



TSP 2021 Virtual Conference

Connecting for Action: Social Justice & Advocacy for the Profession

March 19, 2021

<p>9:45 am EST</p>	<p>Welcome & Kick-Off Presenter: Kasee Stratton-Gadke, TSP President</p>
<p>10:00am -11:00 am EST</p> <p>Webinar format</p>	<p>Advancing Social Justice for English Learners: Implications for School Psychology Training Presenters: Chieh Li & Noora Abdulkerim</p> <p>The education of English learners (ELs) is one of the major social justice challenges confronting school psychologists and other school personnel at all levels of the United States’ public education system. ELs educational experience has been characterized by an absence of social justice and repeated academic failure. There is a severe shortage of educators and support personnel, including school psychologists, who have the linguistic and cultural competencies to serve ELs. Further, lack of training has serious implications for social justice because it puts ELs at risk for not receiving: (a) an appropriate education, (b) a nondiscriminatory assessment, and (c) culturally and linguistically appropriate educational services. The authors recommend a multipronged approach to graduate education to address these shortcomings, including the infusion of cultural, linguistic, and advocacy competencies in the curriculum and fieldwork of school psychology programs.</p> <p><i>Live attendance required to be eligible for (1) CE. A recording will be made available post-conference for three months. Recordings are not eligible for CE.</i></p>

<p>11:30-12:30 EST</p> <p>Webinar format</p>	<p><i>Post-COVID Distance Learning: Sustainability Considerations</i></p> <p>Presenters: Carrie Ball & Alyce Hopple</p> <p>The present COVID-19 pandemic has exerted unprecedented pressure on school psychology training programs to adopt hybrid or completely distance-based instruction. As we anticipate the return to normalcy, many programs may be prompted to consider the extent to which their newly-adopted instructional methods can be continued in a post-pandemic context. This presentation will summarize a comparison of cross-year program outcomes for two simultaneously delivered hybrid program models (i.e., campus-based hybrid and distance-based hybrid) implemented prior to the COVID-19 pandemic. Results suggest comparable academic outcomes and employability, with higher attrition and potentially greater remediation challenges for students in the distance-based hybrid model. Strengths of hybrid delivery, including benefits to enrollment, revenue, accessibility and flexibility, and diversity will be discussed. Moreover, “lessons learned,” including recommendations for recruitment and advising, field experiences, remediation, curriculum planning, and work/life balance will be addressed.</p> <p><i>Live attendance required to be eligible for (1) CE. A recording will be made available post-conference for three months. Recordings are not eligible for CE.</i></p>
<p>12:45-1:00 pm EST</p>	<p>Sponsor Highlight [MHS]</p> <p>Welcome and Introduction of Keynote</p>
<p>1:00-2:00 pm EST</p> <p>Webinar format</p>	<p>Keynote: Frank Worrell</p> <p>Social Justice in School Psychology: Why and For Whom</p> <p>Dr. Worrell will share thoughts about social justice and suggest that our actions in support of social justice need to be broader in focus and longer-term. Social justice needs to move beyond universities and school psychology syllabi into schools and classrooms serving low-income students and students of color whose achievement is below where it should be.</p> <p>Sponsor Highlight WPS at the end [Giving away two assessments]</p> <p><i>Live attendance required to be eligible for (1) CE. A recording will be made available post-conference for three months. Recordings are not eligible for CE.</i></p>

<p>2:30-3:30 pm EST</p> <p>Webinar format</p>	<p>Cultivating Faculty Accountability During America's Racial Reckoning</p> <p>Presenters: Jessie Kember, Jennifer Cooper, Faith Miller, and Annie Hansen-Burke</p> <p>Consistent with recent statements and calls for action for racial justice within the field of school psychology (García-Vázquez et al., 2020; McKenney et al., 2020; Williams et al., 2020), one must first confront one’s own internalized racism and implicit biases, and learn to disrupt all forms of white supremacy and privilege in order to best serve all students. As graduate educators, we also have the responsibility and power to directly influence/change oppressive systems within higher education to better support minoritized students and faculty. To that end, this session will provide trainers with tools for both self-assessment and program evaluation aimed to increase diversity, equity and inclusion within training programs. Specifically, this session will: 1.) disseminate information about an anti-racism faculty accountability group; 2.) present a framework for cultivating an anti-racist identity; and 3.) share explicit tools that can be implemented in training programs to strengthen anti-racism action and accountability.</p> <p><i>Live attendance required to be eligible for (1) CE. A recording will be made available post-conference for three months. Recordings are not eligible for CE.</i></p>
<p>4:00-5:00pm EST</p> <p>Webinar format</p>	<p>Time for Action: Examining the Response to Civil Unrest from School Psychology Trainers</p> <p>Presenters: Candice Aston, LaDena Eames, En'dea Small, Jasmine Gim</p> <p>In response to countless accounts of police brutality and racial injustice experienced by Black Americans, several psychology organizations collaborated to develop the “Unified Anti-Racism Statement Call to Action.” Outlined in that document are specific action steps that are needed to promote Anti-Racism within the specialty area of school psychology, which include issues regarding the recruitment and retention of Black faculty and students and acknowledging what is referred to as the “racism pandemic”. Given these factors, the current study examined how school psychology trainers have responded to the national call to action with increased focus on the experiences of Black faculty and students. The sample consisted of 91 school psychology faculty and 280 students. Results indicated that while many programs engaged in some form of outreach in response to civil unrest, these actions were less likely to be perceived as beneficial by racially diverse faculty and students.</p> <p><i>Live attendance required to be eligible for (1) CE. A recording will be made available post-conference for three months. Recordings are not eligible for CE.</i></p>

<p>5:30-6:30pm EST Discussion (Video and & audio interaction)</p>	<p>How to propose and publish a book Presenter: Daniel Schwartz, Education Editor Routledge Time will be allowed for questions and discussion.</p>
<p>Available all week</p>	<p>Pre-Recorded Posters</p>

March 26, 2021

<p>9:45 am EST</p>	<p>Welcome Kick-Off & Introduction of Keynote Presenter: Kasee Stratton-Gadke, TSP President Sponsor Highlight: Pearson</p>
<p>10:00-11:30 am EST</p> <p>Webinar format</p>	<p>Keynote: Sarah Alsaidi Microintervention Workshop</p> <p>This Microintervention Workshop aims to increase self-reflection, awareness, and critical consciousness. Participants will learn to identify microaggressions and active coping response strategies that can be used to disarm, dismantle, and effectively defend against daily experiences of microaggressions. The workshop emphasizes healing and self-worth and is built on the principles of the Microintervention taxonomy and framework that was published by Sue, Alsaidi et al., (2019) in the American Psychologist. Developed by Alsaidi for her dissertation research, the training program was implemented at three different sites and its efficacy was evaluated through a pre- and post-longitudinal design.</p> <p><i>This session is not eligible for CE. A recording will be made available for three months post-conference.</i></p> <p>Sponsor Highlight WPS at the end [Giving away three assessments]</p>
<p>11:45-12:45 EST</p> <p>Discussion (video & audio interaction)</p>	<p>School Psychology Training & Pedagogy (SPTP): Meet Our New Co-Editors and Learn Insider Tips Presenters: Devadrita Talapatra & Leandra Parris, Co-Editors</p>

<p>1:00-2:00 pm EST</p> <p>Webinar format</p>	<p>Tools for Virtual Training and Supervision of Consultation Communication Skills</p> <p>Presenters: Daniel Newman, Mary Kate Gerrard, Hannah McIntire, & Julia Villarreal</p> <p>Consultation is a pivotal competency area for psychologists, yet little is known about how graduate training supports psychologists in consultation competency development. Further, the COVID-19 pandemic has limited access to opportunities for consultees to practice this crucial skill. The purpose of this presentation is to share novel tools developed to support trainees’ learning of consultation communication skills, thereby enhancing trainers’ capacity to support consultation skill development. The tools, which were integrated in a package in the educational application Flipgrid, include: (a) a communication skills training video; (b) brief, realistic video prompts of a consultee requesting assistance; (c) behavioral rubrics defining communication skills used to evaluate trainee skill application; (d) self-evaluation tools for trainees; and (e) prompts for trainer/supervisor feedback. The potential of this package to support competency development for consultants-in-training, as well as how it can be adapted to meet participants’ idiosyncratic training needs will be discussed.</p> <p><i>Live attendance required to be eligible for (1) CE. A recording will be made available post-conference for three months. Recordings are not eligible for CE.</i></p>
<p>2:30-4:00pm EST</p>	<p>TSP Board Meeting and Awards</p> <p>Sponsor Highlight [Pearson]- Awarding of Scholarships</p>
<p>4:30-5:30 pm EST</p> <p>Webinar format</p>	<p>Dismantling Oppression through Critical Race Theory in School Psychology</p> <p>Presenters: Olivia Holter, Dylan O. Barton, Marie L. Tanaka, Tara Kulkarni, Adrianna E. Crossing, Stacy A.S. Williams</p> <p>What are the possibilities for school psychology when it is centered around anti-racism? Featuring didactics, original research, and audience discussion, this presentation will explain how Critical Race Theory (CRT) can be used as a framework for anti-racist research and practice. CRT is an academic perspective that suggests that racism is engrained within our society at a systems-wide level (Delgado & Stefancic, 1995). Moreover, at an individual level, a racist need not be present for racism to be present within that system (Ladson Billings, 1999; Yosso, 2002). During this panel presentation, attendees will understand CRT and learn how they can bring this knowledge into their own work of becoming actively anti-racist.</p> <p><i>Live attendance required to be eligible for (1) CE. A recording will be made available post-conference for three months.</i></p>

<p>5:45-7:00 pm EST</p> <p>Discussion (video and audio interaction)</p>	<p>Sponsor Highlight: PAR</p> <p>Moving from Challenges to Solutions to Address the Shortage of School Psychologists</p> <p>Presenters: Andrew Shanock, Robert J. Dixon, and Sarah Ochs</p> <p>The shortage of school psychologists has been well documented at both university and practitioner levels. The focus on these challenges creates opportunities for graduate educators to be leaders in addressing these shortages. We will discuss the results of a graduate faculty survey distributed by the Trainers of School Psychologists (TSP). Participants will have the opportunity to work in small groups (i.e., breakout rooms) to apply and discuss the data gleaned from the survey in relation to their local institution, region, and the national landscape. Issues discussed will include, but not be limited to, student retention, recruitment, and graduation; faculty recruitment and retention; and program stability. Issues of social justice and diversity will be integrated within all discussions. Results from both the survey and this session will be used by The TSP Ad-hoc Committee on Shortages and Opportunities to plan activities that will best meet the needs of graduate educators.</p> <p><i>Grab your favorite beverage and snack and meet us for a lively discussion.</i></p>
<p>Available all day</p>	<p>Pre-Recorded Posters</p>

APA Continuing Education Credits and NASP Continuing Professional Development

Thanks to a co-sponsorship with the College of Psychology at Nova Southeastern University, CPDs and CEs will be available for qualified TSP programming.