequently unrecognized and untreated. The purpose of this workshop is to briefly review the clinical characteristics of depressive disorders in school-aged children and adolescents and note available methods of assessment. Because the most practical assessment approach is psychometrically based, the presentation will focus on, and illustrate the use of the latest revised version of the Children’s Depression Inventory, the CDI 2 (Kovacs, 2011), a suite of tools, which allows the comprehensive multi-rater assessment of depressive symptoms in children aged 7 to 17 years. Clinical application of the CDI will also be addressed. |
| ***Maria Kovacs*** is considered an expert in childhood depression. She holds a M.Ed. in psychology and a Ph.D. in psychology from the University of Pennsylvania. Currently, Dr. Kovacs is a distinguished professor of psychiatry and psychology at the University of Pennsylvania. She is also the program director of the Childhood Depression Research Program at the Western Psychiatric Institute and Clinic in Pittsburg, PA. |

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| **Trauma-Informed Education** |
| Robert delivers a powerful presentation on how to assist traumatized students who express themselves with symptoms of conduct disorder and to turn their feelings of rage and helplessness into constructive action. His experiences winning and losing this challenge in Baltimore gave him a perspective on how to help clients overcome the vicious cycles of chronic distress. His presentation will enable school psychologists to evolve their current techniques into a therapeutic relationship that will mitigate the risks associated with trauma induced conduct disorder and oppositional and defiant disorder. This presentation will address this issue from the pre-school to high school setting. |
| Mr. Hull is an experienced provider of professional development and keynote addresses, editor of Educating and Supporting Traumatized Students, and is certified as a school psychologist and administrator by the Maryland State Department of Education. He has graduate degrees in education, psychology and public health/administration from Arizona State University, Memphis State University and Johns Hopkins. |

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| **Ethically Implementing Multi-Tiered Systems of Support (MTSS)** |
| Increasingly, mental health professionals in schools are providing services at tier 1, 2, and 3 within a MTSS framework. MTSS generally provides a “braiding” of mental health and/or behavioral interventions and academic interventions in a preventative, tiered framework. In addition to a general overview of MTSS and overcoming common challenges to its implementation, this presentation will review applicable ethical principles associated with implementation of mental health and behavioral interventions within a MTSS framework, such as privacy and confidentiality, consent and assent, school-based record keeping, and responsibility to schools, families and the community. |
| ***Lisa McCleary*** is a Licensed Psychologist, Licensed Specialist in School Psychology, and Board Certified Behavior Analyst – Doctoral Designation. She holds a Ph.D in School Psychology from the University of Tennessee and has worked in schools as a school psychologists and behavior specialist. Currently, she is an Assistant Professor at Stephen F. Austin State University.***Thomas Schanding*** (PhD in School Psychology) is a Licensed Psychologist and Licensed Specialist in School Psychology. Currently, he is an Associate Professor at the University of Houston – Clear Lake. Dr. Schanding has previously worked in hospital settings and school districts. His research interests include screening/assessment/intervention of social-emotional and behavioral functioning and the school experiences of LGBTQ youth. |