**FRIDAY SESSIONS**

**KEYNOTE: 8:30-10:00**

**Emotional Intelligence: From Theory to Practice to Whole-School Change**

**Marc Brackett**

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Emotions drive our thinking and decisions, the quality of our relationships, our physical and mental health, and everyday performance. When emotions are ignored, suppressed or acted-out all students are jeopardized. In my presentation, I will discuss our Center’s evidence-based approach to social and emotional learning, RULER, and the research we’ve conducted, which shows that schools must meet the real emotional and social developmental needs of students for bullying to decrease, for effective teaching and learning to take place, for positive relationships to form and for students to fully express their talents.

***Marc Brackett****, Ph.D., is founding director of the Yale Center for Emotional Intelligence and Professor in the Child Study Center at Yale University. His grant-funded research focuses on: (1) the role of emotions and emotional intelligence in learning, decision making, relationship quality, and mental health; (2) the measurement of emotional intelligence; (3) best practices for teaching emotional intelligence; and (3) the influences of emotional intelligence training on children’s and adults’ effectiveness, health, creativity, and both school and workplace climate. Marc has published 125 scholarly articles and has received numerous awards, including the Joseph E. Zins Award for his research on social and emotional learning and an honorary doctorate from Manhattanville College. He also is a distinguished scientist on the National Commission on Social, Emotional, and Academic Development.*

*Marc is the lead developer of RULER (an acronym for the five key emotion skills of recognizing, understanding, labeling, expressing, and regulating emotions) is an evidence-based approach to social and emotional learning that has been adopted by over 1,500 public, charter, and private pre-school to high schools across the United States and in other countries, including Australia, China, England, Italy, Mexico, Spain, and Sri Lanka. RULER infuses social and emotion learning into the immune system of schools by enhancing how school administrators lead, educators teach, students learn, and families parent. Research has shown that RULER boosts academic performance, decreases school problems like bullying, enriches classroom climates, reduces teacher stress and burnout, and enhances teacher instructional practices.*

*Marc regularly consults with large companies, including Facebook and Google on best practices for integrating the principles of emotional intelligence into training and product design. With Facebook, he has developed a number of products, including: social resolution tools to help adults and youth resolve online conflict, the bullying prevention hub to support educators, families, and teens, and InspirED, an open-source resource center to support high school students in leading positive change in their schools. Marc also holds a 5th degree black belt in Hapkido, a Korean martial art.*

**MORNING BREAKOUT SESSIONS 10:15-11:45**

**Regency**

**RULER: An Evidenced-Based, a Whole-School Approach to SEL**

Emotions can either hurt us or help us. They hurt us when they control us. One angry outburst or eye roll can cost a relationship or even a career. Whether you’re on the delivering end or the receiving end, unchecked emotions can wreak havoc on our personal and professional lives.

On the flip side, when we use emotions wisely they help us to focus on important tasks, make sound decisions, engage with others, enjoy healthy relationships, and manage stress. Indeed, effective emotion regulation is a prerequisite for success in all areas of life. Yet, most people have never received a formal emotion education.

To both get along with others and get ahead, we must develop the skills of *emotional intelligence*: Recognizing emotions in the face, body, voice, and physiology; Understanding the causes and consequences of emotions; Labeling emotions with the correct vocabulary; Expressing emotions in healthy and appropriate ways; Regulating emotions with effective strategies

In this highly interactive training– rooted in a ‘hard science’ approach to what has often been referred to as ‘soft skills’ –participants will learn how to harness the wisdom of emotions through developing the skills of emotional intelligence. Participants also will learn how to use practical tools like the Mood Meter (www.moodmeterapp.com) to develop emotional intelligence in order to better navigate relationships and social networks, influence and inspire others, and achieve greater personal well-being and professional success.

***Marc Brackett****, Ph.D., is founding director of the Yale Center for Emotional Intelligence and Professor in the Child Study Center at Yale University. His grant-funded research focuses on: (1) the role of emotions and emotional intelligence in learning, decision making, relationship quality, and mental health; (2) the measurement of emotional intelligence; (3) best practices for teaching emotional intelligence; and (3) the influences of emotional intelligence training on children’s and adults’ effectiveness, health, creativity, and both school and workplace climate. Marc has published 125 scholarly articles and has received numerous awards, including the Joseph E. Zins Award for his research on social and emotional learning and an honorary doctorate from Manhattanville College. He also is a distinguished scientist on the National Commission on Social, Emotional, and Academic Development.*

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**Conference Room C**

**Youth Data Summits: Inviting and Welcoming Youth Voice in Data-Informed Practices**

As we continue our efforts toward continuous improvement and work to refine our understanding and interpretation of the student data we collect, we found that our next best step in improving our data-informed practices was by inviting the students to explore their data with us. In this session learn about how our Youth Data Summits pulled in the voice of student leaders, students of marginalized populations, and students passionate about change into a conversation with district leadership and changed our practices. Said one participant, “We are walking scatter-plots – ask us!” so we did – and you should too.

***Carrie Duba*** *believes fully in the power of data informed decision making and of including youth voice and leadership in their education. She is currently a school psychologist at Northfield High School in Northfield, MN where she coordinates the MTSS programming – including academic interventions and social emotional support activities, and the Section 504 accommodations. She is the advisor to two student leadership groups, Academic Student Coaches and Students Supporting Students, and a pack of visiting dogs.* ***Hope Langston*** *is a Minnesota transplant who spends her days helping educators discover the joy and value in exploring data. She is the Director of Assessment Services for Northfield Schools and also works closely with Northfield Promise, a collective impact group supporting youth from cradle to career. Hope spent a year as a Tableau Data Fellow learning best practices for data visualization and fortifying her commitment to helping people turn data into actionable insights.*

**Conference Room D**

**The Feifer Assessment of Reading (FAR): An Interpretive Analysis from a Brain Behavioral Perspective**

This workshop will be an advanced interpretation of the Feifer Assessment of Reading (FAR) within a neuroscientific paradigm. The FAR can be used to effectively screen and diagnose multiple subtypes of dyslexia, as well progress monitor children with reading disorders. There will be a detailed discussion of multiple facets of the reading process including phonological processing, working memory, executive functioning, and orthographical processing. An explanation of each of the FAR’s reading index scores, as well as nine key reading interpretations, along with relevant behavioral observations will be featured. The FAR has been constructed to inform intervention decision-making based upon a neuroscientific learning paradigm. Therefore, specific case studies matching each reading disorders’ subtype with scores of evidence-based interventions and reading strategies will be an essential component to the workshop. Lastly, an overview of the new FAR Interpretive report writer will be presented as well. Specific learning objectives include: Participants will learn how to interpret the FAR using the *discrepancy-consistency* *model* in order to more accurately diagnose reading disorders in children.; Participants will learn how to link scores of evidenced based interventions and targeted classroom strategies to specific reading disorders’ subtypes using case study example; Participants will learn how to use the FAR Interpretive report writer using case study examples.

***Steven Feifer, DEd, ABSNP*** *is an internationally renowned speaker and author in the field of learning disabilities, and has authored* ***seven*** *books on the neuropsychology of learning and emotional disorders in children. He is dually trained as both a licensed school psychologist, and also holds a diplomate in school neuropsychology. Dr. Feifer was voted the* Maryland School Psychologist of the Year *in 2008, and awarded the 2009* National School Psychologist of the Year*. He has conducted more than 600 professional workshops throughout North America, and frequently consults with numerous school districts across the country. Dr. Feifer continues to evaluate children in private practice at the Monocacy Neurodevelopmental Center in Frederick, MD. He has authored two tests on diagnosing learning disabilities in children; the FAR and the FAM, both published by PAR.*

**Conference Room E**

**PREPaRE Implementation and Round Table Discussion**

This session is intended for participants who have already completed one or both of the PREPaRE school safety and crisis prevention, preparedness, and intervention workshops. The session will include a brief overview of implementation science literature, with regard to the infrastructure needed for PREPaRE to be successful in in terms of its actual application in the field, as well as essential highlights of the curriculum. Using interactive discussion as the approach to the session, participants are encouraged to bring questions and challenges they have experienced since completing the workshop(s).

***Todd A. Savage, Ph.D., NCSP****, is a professor in the school psychology program at the University of Wisconsin-River Falls; he is also a past president of the National Association of School Psychologists. Dr. Savage’s scholarly research interests include school safety and crisis prevention, preparedness, and intervention, suicide and behavioral threat risk assessment and management, culturally-responsive practice; social justice; and LGBTQ+ student issues.* ***Scott A. Woitaszewski, Ph.D., NCSP****, is a professor in and the training director of the school psychology program at the University of Wisconsin-River Falls. Dr. Woitaszewski’s scholarly interests include school safety and crisis prevention, preparedness, and intervention, suicide and behavioral threat risk assessment and management, measuring school intervention effectiveness, intervention teaming, childhood and family resiliency, school-based systems change.*

**Conference Room F**

**Mental Health, Social, Emotional and Behavioral Screening**

In recent years, significant advances have been made with regard to supporting students with social, emotional, and behavioral difficulties within multi-tiered systems of support. In particular, screening procedures have received increased attention in order to accurately identify those students in need of additional supports. This presentation reviews the state of the science in screening for social, emotional, and behavioral difficulties and considerations regarding best practices. Session participants will be able to identity strengths and weakness of various screening approaches, and determine options that will work best for their setting.

***Faith Miller*** *is an Assistant Professor of Educational Psychology within the School Psychology Program at the University of Minnesota. She earned her Ph.D. in school psychology from the Pennsylvania State University and subsequently completed a two-year postdoctoral fellowship at the University of Connecticut. Dr. Miller's research program is focused on the implementation and sustainability of evidence-based practices in schools, particularly as it relates to improving outcomes for children who experience social, emotional, and behavioral difficulties (SEBD). Through her research, she examines critical factors that lead to the implementation of evidence-based practices for students with SEBD within multi-tiered systems of support. This includes the use of defensible assessments to inform data-based decision-making and problem-solving, as well as the development and delivery of a continuum of high-quality interventions to improve student outcomes. She is an affiliated faculty member with both the Center for Applied Research and Educational Improvement and the Institute for Translational Research in Children’s Mental Health at the University of Minnesota.*

**Conference Room G**

**The District Wide Mobile Response Team: The Role of the Clinical Professional**

The DMRT, created four years ago in Intermediate School District 287, is a group of licensed mental health professionals and safety/security staff who respond to crises (prevention, in the moment response, postvention), conduct threat assessments, provide a consultative link between home/school/community, and facilitate trainings on topics ranging from psychoeducation on mental health topics to compassion fatigue in school staff.  In this session, members of the DMRT will give a clinician’s perspective on responding to safety and mental health crises throughout the school district, with particular focus on prevention, assessment, and postvention related to threats of harm to students and staff.

Attendees will learn about the role of the clinical professional in responding to the safety and mental health needs of an intermediate school district. Attendees will understand the threat assessment protocol utilized at District 287 in response to threats by students to harm to self or others

***Brenna MacDonald****, MSW, LICSW is a district wide clinical professional for the District Wide Mobile Response Team (DMRT) at Intermediate District 287.  Previously, Brenna has worked with children and families in a variety of settings, including child welfare, community mental health, school-linked mental health, and day treatment. Brenna’s current role at ISD 287 involves offering a range of supports and services for students and staff, including both immediate mental health crisis intervention and professional development education.* ***Chad Jayasekera****, MA, LICSW has experience working with young people and their families in residential, day treatment, in-home, outpatient, and school settings over the past 15 years. Currently he works as a District Wide Clinical Professional in Intermediate District 287 providing support and consultation around crisis and mental health situations.*

**LUNCH 11:45-1:00**

**12:15-1:00 STUDENT SESSION: Bring your lunch to BOARD ROOM 2**

**BREAKOUT SESSIONS EARLY AFTERNOON 1:00-2:30**

**Regency (Continuing Session)**

**Applying the Ethical Problem Solving Process to Practice (Ethics session)**

This session is intended to provide review and practice of an ethical problem solving model to support school psychologists in protecting and supporting children and youth. Part one of the session will provide an overview of the 8-step problem-solving model. In addition, presenters will review barriers to making sound ethical decisions, methods for finding critical research or legal information online quickly, and risk mitigation for self and clients. Part two will engage participants in group discussion using vignettes to apply the problem solving model, followed by large group discussion. Participants will learn and practice the 8-step ethical problem-solving model to facilitate use in practice.

***Amanda L. Sullivan*** *is an Associate Professor and Director of the School Psychology Program at the University of Minnesota. Her research focuses on ethical-legal issues in school psychology and special education, special needs among children from culturally and linguistically diverse backgrounds, and disparities in the educational and health services they receive. She is a past recipient of the APA Division 16’s Lightner Witmer Award for “scholarly contributions that have significantly nourished school psychology as a discipline and profession.”* ***Elyse Farnsworth*** *is a Lecturer and Specialist Program Coordinator for the School Psychology Program at the University of Minnesota. She is interested in policy, ethics, and research-based practice, with a focus on early childhood. Elyse teaches graduate courses on ethics and professional standards, psychopathology,and the scientific bases of psychology.* ***Annie Hansen-Burke*** *is a Senior Lecturer with the U of M School Psychology Program. She is a licensed psychologist and a nationally certified school psychologist. In her current role, she serves as the fieldwork coordinator and is a field supervisor for practicum students as in two local schools. She is most interested in the development and delivery of quality supervision practices, multiculturalism and equity, and the applied practice of school psychology at large.*

**Conference Room C**

**Self-Compassion: A Prevention Strategy for Burnout**

As a school psychologist, I have worked with parents, teachers, and administrators who are burning themselves out with all the “shoulds” and ideals of the perfect caregiver. We can strive to be better without beating ourselves up. Self-compassion, created by Dr. Kristin Neff, is a research based concept and strategy to accept our limitations and embrace our humanity. During the presentation, participants will learn about the self-compassion research and they can choose to participate in several self-compassion exercises. We will also review several resources for participants to further their study into self-compassion.

***Kathy Moore*** *is a school psychologist with over 12 years of practitioner related experience in the elementary school setting. As a SW-PBIS coach for over 5 years, she led her school to be acknowledged as a Sustained Exemplar PBIS School by the Minnesota Department of Education. Her responsibilities have included conducting psycho-educational assessments to determine whether students met Minnesota special education criteria, case management for students with social/emotional disabilities, service provider for students with disabilities, and leading multi-tiered systems for student supports.*

**Conference Room D**

**The Feifer Assessment of Reading (FAR): An Interpretive Analysis from a Brain Behavioral Perspective**

This workshop will be an advanced interpretation of the Feifer Assessment of Reading (FAR) within a neuroscientific paradigm. The FAR can be used to effectively screen and diagnose multiple subtypes of dyslexia, as well progress monitor children with reading disorders. There will be a detailed discussion of multiple facets of the reading process including phonological processing, working memory, executive functioning, and orthographical processing. An explanation of each of the FAR’s reading index scores, as well as nine key reading interpretations, along with relevant behavioral observations will be featured. The FAR has been constructed to inform intervention decision-making based upon a neuroscientific learning paradigm. Therefore, specific case studies matching each reading disorders’ subtype with scores of evidence-based interventions and reading strategies will be an essential component to the workshop. Lastly, an overview of the new FAR Interpretive report writer will be presented as well. Specific learning objectives include: Participants will learn how to interpret the FAR using the *discrepancy-consistency* *model* in order to more accurately diagnose reading disorders in children.; Participants will learn how to link scores of evidenced based interventions and targeted classroom strategies to specific reading disorders’ subtypes using case study example; Participants will learn how to use the FAR Interpretive report writer using case study examples.

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**Conference Room E (Continuing Session)**

**School-Based Behavioral Suicide Risk Education and Risk Assessment: Best Practices and Resources**

Many students experience significant life stressors, trauma, and/or mental health issues that may lead some to contemplate suicide to deal with these matters. Schools, as places in which the majority of youths spend significant amounts of time, are natural settings to address student mental health. Additionally, guidance from the U.S. Department of Education has indicated schools should address mitigation of known risk in their school safety and crisis initiatives. As such, school psychologists not only play an integral role on the multidisciplinary teams engaged in this type of work, they often lead the charge. Therefore, it is imperative school psychologists are up-to-date both in terms of their knowledge of the process and their skills to lead and to conduct the process, and what to do in follow-up to the results obtained through this process. Thus, the purpose of this session is to: Increase participant awareness of a school-based suicide risk education and assessment initiative and how it fits within a comprehensive approach to school safety​; Enhance participant knowledge of processes and models of school-based suicide education and risk assessment; Augment participant school-based suicide education and risk assessment skills; and Provide resources for continued learning and that can be applied in practice​.

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**Conference Room F**

**School Psychologists Promoting Evidence Based Practice: Ideas and Support**

What can school psychologists do to improve and support the academic, behavior and social emotional curriculum and instructional practices in schools? Using the framework of Evidence Based Practice we will explore different roles and resources that can help you make a difference. This session will be interactive so attendees can share what has or has not worked in their own sites. Participants will; Practice using an Evidence Based Practice framework and identifying priorities for action; Reflect on different avenues for impacting curriculum and instruction; Share ideas and network with other school psychologists interested in this topic

***Lisa Habedank Stewart*** *received her Ph.D. in School Psychology from the University of Oregon. She currently is a Professor of Psychology and School Psychology at Minnesota State University Moorhead. Dr. Stewart has done research and consulted in the areas of data-based decision making, early literacy and numeracy, multi-tiered systems of support, and implementing evidence-based practice. Dr. Stewart has developed materials for preschool and K-12 settings, including the PreK and K-3 Americorps Reading Corps model. She lives near Pelican Rapids, MN with her husband, kids, cat, dog, chickens, cows and goats.*

**Conference Room G**

**Dyslexia: Policy and Practice in Minnesota**

This interactive session will begin with a brief review of MN statutes related to dyslexia. Issues relevant to school psychologists will then be discussed including: screening and identification of dyslexia, intensifying instruction, collaboration with other professionals and the role of school psychologists. Participants will have the opportunity to discuss their successes, challenges and questions about dyslexia in the schools.

***Amy Schulting*** *is the Dyslexia Specialist at the Minnesota Department of Education. In this role, she provides guidance and technical assistance to school districts in support of students with dyslexia or characteristics of dyslexia. Amy is also a clinical psychologist, former classroom teacher and a certified dyslexia interventionist.* ***Vicki Weinberg*** *is currently an Education Specialist at MDE working in the areas of Implementation and Scaling, Multi-tiered Systems of Support, Specific Learning Disabilities, and Standards-based IEP’s. Before joining the Minnesota Department of Education I was a Special Education teacher.*

**BREAKOUT SESSIONS LATE AFTERNOON 2:45-4:15**

**Regency (Continuing Session)**

**Applying the Ethical Problem Solving Process to Practice (Ethics session)**

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***Amanda L. Sullivan*** *is an Associate Professor and Director of the School Psychology Program at the University of Minnesota. Her research focuses on ethical-legal issues in school psychology and special education, special needs among children from culturally and linguistically diverse backgrounds, and disparities in the educational and health services they receive. She is a past recipient of the APA Division 16’s Lightner Witmer Award for “scholarly contributions that have significantly nourished school psychology as a discipline and profession.”* ***Elyse Farnsworth*** *is a Lecturer and Specialist Program Coordinator for the School Psychology Program at the University of Minnesota. She is interested in policy, ethics, and research-based practice, with a focus on early childhood. Elyse teaches graduate courses on ethics and professional standards, psychopathology,and the scientific bases of psychology.* ***Annie Hansen-Burke*** *is a Senior Lecturer with the U of M School Psychology Program. She is a licensed psychologist and a nationally certified school psychologist. In her current role, she serves as the fieldwork coordinator and is a field supervisor for practicum students as in two local schools. She is most interested in the development and delivery of quality supervision practices, multiculturalism and equity, and the applied practice of school psychology at large.*

**Conference Room C**

**Develop Meaningful Social Skills with Adolescents on the Spectrum: The PEERS Program**

This session focuses on the importance of helping adolescents develop meaningful social skills. The speakers will review brain development, links between social skills development and mental health and instructional best practices. Participants will be introduced to the PEERS curriculum, an evidence based social skills intervention that helps students make and keep friends. This program shifts the focus from what skills adults think students should know to what actually works for students (ecologically valid skill development). The presenters infuse their unique perspectives as researchers, academics and school-based providers. Learning Objectives: Brain development in individuals with ASD and resulting impacts on social skills; Social skills development in adolescence and young adulthood; Best practices for ecologically-based social skills instruction; The PEERS school-based curriculum for adolescents

***Jess Muszynski****, EdS is a Co-Director of PEERS Program and adjunct professor at the University of Wisconsin Stout. She is a certified provider of School Based PEERS through UCLA.  She has facilitated more than 10 school-based PEERs groups in 3 different school districts. Her professional interest areas include adolescent development, mental health, trauma informed services, crisis prevention and intervention, and Autism. Jess also works as a school psychologist for the South Washington County School District.****Christine Peterson*** *joined the faculty at UW-Stout in 2009 and has served as program director for the school psychology program since 2010. Prior to UW-Stout, she worked at the University of Rochester and Strong Center for Developmental Disabilities in Rochester, NY for 7 years, teaching and providing clinical support and consultation to individuals with ASD and DD in clinical, classroom, and schoolwide/district settings. Dr. Peterson serves as Co-Director for the UW-Stout PEERS program.*

**Conference Room D**

**Cognitive Behavioral Therapy Approaches for Anxiety and Depression in Youth**

Anxiety and depression are common conditions that impact academic performance, attendance and social connections. Cognitive Behavioral Therapy (CBT) is a well-established treatment that addresses behaviors and thoughts that impact and are impacted by distressing emotions. We will briefly review the evidence to support the use of CBT with adolescents and describe core principles including orientation to treatment and how to set goals collaboratively. Key techniques for the treatment of anxiety will be presented including the use of exposure hierarchies for anxiety related school avoidance and procrastination due to perfectionism. Hierarchy based strategies for targeting depression with behavioral activation will also be discussed. This talk will provide an overview of adaptations for adolescents including a discussion of parental involvement and the use of rewards.

***Julie K. Lesser****, MD, is a board-certified child, adolescent and adult psychiatrist with the intensive outpatient and partial hospital programs at Rogers Behavioral Health–Minneapolis. A graduate of Stanford University, Dr. Lesser earned her medical degree and completed postgraduate training at the University of Minnesota, which included an internship in pediatrics; a transitional residency in neurology and psychiatry; a residency in psychiatry; and a fellowship in child and adolescent psychiatry. Dr. Lesser is certified in family-based treatment for eating disorders and in the child and adolescent unified protocol for emotional disorders. In addition, she completed intensive training in interpersonal therapy, dialectical behavior therapy and cognitive behavioral therapy-enhanced for eating disorders. She has a special interest in treatment development for Avoidant/restrictive food intake disorder (ARFID).* ***Erika Nelson*** *is a licensed professional counselor with the partial hospital program for children and adolescents with anxiety and/or OCD at Rogers Behavioral Health – Minneapolis. She earned her master’s degree from St. Mary’s University in counseling psychology. Erika began her career working with a special interest in the treatment of autism and worked within various settings before joining Rogers Behavioral Health in Spring 2016 with the opening of its first Minnesota clinic. She enjoys working with families and believes this work is often the best way to create meaningful and lasting change for someone improving their mental health.*

**Conference Room E (Continuing Session)**

**School-Based Behavioral Suicide Risk Education and Risk Assessment: Best Practices and Resources**

Many students experience significant life stressors, trauma, and/or mental health issues that may lead some to contemplate suicide to deal with these matters. Schools, as places in which the majority of youths spend significant amounts of time, are natural settings to address student mental health. Additionally, guidance from the U.S. Department of Education has indicated schools should address mitigation of known risk in their school safety and crisis initiatives. As such, school psychologists not only play an integral role on the multidisciplinary teams engaged in this type of work, they often lead the charge. Therefore, it is imperative school psychologists are up-to-date both in terms of their knowledge of the process and their skills to lead and to conduct the process, and what to do in follow-up to the results obtained through this process. Thus, the purpose of this session is to: Increase participant awareness of a school-based suicide risk education and assessment initiative and how it fits within a comprehensive approach to school safety​; Enhance participant knowledge of processes and models of school-based suicide education and risk assessment; Augment participant school-based suicide education and risk assessment skills; and Provide resources for continued learning and that can be applied in practice​.

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**Conference Room F**

**Brain Development: Strengths and Weaknesses**

Changing a Paradigm: Finding Positive Aspects to all children. A lot of progress has been made in understanding brain development over the last ten to twenty years. There is still a lot to be learned, but much of what has been discovered remains in scholarly journals. This presentation provides some basic information about brain development, how it leads to strengths and weaknesses in children, and how we as professionals can utilize that information to help students. 1) be able to interpret cognitive testing from a neuropsychological perspective- strengths and weaknesses 2) be able to identify possible negative perspective in self and others; gather tools to help change the climates of schools to more positive environments

***Tressa Reisetter*** *is a neuropsychologist in private practice in the Twin Cities area of Minnesota. She also works with schools to assist with special education assessments. She has published a book for parents about brain development: Getting to Know Your Child’s Brain. Much of the presentation will be from the book as well as the experiences of many years spent working with children. Dr. Reisetter earned her Ph.D. from Ball State University. She also has a BA in biology from Wartburg College (Iowa) and a BM (Bachelor of Music) from Iowa State University.*

**Conference Room G**

**Using the New SSIS - Social Emotional Learning (SSIS SEL) Edition in a Multi-Tiered System of Support**

In this session, attendees will learn how the new SSIS SEL edition can be used as a comprehensive social and emotional skills learning solution. The SSIS SEL is fully aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, and the SSIS SEL Edition provides evidence-based tools to assess and teach these skills. This presentation will cover administration, scoring, interpretation, and intervention of social skills using the SSIS SEL. Participants will: be able to successfully administer, interpret, and articulate assessment results from the Social Skills Improvement System - Social Emotional Learning Edition (SSIS SEL); learn how to use the SSIS SEL to improve the social emotional skills in children using evidence-based interventions.

***Lynsey Psimas*** *is an Assessment Consultant with Pearson’s Clinical Assessment team. Prior to joining Pearson, Dr. Psimas provided psychological and neuropsychological assessment services to children and adults within school settings and private practices. She is a Nationally Certified School Psychologist (NCSP) and holds a Doctoral Degree in School Psychology with a specialization in school neuropsychology. Dr. Psimas completed clinical training in school psychology and neuropsychology at an APA-approved therapeutic day school in Chicago, IL. Dr. Psimas continues to work in private practice and teach assessment courses at The Chicago School of Professional Psychology.*