

Wednesday, 10/13

8:30 - 11:30 AM (2.5 CPDs): *Understanding the Emotional Disturbance Eligibility*

The federal definition of Emotional Disturbance has changed little since its inception in the 1970s. However, this disability category is perhaps the most subjective and hardest for School Psychologists to understand. This interactive session will review the federal definition of Emotional Disturbance and associated characteristics commonly seen with each of the five criteria. The workshop will also explore the differences between Emotional Disturbance and Social Maladjustment and provide School Psychologists with tools to help distinguish the two. A brief mention of cultural considerations will be discussed. Finally, participants will review some court cases and explore legal precedents for ED.



Ashley Arnold, M.A. LSSP, NCSP is an Assessment Consultant with Western Psychological Services (WPS). She has 17 years of public-school experience supervising practicum students, interns, trainees, and School Psychologists in several public schools in Texas. Ashley is a Past President of the Texas Association of School Psychologists and has served on the Executive Board in a variety of roles for close to 20 years. Ashley is currently the Co-Chair for the National Association of School Psychologists' Assistance to States committee, as well as a member of the National/State Credentialing Committee. In addition, she is the current Texas Delegate for NASP. Ashley is a certified PREPaRE School Crisis Prevention and Intervention trainer. Her passions are assessment, supervision and advocating for School Psychological services.

12:30 - 3:30 PM (2.5 CPDs): *The 2020 NASP Practice Model & Social-Emotional Learning: Integrating Culturally Responsive SEL Into Your Practice*

This session will help attendees to become familiar with the 2020 NASP Practice Model and to understand how SEL is relevant in the contemporary practice of School Psychology. Research about the benefits of SEL for students and schools will be presented. Attendees will learn ways to integrate culturally responsive SEL into their practices, even when multiple challenges are in place, such as high ratios or a traditionally narrower school psychologist role. Learning objectives: Explore research about SEL and its impacts on students and school climate, review the importance of cultural responsiveness in providing effective services, and identify ways to integrate culturally responsive SEL into your practice, no matter where you are.



Dr. Andrea Clyne has worked as a School Psychologist practitioner for 31 years. She has also been in a number of NASP leadership roles, including Chair of the NASP Practice Model Committee, Writing Team Leader of the 2020 Practice Model Revision, Delegate for Colorado, and Delegate Representative for the Western Region on the Board of Directors. Professional interests include positive behavior supports and social-emotional learning, MTSS, social justice in School Psychology, and navigating an expanded practitioner role.

4:00 - 5:00 PM: *HASP Members' Meeting*

All HASP members are welcome to attend this session, during which HASP updates will be provided, and member feedback will be obtained. At 4:30, HASP will have a Mai Tai making demonstration from President Elect, Alec Marentic. Networking and breakout rooms will be offered, depending on participation.

