Alternative activities across nasp practice domains for interns and practicum students

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## General Information

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|  | **What is included in this document?**  This document consists of supplemental training activities for school psychology interns and practicum students. The activities are listed according to the 10 NASP Practice Domains. The title of each activity is provided, along with a description, an estimated completion time, and the web-link that provides access to the activity. Although an activity may be listed within a particular NASP Practice Domain, the NASP Practice Domains are integrated and not mutually exclusive. Therefore, many of the activities are suitable for addressing competency development across other NASP Domains. The activities listed in this resource are not meant to be prescriptive, nor is this list comprehensive.  The additional resources included in this document include webinars specific to navigating service delivery within the context of COVID-19, and a list of online resources that students may find useful for additional training purposes.  **How were the activities identified?**  The majority of activities included in this document met the following inclusionary criteria:   1. The activity consists of direct training elements (e.g., modeling, opportunities to respond, performance feedback) 2. The activity produces a summative assessment that can be shared with university and/or site supervisors   Activities that consisted primarily of didactic instruction and/or did not emphasize direct training elements or include a summative assessment are also included for several NASP Practice Domains. These activities are denoted by (\*\*\*).  **How should students use these activities?**  The activities may be used for competency development across NASP Practice Domains. The activities are not meant to replace fieldwork training experiences; rather, the activities are perhaps best utilized in coordination with and supplemental to ongoing training activities occurring in prescribed coursework and fieldwork experiences.  Activities that include a summative assessment component (e.g., certificate of completion, assessment questions specific to the activity) can be shared with university and/or school-site supervisors as evidence of completing the activity. For webinars and other activities that do not include a summative assessment component, students may consider (with approval from an appropriate supervisor) summarizing the webinar content as evidence of viewing and understanding the information within the webinar. |

## Domain 1: Data-Based Decision Making

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|  | School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. Examples of professional practices associated with data-based decision making include the following:   * School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students’ need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans. * School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, and systems) to understand student needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports. * School psychologists incorporate various techniques for collection, measurement, and analysis of data, accountability, and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels. * School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response, to evaluate the effectiveness of interventions, and to determine when to modify or change an intervention. * School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students. * School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress. * School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs. * *School psychologists use information and technology resources to enhance data collection and decision making.* |

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| Training Activity | Additional NASP Domains |
| **Assessing Visual Analysis of Single Case Research Designs (University of Oregon)**  From the website: The purpose of Singlecase.org is to provide researchers with a tool for assessing and improving their skills at visual analysis of single-case research designs. Three sets of graphs (53 ABAB, 47 Multiple Baseline, 36 Alternating Treatments) are provided. Each graph is to be rated in terms of (a) demonstrating a functional relation and (b) demonstrating a clinical effect. Ratings are compared with national experts. The site is for any individual wishing to assess their visual analysis skills or individuals who teach single-case methods and want to coordinate a class of students who may all use the site as part of the class (as an assignment, or activity).  <https://www.singlecase.org/index.php/index/student-login> | Domain 9, 10 |
| **Mastering the Basics of Visual Analysis**  From the website: This tutorial offers a systematic, evidence-based procedure for training individuals to conduct valid and reliable visual analyses of single-subject data. It features extensive discrimination training and practice opportunities; adaptive instruction and remediation for errors; and full audio narration in a self-paced, mobile-friendly format.  <https://foxylearning.com/tutorials/va/> | Domain 9, 10 |
| **Direct Behavior Rating (University of Connecticut)**  From the website: The module is intended to provide information and practice with DBR. This module is intended to help you:   * Become familiar with various uses for DBR * Understand how DBR can be used in assessment * Review key behaviors for student success * Learn steps involved in using DBR * Practice using DBR   Completion of the entire module will take approximately 25-40 minutes. The module includes 3 parts:   * Introduction to the uses of DBR (12 minutes) * Demonstration of how to use DBR (8 minutes) * Practice in which you will rate behavior and receive feedback (5-20 minutes)   <http://dbrtraining.education.uconn.edu/> | Domain 4 |
| **Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity**  From the website: This module, the third in a series of three, examines how to evaluate whether an evidence-based practice is effective for the young children or students with whom you are working (est. completion time: 2 hours). If you have not done so already, consider completing parts one and two before beginning this resource.  <https://iris.peabody.vanderbilt.edu/module/ebp_03/#content> | Domain 2, 4 |

## Domain 2: Consultation and Collaboration

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|  | 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. Examples of professional practices associated with consultation and collaboration include the following:   * School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services. * School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others. * School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions. * School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques. * School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems. * School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices. * School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels. * School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services. |

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| Training Activity | Additional NASP Domains |
| **The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns Training Module**  From the website: This module highlights the benefits of the pre-referral process— a preventative approach that can eliminate inappropriate referrals to special education— and outlines the six stages most commonly involved in its implementation. (est. completion time: 1 hour).  <https://iris.peabody.vanderbilt.edu/module/preref/> | Domain 1, 3, 4, 5, 10 |
| **Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity**  From the website: This module, the second in a series of three, discusses implementing an evidence-based practice or program with fidelity (est. completion time: 1 hour). Before completing this module, consider visiting part one. When you have finished parts one and two, proceed to part three.  <https://iris.peabody.vanderbilt.edu/module/ebp_02/#content> | Domain 1 |
| **Fidelity of Implementation: Selecting and Implementing Evidence-Based Practices and Programs**  From the website: This module discusses the importance of selecting evidence-based practices and programs. It also examines actions that school personnel can take to increase the likelihood that the practice or program is implemented as it was designed (est. completion time: 3 hours).  <https://iris.peabody.vanderbilt.edu/module/fid/> | Domain 1, 5, 9, 10 |
| **Effective Practices for Coaches: Self-Paced Training Modules**  From the website: These two self-paced modules addresses the four practices coaches can use to improve teaching and student learning. Module 1 addresses the four practices coaches can use to improve teaching and student learning. These practices include observation, modeling, providing performance feedback, and using alliance-building strategies. Module 2 addresses how to measure the fidelity of coaching practice to increase the impact it has on teaching and learning. We strongly recommend watching both modules to fully enhance the coaching of teachers.  <https://intensiveintervention.org/resource/effective-practices-coaches-self-paced-training-modules> | Domain 1, 5, 10 |

## Domain 3: Academic Interventions and Instructional Supports

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|  | School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:   * + School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.   + School psychologists promote interventions and accommodations to help students enhance their capacity to be self- regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.   + School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.   + School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.   + School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.   + School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.   + School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.   + School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.   + School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.   + School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and managing academic demands.   + School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions. |

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| Training Activity | Additional NASP Domains |
| **Progress Monitoring: Reading**  From the website: This resource introduces users to progress monitoring in reading, a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and teachers (est. completion time: 2 hours).  <https://iris.peabody.vanderbilt.edu/module/pmr/> | Domain 1, 2, 10 |
| **Progress Monitoring: Mathematics**  From the website: This resource introduces users to progress monitoring in mathematics, a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and teachers (est. completion time: 2 hours).  <https://iris.peabody.vanderbilt.edu/module/pmm/> | Domain 1, 2, 10 |
| **PALS: A Reading Strategy for Grades K-1**  From the website: This module outlines the benefits of implementing PALS for Grades K–1, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the PALS activities as well as printable PALS materials (est. completion time: 1 hour).  <https://iris.peabody.vanderbilt.edu/module/palsk1/> | Domain 1 |
| **Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas**  From the website: This module describes how teachers can incorporate vocabulary and reading comprehension skills instruction into content-area lessons and will introduce you to a variety of effective practices—including the use of graphic organizers—to help students better understand what they read (est. completion time: 1.5 hours). When you have completed the module, be sure to visit part two (Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies).  <https://iris.peabody.vanderbilt.edu/module/sec-rdng/> | Domain 1 |
| **High-Quality Mathematics Instruction: What Teachers Should Know**  From the website: This module describes the components of high-quality mathematics instruction: a standards-based curriculum and evidence-based practices. It also highlights a number of evidence-based practices as well as other classroom practices that teachers can use to teach mathematics (est. completion time: 1.5 hours).  <https://iris.peabody.vanderbilt.edu/module/math/> | Domain 1 |
| **\*\*\*Using Academic Progress Monitoring for Individualized Instructional Planning**  From the website: During the webinar, Dr. Zumeta Edmonds discussed various approaches to progress monitoring, focusing on the value and implications of using progress monitoring to track the growth of students with intensive academic needs. The webinar provides a step by step walk through of the process for using progress monitoring data to make instructional decisions for individual students and provides student level examples (video running time: approximately 77 min).  <https://intensiveintervention.org/resource/using-academic-progress-monitoring-individualized-instructional-planning> | Domain 1 |
| **\*\*\*What Do I Do Now? Individualizing Academic Interventions when Standard Approaches Don't Work**  This module from NCII doesn’t include a video, but a student can work through the slides, learn about coaching this content, and take advantage of a number of handouts to get a solid understanding of how to adapt in the face of nonresponse to academic intervention (estimated time to review material: 2+ hours).  <https://intensiveintervention.org/resource/what-do-i-do-now-individualizing-academic-interventions-when-standard-approaches-dont-work> | Domain 1 |
| **\*\*\*Making Sound RTI Decisions: Who Responds to Secondary Prevention Webinar**  From the website: This webinar, presented by Dr. Lynn Fuchs, discusses data-based decision making within an RTI framework. Specifically, the webinar focuses on how to determine responsiveness to secondary or Tier II prevention (video running time: approximately 33 min).  <https://rti4success.org/video/making-sound-rti-decisions-who-responds-secondary-prevention> | Domain 1, 2, 10 |

## Domain 4: Mental and Behavioral Health Services and Interventions

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|  | School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social– emotional functioning.  School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.  Examples of professional practices associated with the development of social–emotional and behavioral skills include the following:   * + School psychologists recognize risk and protective factors and utilize data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision-making.   + School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavior supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.   + School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.   + School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. School psychologists use assessment data to select and implement evidence- based mental and behavioral health interventions.   + School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.   + School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.   + School psychologists develop and implement positive behavior supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.   + School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.   + School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services. |

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| Training Activity | Additional NASP Domains |
| **FBA Training Module**  From the website:This module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are also described (est. completion time: 2 hours).  <https://iris.peabody.vanderbilt.edu/module/fba/> | Domain 1, 2 |
| **AFIRM FBA Training Module**  From the website: A functional behavior assessment can be used when the intensity, duration, or type of interfering behavior creates safety concerns or impacts a child’s development. The AFIRM model guides the learner through four lessons to facilitate:   * Learning basic knowledge about functional behavior assessment (FBA). * Applying FBA in activity based scenarios that promote real-world application.   The FBA module will take approximately 1.5 to 2 hours to complete.  <https://afirm.fpg.unc.edu/functional-behavior-assessment> | Domain 1, 2 |
| **Transition Services for Youth with EBD**  This is a very thorough module which goes through issues in transition planning for students with EBD, all the way to job planning and job support. This is an extensive module and will likely take 5+ hours to complete.  <https://transitioncoalition.org/blog/welcome-youth-edbd/> | Domain 2, 7 |
| **Early Childhood Behavior Management: Developing and Teaching Rules**  From the website: This module, a DEC-recommended resource, includes information on how to create developmentally appropriate behavior rules for early childhood classrooms so that they link to a given school's behavior expectations. The importance of communication with families about rules and expected behaviors is also stressed (est. completion time: 1.5 hours).  <https://iris.peabody.vanderbilt.edu/module/ecbm/> | Domain 7 |
| **Classroom and Behavior Management**  From the website: This Course Enhancement Module (CEM) is designed to build the knowledge and capacity of educators in the selected topic. The module can be adapted and is flexible to accommodate faculty and professional development provider needs. The anchor presentation and speaker notes can be used in their entirety to cover multiple course or professional development sessions. Alternatively, specific content, activities, and handouts can be used individually to enhance existing course and/or professional development content.  The CEM guides participants in becoming proactive, positive problem-solvers who anticipate and design interventions to prevent instances in which students are likely to experience an academic or behavioral challenge that interferes with their learning.  <https://ceedar.education.ufl.edu/cems/classroom-and-behavior-management/> | Domain 1, 5 |
| **Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan**  From the website: This module—a revision of Who's In Charge? Developing a Comprehensive Behavior Management System—highlights the importance of establishing a comprehensive classroom behavior management system composed of a statement of purpose, rules, procedures, consequences, and an action plan. It also provides information about how culture, classroom factors, and teacher actions can influence student behavior (est. completion time: 1 hour).  <https://iris.peabody.vanderbilt.edu/module/beh1/#content> | Domain 8 |
| **\*\*\*Adding Check-in Check-out to MTSS (SCTG Webinar)**  From the website: A recorded webinar describing (a) the rationale for implementing Check-in Check-out (CICO), (b) when a school should consider adopting CICO, (c) the core features of CICO, and (d) common barriers and solutions encountered during adoption of CICO (video running time: approximately 63 min)  <https://www.pbis.org/video/adding-check-in-check-out-to-mtss-sctg-webinar> | Domain 1 |

## Domain 5: School-Wide Practices to Promote Learning

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|  | School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. Professional and leadership practices associated with school-wide promotion of learning include the following:   * School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in such areas as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships. * School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships. * School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully. * School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community. * School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work). * School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior. * School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being. * School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student’s attainment of academic, social–emotional, and behavioral goals. * School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities. |

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| Training Activity | Additional NASP Domains |
| **RTI (Part 1): An Overview**  From the website: This module outlines the differences between the IQ-achievement discrepancy model and the response-to-intervention (RTI) approach. It also offers a brief overview of each tier in the RTI model and explains its benefits (est. completion time: 1 hour).  <https://iris.peabody.vanderbilt.edu/module/rti01/> | Domain 3 |
| **\*\*\*What Counts as Evidence? Making Decisions for Instruction and Intervention within a Multi-Tiered System of Support**  From the website: In this webinar, staff from NCII, Collaboration for Effective Educator Development Accountability and Reform (CEEDAR) Center, and the National Center on Systemic Improvement (NCSI) share content focused on the continuum of evidence that supports instruction within multi-tiered systems of support (MTSS). Presenters Rebecca Zumeta Edmonds Ph.D., Allison Gruner Gandhi Ed.D, and Lynn Holdheide M.Ed. describe key considerations for making informed decisions about evidence-based practices when options seem limited.  Information will include a review of the approaches taken by the CEEDAR Center and NCII to identify essential components, tools, and reviews of instructional practices grounded in research across all tiers of an MTSS framework (video running time: approximately 96 min).  <https://intensiveintervention.org/resource/what-counts-evidence-making-decisions-instruction-and-intervention-within-multi-tiered> | Domain 1, 3, 4 |
| **\*\*\*Supporting School-Wide Positive Behavior**  This is a well-structured webinar that goes into depth regarding the individual components of SWPBIS. Additional resources for training are available on the site’s main page.  <http://www.ric.edu/sherlockcenter/rimtss/11/story_html5.html> | Domain 1, 4 |
| **\*\*\*Planning and First Steps for RTI**  From the website: This webinar provides examples of what planning is required before successfully implementing RTI, as well as the initial steps that should be taken when implementing RTI within schools. Examples illustrate how elementary schools have used RTI to address the needs of culturally and linguistically diverse student populations. In addition, the webinar shares how elementary schools have resolved challenges such as revising schedules and reallocating personnel to provide interventions (video running time: approximately 58 min).  <https://rti4success.org/video/planning-and-first-steps-rti> | Domain 3, 8 |
| **\*\*\*Interventions in an RTI Model Webinar**  From the website: This webinar, led by Dr. Erica Lembke, discusses primary, secondary, and tertiary interventions within a RTI framework. Examples from the webinar include interventions related to the five components of reading at the elementary and secondary levels (middle and high school). There is a corresponding “handouts” document that accompanies this presentation (video running time: approximately 27 min).  <https://rti4success.org/video/interventions-rti-model> | Domain 1, 2, 3 |
| **\*\*\*What is RTI? The Essential Components**  From the website: In this webinar Dr. Tessie Rose Bailey provides an overview of the essential components of RTI including screening, progress monitoring, a school-wide, multi-level prevention system, and data-based decision making (video running time: approximately 63 min).  <https://rti4success.org/video/what-rti-essential-components> | Domain 1 |
| **Essential Components of RTI: Multi-Level Prevention System**  From the website: In this webinar, Dr. Katie Klingler Tackett provides an overview of School-wide Multi-Level Prevention Systems also commonly known as a Multi-Tiered System of Support. She discusses key features of each level or tier within the system including the primary level (Tier I) secondary level (Tier 2) and tertiary level (Tier III) (video running time: approximately 19 min).  <https://rti4success.org/video/essential-components-rti-multi-level-prevention-system> | Domain 1, 2 |
| **\*\*\*RTI and Mathematics Webinar: IES Practice Guide- RTI in Mathematics**  From the website: In this webinar, Dr. Russell Gersten provides an overview of the research related to RTI and mathematics and describes specific guidelines for implementation for grades K-7. The webinar includes discussions of effective instructional practices for interventions, strategies for screening and progress monitoring and criteria to think about when selecting intervention curricula. The webinar also offers a candid appraisal of the quality and quantity of research on these topics (video running time: approximately 59 min).  <https://rti4success.org/video/rti-and-mathematics> | Domain 1, 3 |

## Domain 6: Services to Promote Safe and Supportive Schools

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|  | School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery. Examples of effective services to promote safe and supportive schools include the following:   * + School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.   + School psychologists promote wellness and resilience by: (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.   + School psychologists advocate for state and local policies that promote safe and inclusive school environments.   + School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing such systemic problems as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.   + School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.   + School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.   + School psychologists participate in school crisis response teams and use data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.   + School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.   + School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.   + School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.   + School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations. |

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| Training Activity | Additional NASP Domains |
| **\*\*\*PBIS Forum (2018): Policies to Promote Equity in School Discipline**  Kent McIntosh and Ambra Green discuss policies to promote equity in school discipline. This webinar discusses the use of data (primarily from police departments) to identify problems, developing policies to address the problems, and implementing the policies and collecting data to evaluate the policy. Many examples are CA specific (video running time: approximately 50 min).  <https://www.pbis.org/video/pbis-forum-2018-policies-to-promote-equity-in-school-discipline> | Domain 1, 8, 10 |
| **\*\*\*Getting Started with School-wide PBIS: Part 1**  **PBIS Forum (2019)**  This video discusses foundational aspects of PBIS for successfully addressing student needs (video running time: approximately 71 min).  <https://www.pbis.org/video/pbis-forum-2019-getting-started-with-school-wide-pbis-part-1> | Domain 1, 3, 4, 5 |
| **\*\*\*Getting Started with School-wide PBIS: Part 2**  **PBIS Forum (2019)**  This video discusses foundational aspects of PBIS for successfully addressing student needs (video running time: approximately 74 min).  <https://www.pbis.org/video/pbis-forum-2019-getting-started-with-school-wide-pbis-part-2> | Domain 1, 2, 5, 10 |
| **\*\*\*Trauma-Sensitive Schools: Shifting to Partnership in Education and Society**  From the website: Mary and Khayree shared on-the-ground stories about their work implementing effective, compassionate, trauma-sensitive practices at all levels in public school systems, from whole-district initiatives to classroom-based strategies. They shared resources to help you join the trauma-informed movement in your classroom, school or district. Riane Eisler showed how the emerging field of trauma-sensitive practices in schools is a crucial way to ignite broader societal shifts that move us away from domination systems and toward partnership systems that support equity, peace, and well-being (video running time: approximately 96 min).  <https://centerforpartnership.org/news-events/trauma-sensitive-schools/?fbclid=IwAR3cLErC4Mpyk7ARbdqqP435On5R_5TULdIJsl-cCoaEKYIlbsI4_JxqJAs> | Domain 4 |

## Domain 7: Family, School, and Community Collaboration

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|  | School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. Examples of professional practices associated with family, school, and community collaboration include the following:   * School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families. * School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth. * School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development. * School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students. * School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies. * School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students’ needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them. * School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible. |

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| Training Activity | Additional NASP Domains |
| **Interagency Collaboration**  From the website: Like all young adults, students with disabilities require support as they leave school and enter the adult world. For students with disabilities, there may be many agencies and organizations that provide supports and services. Often times, these services can be confusing and overwhelming for families.  That’s why interagency collaboration is a must! The purpose of this module is to give you examples of interagency collaboration, and provide strategies for ongoing collaboration.  This module includes information, videos, surveys, and interactive activities to help you build or strengthen your interagency team (estimated completion time: 4+ hours).  <https://transitioncoalition.org/blog/id-intro-page/> | Domain 2 |
| **AFIRM Parent Implemented Intervention Training Module**  From the website: Parent implemented interventions (PII) consist of practitioners collaborating with, training, and coaching parents to implement evidence-based practices (EBPs) with their children throughout daily routines and activities.  The AFIRM model guides the learner through four lessons to facilitate:   * Learning basic knowledge about parent implemented interventions (PII). * Applying PII in activity based scenarios that promote real-world application.   The PII module will take approximately 1.5 to 2 hours to complete. However, the module is broken into individual lessons to help guide your learning.  <https://afirm.fpg.unc.edu/parent-implemented-interventions> | Domain 2 |
| **Collaborating with Families**  From the website: Designed to help teachers build positive relationships with families, this module highlights the diversity of families and addresses the factors that school personnel should understand about working with the families of children with disabilities (est. completion time: 1 hour).  <https://iris.peabody.vanderbilt.edu/module/fam/> | Domain 2 |
| **\*\*\*So Now What? Supporting SEL at Home**  From the website: CASEL CARES is a new initiative that connects the SEL community with experts to address how SEL can be most helpful in response to today’s circumstances. The second webinar in this series features Jennifer Miller from Confident Parents, Confident Kids. Tune in as she helps us explore parenting strategies for SEL and learning during this time (video running time: approximately 67 min).  <https://www.youtube.com/watch?v=W8W-GklHGX0>  <https://casel.org/wp-content/uploads/2020/04/CASEL-CARES-Webinar-II.pdf> | Domain 2, 4 |
| **\*\*\*Connecting With Families With Special Needs Children**  This webinar provides a framework for how to check in with families that include students who receive special education services, including example surveys to help identify needs and resources to meet those needs (video running time: approximately 63 min).  <https://players.brightcove.net/1543299976/default_default/index.html?videoId=6156671144001&eml=scb/e/20200515////KarenMapp_Webinar_ThankYou_Email_5_15/////> | Domain 2 |

## Domain 8: Equitable Practices for Diverse Student Populations

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|  | School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity.  School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. Examples of professional practices that respect diversity and promote equity include:   * + School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.   + School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.   + School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.   + School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.   + School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.   + School psychologists employ a strengths-based approach to address the learning needs of English learners.   + School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others— have on students, families, schools, and communities, and, thus, they collaborate with education professionals to promote respect for diversity for an inclusive, supportive school setting.   + School psychologists recognize both within- and between-group differences when working with diverse student populations.   + School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity. |

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| Training Activity | Additional NASP Domains |
| **AFIRM Autism Spectrum Disorder (ASD) Module**  From the website: ASD is a lifelong developmental disability that primarily affects social communication. This introduction to ASD describes characteristics of autism, including social communication, repetitive behaviors, thinking and learning, and how to support learners with ASD.  The AFIRM model guides the learner through:   * Characteristics of ASD, including social communication, repetitive behaviors, thinking and learning * How to support learners with ASD * Activity based scenarios that promote real-world application.   The Introduction to ASD module will take approximately 2 to 3 hours to complete.  <https://afirm.fpg.unc.edu/node/2524> | Domain 10 |
| **Dual Language Learners with Disabilities: Supporting Young Children in the Classroom**  From the website: This module offers an overview of young children who are dual language learners. Further, it highlights the importance of maintaining children and families’ home language at the same time they are learning a new or second language, discusses considerations for screening and assessing these children, and identifies strategies for supporting them in inclusive preschool classrooms (est. completion time: 1 hour).  <https://iris.peabody.vanderbilt.edu/module/dll/> | Domain 1, 3 |
| **Accommodations: Instructional and Testing Supports for Students with Disabilities**  From the website: This module overviews instructional and testing accommodations for students with disabilities, explains how accommodations differ from other kinds of instructional adaptations, defines the four categories of accommodations, and describes how to implement accommodations and evaluate their effectiveness for individual students (est. completion time: 2 hours).  <https://iris.peabody.vanderbilt.edu/module/acc/> | Domain 1, 3 |
| **Teaching English Language Learners: Effective Instructional Practices**  From the website: This module helps teachers understand second language acquisition, the importance of academic English, and instructional practices that will enhance learning for English Learners (est. completion time: 2 hours).  <https://iris.peabody.vanderbilt.edu/module/ell/> | Domain 3 |
| **\*\*\*NASP Webinar: The Future of Social Justice Training, Practice, and Research**  From the website: In this episode, guests discuss the current state of social justice training, practice and research as well as future directions for the field (video running time approximately: 52 min).  <https://youtu.be/r_RJCkTguWM> | Domain 10 |
| **\*\*\*CASEL CARES: SEL as a Lever for Equity and Social Justice (part of a 5-part webinar series)**  From the website: In response to the painful events that have highlighted ongoing systemic racism and violence against the Black community, we discuss equity and racial injustice through the lens of SEL. CASEL's Rob Jagers and Melissa Schlinger provide a look at a five-part series on this topic.  <https://www.youtube.com/watch?v=UPWrnBA2274&feature=youtu.be> | Domain 4 |
| **\*\*\*End Adultification Bias**  This website is a portal for a number of resources pertaining to adultification bias, or the gender racism that Black girls experience. It consists of videos, stories from Black women regarding their experiences with adultification bias, and reports authored by Dr. Jamilia Blake (approximately 2+ hours to review content).  <https://endadultificationbias.org/> | Domain 10 |
| **RTI for English Language Learners: Appropriate Screening, Progress Monitoring, and Instructional Planning**  From the website: In this webinar, Dr. Julie Esparza Brown, Dr. Amanda Sanford, and Erin Lolich focus on improving educational outcomes for English Language Learners (ELLs) through culturally and linguistically responsive implementation of an RTI framework in the area of elementary reading. Specifically, it discusses critical considerations to appropriately utilize screening and progress monitoring data with ELL students to improve reading outcomes by addressing the factors that influence ELL students' academic success.  The webinar includes recommendations for the appropriate selection and use of screening and progress monitoring data based on students' unique backgrounds and needs and uses a case study to illustrate these recommendations with a first grade ELL student (video running time: approximately 63 min).  <https://rti4success.org/video/rti-english-language-learners-appropriate-screening-progress-monitoring-and-instructional> | Domain 1, 3, 5 |

## Domain 9: Research and Evidence-Based Practice

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|  | 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. Examples of professional practices associated with research and evidence-based practice include the following:   * + School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.   + School psychologists advocate for the use of evidence-based educational practices in instruction, social–emotional learning, and positive behavior supports at the individual, group, school, and district levels.   + School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.   + School psychologists provide assistance for analyzing, interpreting, and using empirical foundations to support effective school practices.   + School psychologists evaluate, select, and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.   + School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision-making.   + School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth. |

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| Training Activity | Additional NASP Domains |
| **Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program**  From the website: This module, the first in a series of three, discusses the importance of identifying and selecting evidence-based practices (est. completion time: 1.5 hours). When you have completed the module, be sure to visit parts two and three.  <https://iris.peabody.vanderbilt.edu/module/ebp_01/#content> | Domain 1 |
| **\*\*\*Navigating Evidence-Based Practice Resource Websites Online Module**  From the website: How do you know if an intervention, program, or practice is likely to be effective with a particular subgroup of students? What resources are there to help school, district, and State leaders identify and select evidence-based practices (EBPs)? EBPs play an increasingly prominent role in Federal education policy. In both State Systemic Improvement Plans (SSIPs) and provisions in the Every Student Succeeds Act (ESSA), States are being asked to implement practices and programs that have evidence of effectiveness.  This online module is intended to help teachers and leaders at the school, district, and State level identify and select interventions, practices, and programs that have evidence of effectiveness. It guides viewers through several technical assistance websites that review, compile, and summarize the results of existing research on educational practices and clarifies what EBPs are, highlights what to look for when selecting EBPs, and helps guide the selection of EBPs for particular subgroups of students or local contexts.  The module includes the following sections. You choose to review all 7 chapters or select a chapter that is of most interest to you.  Chapter 1: Introduction: Navigating Evidence-Based Practice Resource Websites  Chapter 2: Exploring the What Works Clearinghouse  Chapter 3: Navigating the Best Evidence Encyclopedia  Chapter 4: The NCII Tools Charts  Chapter 5: CEEDAR Innovation Configurations  Chapter 6: The IRIS Center  Chapter 7: Evidence for ESSA  <https://intensiveintervention.org/resource/navigating-evidence-based-practice-resource-websites-online-module> | Domain 3, 4, 5, 10 |

## Domain 10: Legal, Ethical, and Professional Practice

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|  | School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. Examples of legal, ethical, and professional practice include the following:   * School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations. * School psychologists engage in effective, collaborative, and ethical professional relationships. * School psychologists seek and utilize professional supervision, peer consultation, and mentoring for effective practice. * School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support. * School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping. * School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services. * School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth. * School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies. * School psychologists collect data to evaluate and document the effectiveness of their own services. * School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth. * School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work. * School psychologists participate in continuing professional development activities at a level consistent with maintenance of the Nationally Certified School Psychologist credential (i.e., a minimum of 75 hours of professional development every 3 years). * As part of continuing professional development, school psychologists may participate in local, state, and national professional associations and, when interested, engage in leadership roles. |

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| Training Activity | Additional NASP Domains |
| **What Every Educator Should Know About Special Education Law**  From the website: Ignorance is not bliss when it comes to knowing and implementing laws that pertain to students with disabilities. It is critical that all educators understand the fundamentals of these laws and are able to answer basic questions about them (video running time: approximately 60 min).  In this webinar, Beverley H. Johns shared these key concepts about special education law:   * How to be an active participant in the IEP * How to work collaboratively with parents and fellow school personnel * How to resolve differences * And most important, how to meet the needs of the student   <https://home.edweb.net/webinar/every-educator-know-special-education-law/> | Domain 2 |
| **\*\*\*Writing High-Quality Behavior IEP Goals (63 mins)**  From the website: The purpose of this guide is to provide an overview of behavioral progress monitoring and goal setting to inform data-driven decision making within tiered support models and individualized education programs (IEPs) (video running time: approximately 63 min).  The guide covers:   * components of quality behavioral IEP goals; * how to know which behavior(s) should be addressed through an IEP goal; * information about behavior(s) of concern; * how to set goals and progress monitor; * common challenges and solutions; and * additional resources and tools.   <https://intensiveintervention.org/resource/high-quality-behavior-IEP-goals> | Domain 1, 2, 4 |
| **A Split in the Road: Issues, Outcomes, and Remedies Between and Within State Complaint and Hearing Officer Decisions**  From the website: This webinar will present the results of a systematic analysis of a representative sample of complaint procedure decisions and hearing officer decisions in five of the most active states. The comparison will be not only between these two systems for the total sample but also among the five state subsamples. The three dimensions of the comparison will be (a) the issue categories, (b) the outcomes, and, for the parent-favorable outcomes, (c) the remedies (video running time: approximately 80 min).  <https://www.cadreworks.org/events/split-road-issues-outcomes-and-remedies-between-and-within-state-complaint-and-hearing> | n/a |
| **Come and Get It! A Legal Update on Discipline and Mental Health Issues for Special Ed Leaders**  From the website: When it comes to legal topics, special education leaders and related services practitioners are always hungry for more! This summer, we’re unpacking a virtual picnic of meaty, legal topics like mental health services and student discipline. To carve up these hot topics into bite-sized nuggets, we have Julie Weatherly, Esq., a perennial favorite explainer of special ed-related legal issues, presenting the latest cases and their implications, and answering your questions (video running time: approximately 120 min).  <https://www.presencelearning.com/sped-ahead-webinar/come-and-get-it-a-legal-update-on-discipline-and-mental-health-issues-for-special-ed-leaders/> | n/a |

## Additional Resources Specific to Service Delivery within the Context of COVID-19

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|  | The following resources may be helpful for navigating service delivery within the context of COVID-19. These activities, which primarily consist of free webinars, are less interactive than the activities listed above and do not include a summative assessment component. Students may consider (with approval from an appropriate supervisor) summarizing the webinar content as evidence of viewing and understanding the information within the webinar. |

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| Training Activity | NASP Domain |
| **Part of the COVID-19 NASP Ask the Expert Webinar Series: Supporting Building Administrators when the Classroom is Open but the School Doors are Closed**  From the website: This webinar offers advice to school psychologists as to how they can best support their principals during the pandemic (video running time: approximately 49 min). Does not require NASP membership.  <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/strategies-for-supporting-building-administrators-when-the-classroom-is-open-but-the-school-doors-are-closed> | Domain 2 |
| **Part of the COVID-19 NASP Ask the Expert Webinar Series: Strategies for Supporting Teachers Delivering Remote Instruction**  From the website: This webinar will review strategies that can be used by school psychologists to support teachers working with students in virtual classrooms (video running time: approximately 41 min). Does not require NASP membership.  <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/strategies-for-supporting-teachers-delivering-remote-instruction> | Domain 2 |
| **Using Sample Lessons to Support Continuity of Learning During COVID-19: Tips for Educators**  From the website: This video and tips are part of a series of products to support students with intensive needs in the face of COVID-19. The series illustrates how educators can implement the NCII [reading](https://intensiveintervention.org/intervention-resources/literacy-strategies) and [mathematics](https://intensiveintervention.org/intervention-resources/mathematics-strategies-support-intensifying-interventions) sample lessons through virtual learning and provide tips for their use. These lessons provide short instructional routines to encourage multiple practice opportunities using explicit instruction principles. Tips for how educators can share these lessons with parents and families and [video examples](https://intensiveintervention.org/resource/continuity-learning-during-tips-parents) of family members implementing the lessons to enhance practice opportunities are also available.  <https://intensiveintervention.org/resource/continuity-learning-tips-educators> | Domain 2, 3 |
| **Using Sample Lessons to Support Continuity of Learning During COVID-19: Tips for Parents**  These videos and tips are part of a series of products to support students with intensive needs in the face of COVID-19. These videos illustrate how parents and grandparents can implement the NCII [reading](https://intensiveintervention.org/intervention-resources/literacy-strategies) and [mathematics](https://intensiveintervention.org/intervention-resources/mathematics-strategies-support-intensifying-interventions) sample lessons to provide additional practice. In addition to the video examples, a tip sheet is available to help parents implement the lessons.  <https://intensiveintervention.org/resource/continuity-learning-during-tips-parents> | Domain 3, 7 |
| **Part of the COVID-19 NASP Ask the Expert Webinar Series: Strategies for Providing School Mental Health and Behavioral Telehealth Services**  From the website: This webinar will review the important considerations for school psychologists providing mental and behavioral telehealth services during the pandemic (video running time: approximately 46 min). Does not require NASP membership.  <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/strategies-for-providing-school-mental-and-behavioral-telehealth-services> | Domain 4 |
| **Part of the COVID-19 NASP Ask the Experts Webinar Series: School Reentry Considerations: Supporting Student Social Emotional Learning (SEL) and Mental Behavioral Health (MBH) Amidst COVID-19**  From the website: This webinar will offer guidance compiled by the American School Counselor Association (ASCA) and NASP on how to support the social emotional learning and mental and behavioral health needs of students and staff as they prepare for the return to school in the Fall(video running time approximately: 63 min). Does not require NASP membership.  <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/school-reentry-considerations-supporting-student-social-emotional-learning-(sel)-and-mental-behavioral-health-(mbh)-amidst-covid-19> | Domain 4, 6 |
| **Part of the COVID-19 NASP Ask the Experts Webinar Series: When One Door Closes and Another Opens: School Psychologists Providing Telehealth**  From the website: This webinar explores the role of school psychologists as telehealth providers (video running time approximately 44 min). Does not require NASP membership.  <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/when-one-door-closes-and-another-opens-school-psychologists-providing-telehealth-services> | Domain 4, 10 |
| **Part of the NASP COVID-19 Ask the Experts Webinar Series: Comprehensive Suicide Prevention and Intervention in a Time of Distance Learning**  From the website: This webinar will review the step by step process for utilizing NASP’s suicide prevention and intervention teleassessment protocols(video running time: approximately 55 min). Does not require NASP membership.  <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/comprehensive-suicide-prevention-and-intervention-in-a-time-of-distance-learning> | Domain 4, 10 |
| **Part of the COVID-19 NASP Ask the Expert Webinar Series: Behavioral Threat Assessment in the Virtual Environment**  From the website: This webinar will review the 8-step process for conducting a behavioral threat assessment in a virtual environment (video running time: approximately 50 min).  <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/behavioral-threat-assessment-in-the-virtual-environment> | Domain 1, 6 |
| **Part of the COVID-19 NASP Ask the Expert Webinar Series: Comprehensive Suicide Prevention and Intervention in a Time of Distance Learning**  From the website: This webinar will review the step by step process for utilizing NASP's suicide prevention and intervention teleassessment protocols (video running time: approximately 54 min).  <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/comprehensive-suicide-prevention-and-intervention-in-a-time-of-distance-learning> | Domain 4, 6 |
| **MTSS During the Pandemic (2020): Adapting Systems of Behavior Support**    **Responding to the Novel Coronavirus (COVID-19) Outbreak through PBIS**  From the website: We highlight resources to support educators & students during the pandemic & discuss how to adapt systems of behavior support for distance, hybrid & return to campus scenarios (video running time: approximately 62 min).  <https://www.pbis.org/video/mtss-during-the-pandemic-adapting-systems-of-behavior-support> | Domain 1, 5, 6, 10 |
| **Part of the COVID-19 NASP Ask the Expert Webinar Series: Strategies for Engaging and Supporting Parents During the Pandemic**  From the website: This webinar will review strategies that can be used to engage and support parents while their children are participating in distance learning (video running time: approximately 44 min).  <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/strategies-for-engaging-and-supporting-parents-during-the-pandemic> | Domain 2, 7 |
| **Part of the COVID-19 NASP Ask the Expert Webinar Series: Legal and Ethical Considerations for Remote School Psychological Services**  From the website: This webinar offers guidance from special education administrators as to how to conceptualize the delivery of school psychological services for students with disabilities (video running time approximately: 53 min).  <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/legal-and-ethical-considerations-for-remote-school-psychological-services> | Domain 10 |

## Useful Websites

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|  | The following is a list of websites that may provide additional training resources for competency development. Many of the websites listed were used to locate the activities listed within this document.  In general, the websites provide free resources that students may find helpful in the assessment and treatment of academic and behavioral concerns. The assessment and interventions described within these websites have considerable research evidence supporting their use. Many of the websites include documents and templates students can download, videos with explanations, protocols, data collection sheets, etc. Students may consider searching through these websites for additional training activities. |

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| Website |
| **The IRIS Center**  From the website: The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.  <https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/> |
| **The National Center on Intensive Intervention (NCII)**  From the website: The National Center on Intensive Intervention's (NCII) mission is to build district and school capacity to support implementation of intensive intervention, or data-based individualization, in reading, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs.  <https://intensiveintervention.org/> |
| **Autism Focused Intervention Resources and Modules (AFIRM)**  From the website: AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an Evidence-Based practice with learners with ASD from birth to 22 years of age. Supplemental materials and handouts are available for download.  <https://afirm.fpg.unc.edu/afirm-modules> |
| **CEEDAR Center**  From the website: CEEDAR stands for “Collaboration for Effective Educator Development, Accountability, and Reform.” Our mission is to support students with disabilities in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices within multi-tiered systems of support.  <https://ceedar.education.ufl.edu/> |
| **Registered Behavior Technician (RBT) 40-hr Training Course**  From the Website: The Registered Behavior TechnicianTM (RBT®) is a nationally recognized paraprofessional certification in behavior analysis. RBTs assist in areas such as delivering direct behavior-analytic services, aiding in implementing behavior plans which are developed by the BCBA or BCaBA, and collecting data. Completing this 40 hour course covering the 2nd edition task list is only one component required in order to apply for certification. Please see the [Behavior Analysis Certification Board website](https://www.bacb.com/rbt/) for more information on the application process.  <https://autismpartnershipfoundation.org/free-rbt-training/> |
| **Autism Center of Excellence (Western Michigan University)**  From the website: These videos feature presentations and interviews with national experts in applied behavior analysis, autism, and behavioral pediatrics. In many cases, the videos also include supplemental materials and clinical simulations that demonstrate the application of essential features of an assessment or intervention technique.  These videos are designed to enhance the ability of applied behavior analysis practitioners (e.g., BCBAs, BCaBAs and RBTs) and applied behavior analysis students in training to understand and to implement important behavior analysis assessment and treatment techniques with children, especially those with developmental disabilities such as autism. Additional videos are under development and will be added as they become available.  <http://wmuace.com/videos> |
| **Center on Positive Behavior Interventions and Supports (PBIS)**  From the website: Funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. [The broad purpose of PBIS](https://www.pbis.org/pbis/getting-started) is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.  <https://www.pbis.org/> |
| **Positive Environments, Networks of Trainers (PENT)**  From the website: The Positive Environments, Network of Trainers is a California Positive Behavior Initiative designed to provide information and resources for educators striving to achieve high educational outcomes through the use of proactive positive strategies. Evidence-based positive practices and helpful information is disseminated statewide through this website.  <http://www.pent.ca.gov/> |
| **Evidence-Based Intervention Network (University of Missouri, Columbia)**  From the website: To support the use of evidence-based interventions (EBI) in schools, the Evidence Based Intervention Network (EBIN) was developed to provide guidance in the selection and implementation of EBI in the classroom setting. The EBIN has an extensive resource base including evidence-based intervention briefs, video modeling of EBIs, information on selecting and using EBI. Each of these resources has been developed in collaboration with faculty and students from a variety of universities. We hope you find the information useful to help children who are struggling.  <http://ebi.missouri.edu/> |
| **Intervention Central**  From the website: Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.  <https://www.interventioncentral.org/home> |
| **Evidence-Based Instructional Practices For Young Children with Autism and Other Disabilities**  From the website: This website is intended to serve as an introduction to a selection of evidence-based practices that can be used to teach new skills to young children. These practices have been shown by research to be effective for young children with autism and other disabilities as well as children without disabilities. In addition to written procedures for each strategy, you’ll find data sheets and cheat sheets that are easy to download and use in the home or classroom. You’ll also find demonstration videos, which can supplement the written procedures by showing you how the strategies look in context.  <https://vkc.mc.vanderbilt.edu/ebip/> |