

National Conference on Contemporary Issues in School Psychology and Education

TRAINERS OF SCHOOL PSYCHOLOGISTS



Poster Session 2020

**Tuesday, February 18, 2020
6:00-7:30 PM**

Baltimore, Maryland

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Poster #1

Determining Graduate Student Competence Using Performance Based Assessment

Dr. Cathi Draper Rodriguez, NCSP; Dr. Casey McPherson, NCSP
California State University

Abstract

School psychology programs often grapple with the most effective way to assess that their graduates have mastered the NASP Domains. Many programs use culminating projects, including portfolios, comprehensive exams, or other tasks. Other educator preparation programs have incorporated performance assessment. This poster will describe a performance-based (video) assessment utilized to ensure that students are ready for their first year of practice.

Poster #2

Is the “Graying of the Field” Responsible for the Shortage of School Psychology Trainers?

Paul B. Jantz, Ph.D.; Shade Smith; Kristen Rinderknecht; Hali Guzman
Texas State University

Abstract

For 30+ years, the retirement influence of school psychology program trainers born between 1946 and 1964 (i.e., the graying of the field) on the number of trainer vacancies in school psychology training programs across the US has been included in the reasons for the perceived shortage. (Fagan, 1988; Little & Akin-Little, 2004). A 2015 NASP member survey presented at the NASP 2016 Convention in San Antonio, Tx (Walcott, Charvat, McNamara, & Hyson, 2016), reported the mean age of the 1274 randomly selected regular and early career members, seven percent of which identified as university faculty, was 43; down five years from the previous year’s mean age of 47, and the first decrease in a sample mean age in 15 years. This decrease led Wallcott et al. to ask “Is the graying of the field ending?” (slide 7). Although there has been a continuing perceived, and predicted, shortage of school psychology program trainers for roughly 30 years, little data exists on the relationship between retirement (age) and trainer vacancies. This poster will report demographic data on school psychology trainers and program vacancy information from APA-accredited and NASP-approved school psychology training programs in four regions of the US: Northeast, South, Midwest, and West

Poster #3

NU Data: Teaching teachers to use data well

Beth Doll

University of Nebraska Lincoln

Abstract

This presentation provides preliminary data on the impact of NU Data, a year-long professional development program preparing teachers in the skilled use of data to evaluate their students' learning, behavior, or academic engagement. Results suggest that NU Data participation strengthened teachers' knowledge about and skills in the collection, collation, analysis, and application of student data. As a result, the teachers' students were more successful in achieving behavioral or learning goals. Implications are discussed as an alternative for improving the effectiveness of school-based problem solving teams through development of local data-use expertise within a school.

Poster #4

Geographic Location and Application Timing in School Psychology Enrollment Decisions

Patrick S. O'Donnell; Kelly Holmes; Laura Weidner

Marist College

Abstract

Identifying significant factors in the enrollment decisions of accepted applicants to school psychology programs can assist faculty and admissions personnel in recruitment efforts. Application data for 136 accepted applicants to a school psychology program was analyzed to identify if the applicant's geographic distance to the program and timing of the application could predict enrollment. A significant two-factor model was identified. Implications for recruitment, suggestions for future research, and study limitations will be discussed.

Poster #5

The Good, the Bad, and the Ugly: Program Accreditation

Alana Smith; Jim Deni, Ed.D
Appalachian State University

Abstract

This research poster will focus on the NASP accreditation process in regards to graduate-level university school psychology training programs. The current study presents the results of more than a yearlong two-phase study of both program coordinators and program faculty that explores their perceptions about the NASP accreditation process. A set of recommendations will be made for university training programs and the NASP accreditation board. Implications for training and limitations are also discussed.

Poster #6

Collaborative Learning Approach to the Introduction of the WISC-V to Deaf Psychology Graduate Students

Robert Whitaker, Psy.D. NCSP, ABSNP
Gallaudet University

Abstract

The Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) is a complex and sophisticated intellectual assessment. Learning how to administer the WISC-V can be a challenging task for first year school psychology and clinical psychology graduate students, even more so for deaf graduate students whose primary mode of communication is American Sign Language (ASL). Successful administration requires the ability to interpret static English procedural descriptions into a dynamic process. Traditional approaches to learning such as Dependent (teacher-centered) or Independent (student-centered) are limited in their ability to enhance understanding of the active process involved in administration of the WISC-V for deaf graduate students. Studies have shown that deaf students prefer a Collaborative approach to learning (Lang, Stinson, Kavanagh, Liu, Basile 1999). Collaborative learning encourages increased teacher and peer cooperation, sharing of ideas, and group discussion. By using a structured collaborative approach with modifications for access to communication, more experienced second-year school psychology graduate students can demonstrate the dynamic administrative process. Experiencing the administrative process provides the first-year students with first-hand knowledge which can then be applied to the procedural descriptions in the manual.

Poster #7

Perceptions of Social Bridging between Preservice School Psychologists and Newcomer Families

Hongyi Wang
University of Arizona

Abstract

Personal perceptions about social bridging were examined across 28 newcomer refugee families and 30 aspiring school psychology practitioners in a western U.S. city. A newcomer family as defined here, is when the children in the family will or currently do attend a public school, but their adult guardians have not attended school in the U.S. Community navigators employed at one post-resettlement agency recruited volunteer families to meet with pairs of students enrolled in their first year of graduate school. Before meetings were arranged, student and family participants completed a short questionnaire with rating and open-ended items to assess personal knowledge and dispositions about engaging with someone outside of one's cultural and linguistic community. Refugee family and graduate student participants indicated a strong interest and desire to learn from each other. However, critical group differences were observed regarding shared understanding and opportunities for engagement typically associated with social bridging.

Poster #8

The Utility of Graduate Assistants in School Psychology Programs

Kaitlin Meier, BA; Elizabeth M. Power, EdD
The College of Saint Rose

Jim Deni, EdD; Allison Sams, MA
Appalachian State University

Abstract

A Graduate Assistant (GA) provides a mutually beneficial relationship to a higher education institution under which they perform their duties. The GA role is defined in its most comprehensive sense, and includes grading, planning and teaching courses/labs, and engaging in research with faculty. Unfortunately, there is little research on the roles of GAs in graduate programs, particularly in school psychology. The purpose of this study is to determine how GAs are used in school psychology training programs. A second purpose of this study is to determine important variables relating to provisions for GAs, such as tuition waivers and financial stipends. Further research in this area will allow for faculty and administrators to determine how other school psychology programs utilize GAs, funding sources, and other logistics of the GA role.

Poster #9

Preparing Graduates to Meet the Mental Health Needs of Students

Kerrin Harvan; John Marion; Ashley Clontz; Dr. Jim Deni,
Appalachian State University

Abstract

There is a growing concern for the lack of mental health support for children in our schools. According to Brenner (2019), one in five school-aged children currently has at least one diagnosable mental health disorder. The growing numbers in school-aged children with mental health disorders calls for schools to be more proactive in prevention and intervention. Both NASP and laws such as ESSA recognize school psychologist being capable of providing services in schools. The current study was performed to gather data on the amount of pre-service training in mental health that school psychology graduate students receive in their course of study. A list of all NASP approved programs were obtained from the NASP website. Each program's curriculum was examined for aspects of mental health training, assessment, and supervision. This information was assessed through each institutional website. A Qualtrics survey was then sent out to program directors to determine ways in which mental health training is implemented in their courses. Key findings on training programs preparation for school psychology graduate students will be presented.

Poster #10

Developing a Peer Mentoring Program for School Psychologists in Training

Kristen Chiriani; Amanda Catanzaro; Mariangely Hernandez; Aubrey Horvers; Holly Kilby;
Gina Nadel; & Patrick S. O'Donnell
Marist College

Abstract

This poster discusses the process of establishing a peer mentoring program for school psychology graduate students. Motivations for peer mentoring, the procedures used to date, and upcoming plans will be detailed. Lessons learned will also be discussed to identify potential improvements for future implementations.

Poster #11

Equitability of Assessment in Training

Ashley Pitcher; Dr Jim Deni
Appalachian State University

Abstract

Assessment is a key component mentioned within the 10 National Association of School Psychologists (NASP) domains listed on the NASP website. One of the primary jobs of school psychologists is to determine eligibility and to deliver assessments, spending roughly 55% of their time doing so (Reschly, 2000). A study by Dailor and Jacob (2011) indicated that 86% (N = 208) of ethical transgressions NASP school psychologists encountered in practice were related to assessment. The current study was done to gather data on the amount of assessment training school psychology graduates were actually getting in their course sequence at the doctoral and specialists levels. A list of all NASP approved programs was assembled from the NASP website. Each program's curriculum was obtained through each institution's website, and was examined for aspects of assessment via course titles. Key findings on training programs preparation for school psychology graduate students will be presented.

Poster #12

A Snapshot of School-Based Counseling in Training Problems

Ashley Pitcher; Sarah Daniel; Dr. Jim Deni
Appalachian State University

Abstract

Consultation is a critical part of the school psychology profession. School psychologists are knowledgeable of the varied models and strategies of consultation (NASP, 2019). Effective problem solving and decision making is based off of consultation (NASP, 2019). The purpose of this study is to determine the importance of training school psychology graduate students in the field of consultation. Data on consultation from 182 NASP approved programs were recorded and examined. The number of courses and credit hours for each program were recorded as well. Key findings on training program preparation will be presented at the Trainers of School Psychology conference.

Poster #13

Addressing Hate Speech: Implications for Future Research and Practice

Brandon Westerman, MEd; Pamela Fenning, PhD
Loyola University Chicago

Abstract

This poster will present the findings of a systematic literature review about graduate training in applied education and psychology programs on the topic of hate speech and other forms of explicit and implicit discrimination with historically marginalized children and families. Based on an analysis of the available literature on the topic, ideas for future research and practice in graduate training and curriculum in preparing future educators and psychologists to address hate speech in applied settings.

Poster #14

Excellence in School Psychological Services Recognition Program: Initial Analysis of Six Organizational Principles

Lanai Jennings, PhD, NCSP
Marshall University

Brook T. Roberts, MA
Texas Tech University

Maureen Schroeder, PhD
Elk Grove Unified School District & Brandman University

Abstract

NASP's Excellence in School Psychological Services (ESPS) Recognition Program was initiated in 2018 to promote its Model for Comprehensive and Integrated School Psychological Services. The ESPS Recognition Program was designed to formally recognize local educational agencies that continually improve systems in accordance with the Practice Model's six organizational principles. Although the ESPS Recognition Program is in its infancy, two rounds of data have been collected and are being analyzed to determine strengths and weaknesses among districts self-selected to undergo the ESPS Recognition Program review process. The resulting data and trends with respect to the Practice Model's six organizational principles are noteworthy for trainers of school psychologists in that they examine systems level components such as supervision and mentoring structures in school districts, as well as depth and breadth of student support services, that are necessary for successful preservice placements of school psychology candidates. Moreover, trainers of school psychologists are ideally situated to help school districts and future practitioners to use the ESPS Recognition Program framework to develop and/or sustain implementation of exemplary psychological services for school age children.

Poster #15

First Impressions

Joan Simon; Heather Martens
University of Central Arkansas

Abstract

You never get a second chance to make a great first impression. School psychology graduate students typically get their initial systematic exposure to the school setting during their practicum experiences. NASP accreditation requirements state that practicum experiences (1) “are distinct from, precede, and prepare candidates for the school psychology internship,” (2) “consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives,” and (3) supervised “by program faculty and qualified practicum supervisors” (NASP, 2010). Unfortunately, these requirements provide little guidance in terms of how practicum should be organized, maintained, and evaluated. The scant literature on this topic shows only brief attention to practicum experiences, therefore, there is much to learn about what constitutes current practices and what might be considered best practices. This poster will present the results of a national survey of NASP-accredited Program Directors regarding their program’s requirements for practicum. The survey content is based on the NASP Practice Model as well as the experiences of two veteran program directors and practicum coordinators. Survey results will provide meaningful guidance for school psychology programs who are developing new practicum or those striving to stay abreast of the changing needs of school psychologists.

Poster #16

So, What’s The Big Deal About Self-Care?

Sarah Daniel; Jodi Williams; Dr. Jim Deni
Appalachian State University

Dr. Stephanie Corcoran
The University of Alabama at Birmingham

Abstract

The practice of school psychology can be extremely stressful as evidenced by the current burn-out rate of school psychologists. To combat this burn-out problem, it is becoming increasingly necessary for school psychologists to incorporate self-care into their daily routines, not only for personal satisfaction but also to meet ethical obligations. However, training programs fail to adequately address self-care, resulting in early career practitioners that are ill-equipped to deal with the pressures of their new career. The purposes of this study are to identify the specific self-care needs of graduate students, evaluate the self-care culture of their graduate training programs, and provide best practice recommendations. Key findings from this study will be presented with the goal of providing best practice techniques to incorporate into training programs that will lead to culture change in self-care with graduate training programs.

Poster #17

Reducing the Barriers: An innovative approach to increasing access to school psychology training and addressing critical needs in Wisconsin

Myah Herro, Ed.S.; Jeffrey Molter, Ph.D.; Melannie Litscher, Ed.S; and Monica Warnke, Ph.D.
Alverno College

Abstract

In Fall 2018, Alverno College (Milwaukee, Wisconsin) established the first hybrid, specialist-level school psychology program in the state of Wisconsin, a move on par with its designation as one of the “Most Innovative Schools” in the Midwest (U.S. News and World Report, 2019) and as one of the most inspiring U.S. colleges, second only to Harvard University (Korn & Belkin, 2018). Alverno’s approach, born out of the need to address critical school psychology shortages in the state, combines weekend scheduling and credit structure options, with the opportunity to participate in synchronous distance-learning. By accepting students who live hundreds of miles from the nearest training program, Alverno has empowered underrepresented and non-traditional candidates to access the field, while still maintaining the rigor and integrity associated with traditional program models. In addition to the innovative training model, Alverno is practitioner-led, employs a co-teaching model and utilizes ability-based grading, a philosophy focused on outcomes, comprehensive faculty feedback to students and student self-assessment intended to prepare students for the realities of practice. Although in its infancy, program data is beginning to demonstrate this multifaceted program model is an effective approach to diversifying the field of school psychology and addressing critical shortages.

Poster #18

Trauma-Informed Culturally-Responsive Practices for Training Preservice School Psychologist

Karen Callan Stoiber, Ph.D.; Kyongboon Kwon, Ph.D.
University of Wisconsin-Milwaukee

Abstract

We describe a program initiative that systematically targeted and integrated knowledge, competencies, and practices of trauma-informed culturally-responsive (TI-CR) approaches into its curricula design and implementation. Given the unique mental health and health needs of children living in urban environments and that school psychologists are at the forefront in providing these mental health services, we implemented a trauma-informed culturally-responsive (TI-CR) model of service delivery. Despite the availability of many TI-CR resources, there are few known school psychology programs that have explicitly integrated TI-CR relevant curricula into their training. Therefore, the overarching goal is to demonstrate the intentional strategies undertaken to prepare school psychology students to use a trauma-informed culturally sensitive lens in their assessment, prevention, and intervention practices with children, youth, and families. The presentation will include a description of the ways program curricula were altered to emphasize TI-CR competence development along with a description of a newly designed TI

CR survey used to measure student competencies. In addition, other indicators of student competencies obtained through an evaluation of course-aligned products will be described. Trainers will benefit from learning about the TI-CR approaches taken in the University of Wisconsin-Milwaukee program that can be adapted for their own use.

Poster #19

Training for the Future or the Past

Marilyn S. Wilson, Ph.D., NCSP
California State University

Abstract

For twenty-five years the roles of school psychologists have been proposed as broad and include consultation, intervention, and mental health as well as assessment. Training programs have expanded to include instruction and skill development across the domains promoted by the NASP practice model. This poster will question the alignment of best practices promoted in the model with skills required for current practice in the field. This poster will present data from internship logs on their allotment of time to assessment, intervention, counseling, and professional development. Further analysis will compare the assessment workload of interns practicing in a district with a strong Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) system versus those in more traditional districts. Participants will be encouraged to discuss how they are training school psychologists for a future that emphasizes collaborative problem-solving, not sort-and-place.

Poster #20

Preparing School Psychologists to Address Stereotype Thinking on School-Based Problem-Solving Teams

Markeda Newell, PhD; Natalya Sagalov, EdS; Brandon Westerman
Loyola University Chicago

Abstract

The purpose of this poster presentation is to provide a robust training approach to teaching school psychology graduate students how to identify stereotype thinking and address stereotype thinking when it occurs on school-based problem-solving teams. Stereotypes are generalized beliefs about a group of people. Stereotypes can be biased and negative, and when these types of stereotypes are activated, they can be harmful (Jones, Dovidio, & Vietze, 2014). To identify stereotypes, school psychologists must recognize when bias, untrue, and/ unfounded information is being shared about students. Upon identifying this type of information, they need to understand how to counter and/or reframe that stereotype thinking while also maintaining professional relationships. Implications for future training and research will also be presented.

Poster #21

Raising Our SCORE: Reducing Errors on Cognitive Assessments

Faith Dearman; Dr. Jim Deni
Appalachian State University

Dr. Stephanie Corcoran
University of Alabama at Birmingham

Abstract

The literature on examiner error on cognitive assessments is extensive, but there is no collective literature on what structures training programs have in place to reduce examiner error when training graduate students to administer cognitive measures. Thus, this poster will present the findings of what structure trainers have in place to reduce examiner error, the most frequently used cognitive assessment measures in training, as well as a set of best practice recommendations.

Poster #22

Candidate's Professional Dispositions and Work Characteristics: Establishing Validity and Reliability of a Measure for a School Psychology CAEP Program

Meagan Medley; John Hall; Kristin Johnson
Arkansas State University

Abstract

The assessment of professional work characteristics and dispositions has recently become a central issue for advanced-level programs that prepare future professional educators accredited by the Council for the Accreditation of Educator Preparation (CAEP). Specifically, the CAEP Standards for Advanced-Level Programs (CAEP, 2018) and the National Association of School Psychologists (NASP) Standards for Graduate Preparation of School Psychologists (NASP, 2010) call for the assessment of candidate's dispositions and professional characteristics. Programs are required to demonstrate that candidates apply these appropriate to their field of specialization. Furthermore, programs are required to maintain a quality assurance system comprised of valid data from multiple measures that can be used to monitor or track candidates progress over time (CAEP).

The school psychology program is NASP-Approved and one of several CAEP SPAs in the EPP. This study will describe the process and results of establishing content validity and reliability (i.e., internal consistency, test-retest reliability, and inter-rater reliability) on the recently developed measure to assess candidate's professional dispositions and work characteristics. Discussion of further examination of validity (i.e., construct validity by factor analysis and predictive validity in the form of concurrent and criterion-related) will also be included.

Poster #23

Extending Education with Technology in School Psychology

Lauren Mangus; Cheryl Somers
Wayne State University

Abstract

Given the significant shortage of school psychologists at both state and national levels, our program wanted to provide preparation for students who may not be able to re-locate to our campus. For two years, we have been utilizing a synchronous learning program, where distance students Zoom into classes with on-campus students. We have students from all over the state participating in the distance portion of our program. Outcomes have been favorable thus far as evidenced through data collection.

Poster #24

Arizona School Psychologist Shortage: Extent, Impact, and Training Needs

Marsha Spencer, PhD; Kristen Lilly, PhD; Jesse Hayes; Rachel Ohlendorf
University of Arizona

Abstract

Research documenting a shortage of school psychologists exists at a national level (American Association for Employment in Education, 2016; Curtis, Grier, & Hunley, 2004; Reschly, 2000; Walcott & Hyson, 2018); however, there is no known documentation to prove or disprove the existence of a shortage in Arizona. The term shortage is operationally defined in two ways for this study.

- 1) Inability to fill full-time equivalencies (FTEs) posted by Arizona school districts.
- 2) A gap between the current ratio of practicing school psychologists to students and the recommended ratio (per the National Association of School Psychologists).

The purposes of this project are to establish if there is a shortage of school psychologists in Arizona, to establish the perceived impact of the shortage, and to identify possible solutions to address the shortage.

Poster #25

“Just say the words in Blue!” Reducing Examiner Errors in WISC-V
Administration and Scoring

Sandra Glover Gagnon; Connor Hendricks; Lakin Wingfield;
Hannah Walker Hall; Haley Black; Lindsay C. Masland
Appalachian State University

Abstract

School psychology trainers who teach psychoeducational assessment courses must ensure that their students master standardized test administration and scoring procedures. Numerous studies indicate that graduate students make many errors, despite undergoing rigorous training, and that repeated practice is not sufficient for reducing errors. This poster presents the results of a small-scale study of a training model that incorporates didactic instruction, practice, and feedback by students and teaching assistants, and culminates in a video recorded administration with a child. We counted the number and types of errors made by 2 cohorts of graduate students on the Wechsler Intelligence Scales for Children, Fifth Edition. The training model and review forms were identical for both cohorts; the technology they used to complete their reviews differed. One cohort used Google Docs and the other used GoReact, a web-based video feedback program that served as our intervention. We predict that students and graduate teaching assistants who used GoReact will identify more errors and make fewer errors than those in the control group. We believe this study may provide information of value for trainers who teach assessment courses.

Poster #26

The Acculturation Model of Ethics Education

Elizabeth Kelley Rhoades, PhD, NCSP; Natalie R. Starling, PhD, NCSP, BCBA
Southern Connecticut State University

Abstract

The Acculturation Model of Ethics Education is a method for teaching individuals the values underlying psychology and education generally and the ethical code of school psychology specifically. Through a culturally sensitive exploration of the individual's current beliefs and values as well as those of their culture, the individual feels validated and included as they undergo the process of professional socialization. A set of reflective activities and practices help move the individual towards a deep understanding and internalization of their new professional ethics and a clear grasp of when to use which set of tools in handling moral dilemmas.

Poster #27

A Novel Training Model for Assessing for Suicidality, Threat, and Abuse

Corin L. Osborn, B.S.; Ralph E. Cash, Ph.D., ABPP
Nova Southeastern University

Abstract

A main goal of psychologists has always been to ensure clients'/students' safety, particularly from suicidal, violent, and abusive behavior. Yet mental health providers are often not provided sufficient training to assess suicidality (Schmitz et al., 2012), to evaluate possible abuse (Young, Read, Barker-Collo, & Harrison, 2001), or to respond to suicidal risk (Mackelprang, Karle, Reihl, & Cash, 2014) effectively. The current study examines the efficacy of utilizing general interview training using simulated patients to increase clinician competency in assessing for suicidality, threat to others, and abuse. Data were collected from doctoral clinical psychology students at a large university in the southeastern United States. Pre- and post-course diagnostic interview samples were videotaped as part of a four-month interviewing course in which participants were instructed in and role-played diagnostic interviewing with simulated patients. These videos were rated by evaluators, and paired samples T-tests revealed significant increases in competence from pre- to post-test for all skills ($p < .001$). Participants also completed the Suicidal Ideation Response Inventory, Second Edition (SIRI-2) at pre- and post- to assess their skill in responding to suicidal clients. A paired samples T-test revealed a significant increase in competence in responding to suicidal ideation from pre- to post- ($p < .001$). Implications of these findings support a novel framework for psychology programs to train students and for established clinicians to refresh assessment and interviewing skills in a safe environment.

Poster #28

Beyond Bullying Prevention: Training School Psychologists to Provide Comprehensive Services for LGBTQ+ Youth in Schools

Erin E. Seaton, Ed. D.; Noelle Roop, Ed. D.
Tufts University

Abstract

LGBTQ+ students face a myriad of challenges within the educational system that significantly impact their academic trajectory and social-emotional well-being. While school psychologists play a critical role as advocates for LGBTQ+ youth within their schools, school psychologist overwhelmingly lack the training and resources needed to adequately support LGBTQ+ students in their schools. As a result, school psychologists lack the confidence to serve as mental health professionals equipped to support the needs of LGBTQ+ students. This poster presentation identifies the areas in which school psychologists sought further support and training and identifies ways in which school psychologists can make schools more inclusive and supportive for LGBTQ+ youth.

Poster #29**Supporting Practicum Supervision: Practices of a School Psychology Specialist Program**

Susan Hall, Ph.D.; Paul Jantz, Ph.D.; Kelsey Smith
University affiliation: Texas State University

Abstract

School psychologists not only play an important role in supporting PreK-12 students in schools, they also provide tremendous opportunities for school psychology students to develop their skills by offering practicum and internship supervision. Despite this being an important and much needed role for the continued advancement of the field, school psychologists do not typically receive training through their graduate programs on effective supervision practices. Although a growing number of resources exist to offer guidance to school psychology supervisors, graduate training programs also have a responsibility to support not only the graduate students but the individuals who are offering their time to supervise them. The focus of this poster is on describing some of methods the Texas State University (TXSTATE) School Psychology Program has developed and utilized to guide and support practicum supervisors as well as to provide suggestions for additional supports that could be used by graduate programs.

Poster #30**Teaching Applied Courses through Distance Learning**

Elizabeth Willis; Kayleen Islam-Zwart; Susan Ruby
Eastern Washington University

Abstract

Eastern Washington University (EWU) offers two highly accessible specialist level school psychology programs, one model is hybrid and another is fully online. Some may question whether distance learning programs can produce the high-quality candidates that emerge from a residential program, especially when it comes to applied and practical skills. Can candidates from an online program demonstrate high quality skill application? How is it possible to teach students applied courses and skills in an online format? Teaching courses such as cognitive/academic assessment, individual counseling, group counseling, and applied learning theory and behavior modification, can be challenging when students are online and placed at a distance. Our poster will present tools, strategies, and teaching methods to ensure that students receive high-quality instruction through distance learning formats to develop strong competencies needed for practice as school psychologists. Participants will gain knowledge regarding innovative distance learning strategies for applied courses in school psychology.

Poster #31

A program assessment system for analyzing social justice training.

Patrice Leveret, PhD; Sam Song, PhD

University of Nevada - Las Vegas

Abstract

A social justice vision and framework of practice are foundational to addressing issues of disproportionality and overrepresentation for marginalized student groups (Shriberg, Song, Miranda, & Radliff, 2013; Theoharis, 2009). However, school psychology training programs that adopt a social justice vision into their program philosophy are left with a daunting task: How to assess a program's learning outcomes comprehensively, yet efficiently? This poster poses a solution to this issue by developing and implementing a survey to affect program effectiveness. Graduate students completed a survey about their perceptions of the programs mission and training related to a socially just cultural ecological model of school psychology. The process of one program's development of an assessment system for social justice and the initial findings of a pilot study of the assessment tool are discussed. A unique aspect of this study is that it is part of a larger action research approach of program improvement. Other programs in school psychology should find this study useful when developing their own assessment system for enhancing social justice in the program.

Poster #32

A preliminary analysis of school psychology internship evaluation ratings related to family involvement and cultural responsiveness.

MacKenzie D. Sidwell, Ph.D., NCSP; Emily Hendrix, B.S.

Western Illinois University

Abstract

Best practices suggest evaluation of school psychology intern readiness for graduation and entrance to the field should incorporate formative and summative forms of evaluation procedures and activities based upon the intern's competencies across the National Associations of School Psychologists (NASP) Practice Model (Prus & Garcia-Vazquez, 2014). However, little empirical evidence exists displaying how the two forms of evaluation map onto one another in an applied internship setting. Often, the evaluation responsibilities are divided among university based instructors and the intern's on-site practitioner supervisor. This practice could yield discrepancies between modes of ratings due to factors such as training in supervision practices and priorities placed on the intern's ability to display competency across all domains of practice. The current study seeks to conduct a preliminary analysis on one school psychology training program's intern evaluation methods with the goal of comparing evaluation procedures as they pertain to the type of evaluation and the evaluator related to family-school collaboration and diversity. Implications of this preliminary analysis aim to inform training programs in their internship evaluation methods and strategies to increase competency in these particular domains.

Poster #33

Filling the Seats: Strengthening the Recruitment Pipeline

Robert J. Dixon, PhD, NCSP; Jocelyn H. Newton, PhD, NCSP;
Daniel M. Hyson, PhD, NCSP; Betty V. DeBoer, PhD
University of Wisconsin-La Cross

Abstract

School Psychology is experiencing a significant shortage of practitioners that seems to have no end in sight. To meet this need, it is critical that graduate school psychology programs fill every seat in their program. Some programs may have difficulty attracting quality applicants due to various reasons and thus there are open seats leaving some programs vulnerable during budget cuts and the field disappointed over weak graduation numbers. We will detail several active and passive recruitment strategies that we have employed in a comprehensive and coordinated fashion resulting in a strong applicant pool. But the process does not end there. It is critical to move our strong applicants to accepted students. We will describe our wide-ranging process of paper reviews and on-campus interview process to select students to produce a robust cohort class. Shortages pose a significant threat to the practice of school psychology and a viable pipeline into graduate education programs is vital to the success of our profession.

Poster #34

Effective Supervision of Field Experiences in Online Programs

Briley Proctor; Sara Kayne; Jamie Chaffin
Eastern Washington University

Abstract

Although there is a known shortage of school psychologists, many strong applicants cannot leave their communities to attend a residential school psychology program. Students in Eastern Washington University's Ed.S. School Psychology Program are able to access high quality instruction and university-based supervision online while receiving meaningful field experiences through local site-based supervisors in their residential communities. University supervisors are able to meet with students by video conferencing to discuss issues surrounding practicum and internship and serve as integral resources for problem-solving and answering questions. Site supervisors, who serve as local experts with extensive working knowledge of the field of school psychology and school systems, assist students in becoming competent practitioners. University supervisors maintain monthly contact with site-based supervisors, and joint quarterly evaluations between supervisors are used to monitor student's progress towards attainment of learning objectives. Topics addressed by this presentation include how to provide high quality supervision from a distance, and how university supervisors can interface with local site supervisors to help students move toward self-sufficiency and competency. Participants will gain knowledge around innovative online practices pertaining to the training of school psychologists, particularly related to field experiences.

Poster #35

Connections: Current state of cross-disciplinary pre-service training of school psychologists with other related services providers and teachers

Audrey Ford, M.A.; Ellie Bold, M.A.
University of Denver

Abstract

According to IDEA, schools “must ensure that all children with disabilities are educated with children without disabilities to the maximum extent appropriate (34 Code of Federal Regulations [CFR] §300.114)” (Barton & Smith, 2015). To achieve this goal, teamwork between disciplines is a necessity. Within the realm of pre-service school psychology programs, there is relatively little work being done in the way of exposure to other disciplines. Therefore, early career school psychologists have to rely on the clarity of roles within their districts and potential cross-disciplinary training opportunities in order to build relationships and serve students through collaborative partnerships. Many formats can be utilized in order to create a comprehensive model for pre-service collaboration efforts which include, but are not limited to, the following: exposure and collaboration between teacher training programs and school psychology students through interprofessional education (IPE) (Miller, Coleman, & Mitchell, 2018), tangible opportunities in the field to build relationships with different professionals, self-evaluative practices concerning the attitudes and beliefs towards others in the field. This poster will utilize the method of a literature review in order to analyze the different current approaches of training school psychologists in collaborative teaming as well as present suggestions for a further embedded model.

Poster #36

Collaboration is Key: Addressing Program Diversity

Hal T. Bronson; Tawny N. Evans-McCleon; Scout Savoy; Jasmine Gray
Mississippi State University

Abstract

The purpose of this presentation is to provide an overview of a school psychology program’s diversity plan and to present a comprehensive model for inclusion of student leadership and evaluation of effectiveness. Participants will acquire knowledge of data-based decision making using the results of program climate and attitude surveys to effect change on the program climate. They will receive guidance for developing and coordinating a tiered model for recruiting and retaining ERL minoritized students and for obtaining data to drive future recruitment and retention efforts. Finally, participants will obtain strategies and recommendations for collaboration between students and faculty on matters of diversity.

Poster #37

School Psychology Shortages in WV: Implications and Solutions for the Future

Elizabeth Sutfin; Sandra S. Stroebel Ph.D.
Marshall University

Abstract

School psychology shortages have been negatively impacting the education system across the United States for decades. In particular, the state of West Virginia has experienced shortages of school psychologists that not only affect the students within the school systems, but can also have a negative impact on school staff, parents, and training programs. This study will investigate and compare student-to-school psychologist ratios of local education agencies as well as trends in qualitative data regarding reasons for shortages, the impact of shortages, and the possible ways to eradicate shortages. The training program will provide information on how this data can be used to guide innovative ideas in recruitment.

Poster #38

Demographic Variables that Predict Acquisition of Clinical Interviewing Skills

Melody Schmaltz, M.S.; Ivanna Juliusburger, M.S.; Maria Barroso Cue, B.S; Natalia Ramirez, B.S.; Pamela Hirsh, M.S.; Samantha Guy, M.S.; Ralph E. Cash, Ph.D., NCSP, ABPP.; Sarah Valley-Gray, Psy.D., ABPP
Nova Southeastern University

Abstract

Clinician behavior, communication style, and various characteristics can have a significant impact on the development of rapport and the therapeutic alliance. The present study sought to examine the relationship between characteristics of psychology trainees and effective clinical interviewing skills. 100 psychology doctoral students enrolled in an introductory interviewing skills lab and completed the Simulated Patient Assessment Demographic Evaluation Survey (SPADES). Students participated in 15-minute, video-taped sessions with simulated patients (SPs) at the beginning and end of the semester and were evaluated using the Skills in Psychological Interviewing: Clinical Evaluation Scales (SPICES). Trainees attended 10 laboratory sessions throughout the semester, during which they practiced basic interviewing skills with five different psychiatric cases portrayed by the SPs. While students significantly improved on clinical interviewing skills from the beginning to the end of the semester, analyses of the demographic variables demonstrated no significant difference in the acquisition of such skills. Results from this study indicate that age, gender, prior clinical experience, prior graduate degree, and training from different professors do not result in differences in acquisition of clinical interviewing skills in psychology graduate students.

Poster #39

We Won't Give up: Using Problem Solving Model to delineate and understand the foundational issues behind the "achievement gap"

Jennifer West; Kimberly Daniel; Darla Scott
Bowie State University

Abstract

The NASP Model for Comprehensive and Integrated School Psychological Services emphasizes the importance of diversity in development and learning, and highlights the need for cultural proficiency training for school psychologists. This poster session will highlight an innovative practice used in our Cultural Proficiency course at Bowie State University. Second year preservice candidates used the problem-solving model/process to define, operationalize, analyze and develop interventions to address systemic educational inequalities among marginalized student subgroups. This experience enhanced the ability of our candidates to apply a familiar model used in school psychology practice as an approach to explore issues regarding the "achievement gap" trends among minority and underserved communities. Recommendations for addressing the "achievement gap" will be discussed in the presentation.

Poster #40

Prerequisite courses required by NASP approved specialist level training programs

Giancarlo Anselmo Ed.D., NCSP; Atley Citeno
Winthrop University

Abstract

There are roughly 200 NASP approved training programs currently in the United States and no published research on the prerequisites that these programs require for admission into the programs. Typically, school psychology training programs have certain prerequisite courses that must be completed by all applicants or admitted students. This study surveyed the school psychology program websites and handbooks (n=179) in order to quantify how often certain prerequisites are required beyond a bachelors degree. The current study found that slightly more than half of NASP approved specialist programs require specific course work beyond or as part of training for their bachelor degree. Further information is presented in the findings as it relates to the types of courses most often cited as a condition of meeting minimum criteria for admittance. Also a breakdown of programs listed requiring a minimum number of psychology courses is shared. Implications for training and future research are discussed.

Poster #41

Training Future Trainers: A New APA-Accredited Internship Model within ISPIC

Elizabeth L. W. McKenney, PhD, NCSP; Sarah J. Conoyer, PhD, NCSP
Southern Illinois University Edwardsville

Chelsea Ritter, M.Ed., BCBA
Illinois School Psychology Internship Consortium and University of Cincinnati

Abstract

With an ongoing shortage of school psychology faculty, there is a need for training experiences that promote the success of future faculty. Newly developed school psychology internships are increasingly based in school settings, which both culminates doctoral training and increases effectiveness of future graduate education. This poster describes a newly developed cooperative internship site within the Illinois School Psychology Internship Consortium (ISPIC), one which combines school-based practice, clinic-based practice, and exposure to the role of a school psychology faculty member. For example, the intern supervises practicum work undertaken by first- and second-year graduate students, guest lectures in graduate courses, and teaches an undergraduate psychology course. Two school psychology graduate educators provide supervision and mentorship throughout the training year. While the goal is to assist in the preparation of a future school psychology colleague, the training that the program provides is sufficiently broad to ensure that graduates are well-prepared for working in a variety of settings. Poster attendees will consider a novel training model, compare training experiences to relevant National Association of School Psychologists (NASP) Training Standards for Graduate Education and American Psychological Association (APA) Profession Wide Competencies (PWCs), and discuss implications of this internship for graduate education in school psychology.

Poster #42

Moving Knowledge Not People: Delivering Professional Development Online

Abby Hodges
University of Denver

Abstract

School psychologists have an essential role in the effective consultation and implementation of successful positive behavioral support systems. This requires utilizing evidence-based intervention programs that entail teaming and goal setting, data collection, functional behavioral assessment, developing a behavior intervention plan, and using data to inform decisions and evaluate effectiveness of the plan. Prevent Teach Reinforce for Young Children (PTR-YC; Dunlap, Wilson, Strain, & Lee, 2013) is a step by step manualized approach to the assessment and treatment of challenging behavior that reflects a commitment to evidence-based practice and pertains to the pre-service training of school psychologists. Further, a recent pilot study conducted at the (removed for blind review) used an innovative format of training, Project ECHO (Extension for Community Healthcare Outcomes), to train early childhood professionals

on how to implement PTR-YC. Project ECHO is a practice model that utilizes video conferencing to increase workforce capacity to provide best-practice specialty care and reduce disparities. Results of the pilot study, limitations, and future directions will be discussed.

Poster #43

Comprehensive Exams: A Scaffolding Model

Dr. Tammi Ohmstede, NCSP; Danille Nguyen, NCSP; Macey Kohls;
Jordan Lempka; Kenzie Drudik; Kendra Hoffert
University of Nebraska at Kearney

Abstract

Comprehensive examinations are a tool used by many programs to adhere to the NASP standards of demonstrating competency prior to beginning practice as a school psychologist. The School Psychology program at the University of Nebraska at Kearney utilizes the comprehensive examination as the final component in the scaffolding process of learning. Each year in the program, students are given increasing amounts of independence in completing case evaluations and provided with the opportunity to observe other students further along in the program present their cases. Through this approach, students are encouraged to learn not only from instructor/supervisor feedback, but also via the experiences of their peers.

Poster #44

Mothers in Academia: Can We Really “Have It All?”

Wendi L. Johnson, Ph.D., LP, LSSP; Amy Skinner, B.A.
Texas Woman’s University

Abstract

For years women have been told that they can “have it all” in reference to the successful career while having and raising several children. While the sentiment is encouraging, the reality is a constant pull between the demands of academia and challenges at home leaving the academic mother often feeling like she is not doing enough on either side. The poster will focus on the major themes that serve as barriers women who identify as both mothers and academics, encompassing the challenges noted as undergraduate or graduate students, along with faculty and staff members from data collected from 250 individuals. This review is specifically investigating the lack of supports mothers in an academic world require. Moreover, determining how these barriers prevent them from moving forward in their programs or from gaining tenure at the University level. Practical applications will be discussed regarding how this data informs school psychology programs to better meet the needs of their graduate students who are mothers as well as other faculty members.