

**Wisconsin School
Psychologists Association
Spring Conference
2020**



20/20: Bringing the Practitioner into Focus



Wintergreen Resort and Convention Center
Wisconsin Dells, WI

March 5th-6th, 2020



Wednesday March 4th, 2020				
5:00-9:00 pm	Board of Directors Meeting			
Thursday: March 5th, 2020				
7:30 am	Registration & Continental Breakfast			
Morning 8:30-11:45	PREPaRE 2 Mental Health Crisis Interventions: (Third Edition) <i>Woitaszewski & Savage</i> NASP 6	Lessons Learned: One School's Journey Toward Becoming Trauma Informed <i>DeBoer, Braunschweig, & Sether</i> NASP 4	Why Do Children Act the Way They Do? Using b.e.s.t. to Shape Emotional and Behavioral Competence <i>Hartwig</i> NASP 4	Exposure Therapy in Schools: Moving from Managing Anxiety to Conquering Anxiety Disorders <i>Ale</i> NASP 4
11:45-1:15	Lunch, Awards Presentations, Posters			
Afternoon 1:30-4:45	PREPaRE 2 Mental Health Crisis Interventions: (Third Edition) ~ Continued~	Student Session: Passing the Torch <i>Dixon & Neddenriep</i> NASP 10	Cultural Humility: Moving Beyond Cultural Competence to Advance Equity & Social Justice <i>Goodenough</i> NASP 8	The Science of Reading: Implications for Assessment, Instruction, and Intervention <i>Newton, Storie, Humphries & O'Connor</i> NASP 3
9-Midnight	All-Association Party Featuring the WSPA Spirit Award @ 10 pm			
Friday: March 6th, 2020 SPIRIT DAY: Wear your Favorite School Spirit Attire!				
7:30 am	Registration & Continental Breakfast Mental Health Group Meeting			
Morning 8:30-11:45	PREPaRE 2 Mental Health Crisis Interventions: (Third Edition) ~ Continued~	School-Based Assessment and Management of Suicide and Self-Injury <i>Litscher, Gatz, Coyle & Corbett</i> NASP 4	Cultural Humility: Moving Beyond Cultural Competence to Advance Equity & Social Justice <i>Goodenough</i> NASP 8	Early Childhood-Special Education: Everything You Wanted to Know <i>Ogorek</i> NASP 1
11:45-12:40	Lunch			
Afternoon 12:45-4:00	PREPaRE 2 Mental Health Crisis Interventions: (Third Edition) ~ Continued~	Interconnected Systems Framework for Behavior and Mental Health K-8 <i>Bacha & Ceranski</i> NASP 8	DPI Updates: Mental Health Services <i>Peerenboom & Herman</i> NASP 4	Positive Ethics & School Psychology: Soaring Without Getting Your Wings Clipped <i>Dixon</i> NASP 10

The Wisconsin School Psychologists Association (WSPA) is approved by the National Association of School Psychologists to offer continuing education for psychologists. WSPA is recognized by the State of Wisconsin for providing continuing education for licensed psychologists and licensed private practice school psychologists. WSPA maintains responsibility for these programs and their content.



Special Events

Silent Auction & Raffle

Bring a couple of bucks for the raffle of awesome prizes. We will also be doing a silent auction for those that like to out-bid a colleague. Remember bid early, bid often, and out-bid everyone! Bidding will close at 5 pm on Thursday. Proceeds from the auction and raffle go to support WSPA Children Services.

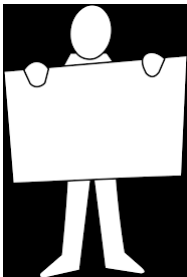


Vendors

During the breaks, make sure you stop by the vendors. They are here to support school psychologists. Check them out and see what is new.

WSPA Awards & Recognition

Your colleagues are making a difference in Wisconsin. We will be celebrating student scholarship awards as well as the school psychologist of the year. Come to the Thursday lunch program and acknowledge their accomplishments.



WSPA Poster Session

Take a gallery walk during lunch on Thursday to check out the amazing posters representing research at the various institutions. A lot of effort goes into these posters and the presenters would LOVE to share with you what they are working on!

All Association Party & WSPA Spirit Award

Join your colleagues for an evening of relaxing and networking. A DJ will provide the tunes. Cash bar. The WSPA Spirit Award will commence at 10 pm. Work Hard...Play Hard!



Mental Health Group Meeting: will be meeting at breakfast on Friday morning. All are invited to this planning session to make sure student mental health and wellness stays on the radar of school psychologists



Session Descriptions

Thursday Morning, March 5, 2020

PREPaRE Workshop 2: Mental Health Crisis Interventions: Responding To An Acute Traumatic Stressor In Schools (Third Edition)

Scott Woitaszewski, PhD & Todd Savage, PhD

The third edition of this PREPaRE workshop develops the knowledge and skill required to provide immediate mental health crisis interventions to the students, staff, and school community members who have been simultaneously exposed to an acute traumatic stressor. The knowledge and skill developed within this session also helps to build a bridge to the psychotherapeutic and trauma informed mental health response sometimes required to address challenges associated with trauma exposure. At the end of the workshop participants will:

- Report reduced anxiety and fear associated with the provision of school mental health crisis interventions;
- Report increased knowledge and confidence associated with the provision of school mental health crisis interventions;
- Identify variables that help to estimate the number of individuals traumatized by a crisis;
- Recognize the difference between common crisis reactions and mental illness;
- Identify the elements of school crisis preparedness specified by the PREPaRE acronym;
- Recognize risk factors that predict psychological trauma;
- Identify the warning signs that indicate psychological trauma;
- Place PREPaRE mental health crisis interventions on a multitiered continuum ranging from least to most restrictive; and
- Match the degree of psychological trauma risk to the appropriate school crisis interventions.

This 2-day intensive workshop offers 13 credit hours of document NASP- Approved CPD. Participants must attend for the full two days.

One School's Journey to Becoming Trauma-Informed

Betty DeBoer, PhD, Leah Brauschweig, EdS, Jenna Sether MEd, & others

We will describe one school's 3-year journey to becoming trauma-informed. We will describe the assessment process, how recommendations were developed, how the Zones' Room was implemented and assessed, how schedules were modified, how the problem-solving process was impacted, and much more. A panel will entertain questions at the end. At the end of the workshop participants will:

- Identify how to assess your school's TIC needs
- Learn how to implement a Zones' Room
- State how to impact system level change



Why Do Children Act the Way They Do? Using b.e.s.t. to Shape Emotional and Behavioral Competence

Eric P. Hartwig, PhD

In the Beginning, most children start from the same place. Biology, environment, learned experiences and context shape the differences we see. Approximately half of preschool children who display challenging behavior prior to kindergarten maintain inappropriate behavior patterns well into elementary school years. As a Universal Screener, b.e.s.t. provides a systematic way of organizing and quantifying observations of behavior while reinforcing positive behavioral health, differentiating interventions for elevated risk and focused intervention for those with targeted needs. The relative standing of a child on b.e.s.t. indicates the amount of support they are likely to need to achieve a different status. b.e.s.t. puts people together with the right information at the right time to help them think critically and make important decisions wisely about what children may need while helping to monitor the effect of support and intervention(s) provided as well as replacement behaviors taught and learned for end of the year outcomes. At the end of the workshop participants will:

- Learn the importance of relationship informed teaching
- Understand Behavioral Health is about learning, children need instruction, modeling and practice how to be at and function in school
- Identify data collected from Universal Screening can be used to build on the health of the class, the building and the district
- Personal social adjustment is about children having a sense of well-being so they can access new learning

The presenter has a financial interest in the b.e.s.t.

Exposure Therapy in Schools: Moving from Managing Anxiety to Conquering Anxiety Disorders

Chelsea Ale, PhD, ABPP

Anxiety disorders are the most common mental health problems in childhood and have lifelong effects when not treated. Exposure-focused cognitive behavioral therapy is highly effective in helping kids conquer fears rather than avoid perceived dangers. The first portion of the presentation will provide attendees with skills to recognize when worries, fears, and stress may be signs of an anxiety disorder and provide treatment rationale for why exposure therapy works. The second portion of the presentation will be workshop-style application of exposure therapy during which attendees will practice engaging in initial steps of treatment. At the end of the workshop participants will:

- Recognize the differences between general stress/anxiety and anxiety disorders to figure out when exposure therapy would be helpful,
- Explain the treatment rationale in child and family friendly language,
- Practice building a fear hierarchy,
- Formulate exposure practices for common anxiety disorder fears

Thursday Morning, March 5, 2020

PREPaRE Workshop 2: Mental Health Crisis Interventions: Responding To An Acute Traumatic Stressor In Schools (Third Edition)



Scott Waitaszewski, PhD & Todd Savage, PhD

~Continued

Passing the Torch: Tools and Strategies for a Successful Internship

Panelists: Interns. Moderator: Rob Dixon, Ph.D., NCSP & Chris Neddenriep, PhD, NCSP

Transitioning from the life of a graduate student attending classes and working at a practicum site changes drastically to a full-time school psychologist position. Current interns share their experiences in the first year including, but not limited to, entry into the system, managing the first few weeks and months, and taking care of oneself. At the end of the workshop participants will:

- Identify the challenges to the first weeks and months of the school year
- Develop strategies to establish a positive role in the school, and
- Create an action plan for this coming fall.

Cultural Humility: Moving Beyond Cultural Competence to Advance Equity & Social Justice

Amanda Florence Goodenough, MEd

Cultural competence has long been known as the cornerstone for diversity awareness and cross-cultural communication. But its flaws and limitations point to a paradigm shift toward cultural humility, a framework for advancing equity and social justice by intentionally living at the crossroads of who we are, how others see us, and where power positions us within a system. On a small scale, cultural humility can enhance communication, foster trust, deepen connections, and improve outcomes when interacting across difference. In the bigger picture, it's a process that can radically transform schools and organizations. In this introspective workshop, participants will learn how to engage in critical self-work, gain a deeper understanding of individual and group membership, and explore ideas for applying cultural humility principles into personal and professional spheres of influence. At the end of the workshop participants will:

- Learn how to engage in critical self-work
- Gain a deeper understanding of individual and group membership
- Explore ideas for applying cultural humility principles into personal and professional spheres of influence.

Session is repeated Friday morning.

The Science of Reading: Implications for Assessment, Instruction, and Intervention

Mary Newton, Michelle Storie, PhD, John Humphries, EdS & Ed O'Connor, PhD

Mary will provide an overview of the science of reading, especially as it relates to word recognition, including the process of orthographic mapping that leads to skilled reading. John will then take you "into the looking glass" as he looks at current practices in schools. What's a school psychologist to do? Finally, Ed will cover the latest updates with regard to assessments that align with the science of reading and are useful in evaluations of learning disabilities. At the end of the workshop participants will:

- Understand the multiple skill strands of reading as set forth in the Simple View of Reading and Reading Rope models.
- Learn about orthographic mapping, the process that moves a reader from phonetic decoding to automatic word recognition.



- Reflect on their role as scientist-practitioners in aligning assessment, instruction, and intervention with the science of reading.

Friday Morning March 6, 2020

PREPaRE Workshop 2: Mental Health Crisis Interventions: Responding To An Acute Traumatic Stressor In Schools (Third Edition)

Scott Waitaszewski, PhD & Todd Savage, PhD

~Continued

School-Based Assessment and Management of Suicide and Self-Injury

Melannie Litscher, EdS, Jean Gatz MEd, Jessica Coyle, EdS & Alecia Corbett, MSW

Participants will be provided with an overview of best practices for the assessment and management of risk related to suicide and self-injury, while integrating real-world examples from Wisconsin's largest and most diverse school district, the Milwaukee Public Schools (MPS). Key pieces of the MPS intervention process will be of focus, including the use of the Columbia Suicide Severity Rating Scale (C-SSRS) and a district-developed risk assessment tool for non-suicidal self-injury, created alongside international experts in self-injury. In addition, participants will be provided with best practice approaches to triage, processes for counseling families on means restriction, collaborative safety planning, re-entry procedures, and data collection processes for program evaluation and prevention planning. This comprehensive risk assessment system has been utilized successfully over 6,400 times in the past 4 years. Participants will also be provided with corresponding materials to utilize and adapt to the unique needs of their school or district. At the end of the workshop participants will:

- Gain knowledge of best practices in school-based assessment and management of risk related to suicide and self-injury.
- Complete training for the use of the Columbia Suicide Severity Rating Scale (C-SSRS) and the MPS risk assessment tool for self-injury.
- develop a plan to enhance suicide and self-injury intervention in their district.

Cultural Humility: Moving Beyond Cultural Competence to Advance Equity & Social Justice

Amanda Florence Goodenough, MEd

Cultural competence has long been known as the cornerstone for diversity awareness and cross-cultural communication. But its flaws and limitations point to a paradigm shift toward cultural humility, a framework for advancing equity and social justice by intentionally living at the crossroads of who we are, how others see us, and where power positions us within a system. On a small scale, cultural humility can enhance communication, foster trust, deepen connections, and improve outcomes when interacting across difference. In the bigger picture, it's a process that can radically transform schools and organizations. In this introspective workshop, participants will learn how to engage in critical self-work, gain a deeper understanding of individual and group membership, and explore ideas for applying cultural humility principles into personal and professional spheres of influence. At the end of the workshop participants will:



- Learn how to engage in critical self-work
- Gain a deeper understanding of individual and group membership
- Explore ideas for applying cultural humility principles into personal and professional spheres of influence.

Session is repeated Thursday afternoon

Early Childhood-Special Education: Everything You Wanted to Know

Michelle Ogorek, MEd

This interactive session will cover everything you need to know about Early Childhood Special Education from the lens of a school psychologist. We will discuss early childhood evaluations, significant developmental delay, early childhood indicators, determining least restrictive environment in preschool, and early childhood IEP development. Come learn, collaborate and discuss how to provide high quality services to our youngest students. At the end of the workshop participants will:

- Identify quality components of an EC evaluation
- Explore EC specific points in the CCR IEP process
- Become aware of Early Childhood Indicators

Friday Afternoon March 6, 2020

PREPaRE Workshop 2: Mental Health Crisis Interventions: Responding To An Acute Traumatic Stressor In Schools (Third Edition)

Scott Woitaszewski, PhD & Todd Savage, PhD

~Continued

Interconnected Systems Framework for Behavior and Mental Health K-8

Krystle Bacha, EdS & Jamie Ceranski, MEd

Learn best practices for integrating PBIS and Mental Health Framework, how to utilize data for decision making at the universal and selected levels, and hear how a small, rural, K-12 district integrated two systems for providing all students support for behavior and mental health needs. At the end of the workshop participants will:

- Gain knowledge and understanding of best practices for interconnected systems framework for behavior and mental health needs.
- Gain knowledge and understanding of practical ways to integrate PBIS and Mental Health Framework

DPI Updates: Mental Health Services

Tim Peerenboom, EdS & Beth Herman

Positive Ethics & School Psychology: Soaring Without Getting Your Wings Clipped

Robert J. Dixon, PhD, NCSP, LP

Positive ethics is grounded in positive psychology and seeks to anchor our professional decisions on overarching positive ethical principles. Discussion and participant interactions will focus on reviewing



ethical principles in light of gaining skills, experience, and competence rather than highlighting the potential trouble and consequences of poor decisions. We will highlight applications to your professional life that will help you from getting your wings clipped. This session meets the 3-hour ethical practice/legal regulations requirement for NCSP renewal. At the end of this workshop, participants will be able to:

- Describe the foundation of positive ethics.
- Apply a positive ethics approach to ethical decision making and risk management
- Develop a professional growth framework to reinforce best practices in the schools.



Presenter Biographies

Chelsea M. Ale, Ph.D., ABPP is a board-certified clinical child psychologist and co-chair of the Psychiatry & Psychology Department at Mayo Clinic Health System in La Crosse, WI. She specializes in the assessment and treatment of childhood anxiety disorders, early childhood disruptive behavior disorders, and somatic symptom disorders. Dr. Ale is an Assistant Professor of Psychology through the Mayo Graduate School of Education and has co-authored more than 30 peer-reviewed articles and book chapters.

Krystle Bach, EdS – Currently working as Director of Special Education & Pupil Services, and School Psychologist at the Stanley-Boyd School District. Graduated with Master's in Education and Specialist Degree in School Psychology from the University of Wisconsin-Eau Claire. Graduated with Bachelor's from University of Wisconsin-La Crosse.

Leah Braunschweig EdS is a School psychologist in the La Crosse School District

Jamie Ceranski, MEd -- Currently working as Elementary/Middle School Counselor at Stanley-Boyd School District. Jamie Ceranski graduated with Master's in School Counseling from the University of Wisconsin-Stout. Earned Bachelor's in Sociology from the University of Wisconsin-Stevens Point.

Alecia A. Corbett, MSW, APSW, is a school-based therapist for Children's Hospital of Wisconsin. Previous, Alecia worked for 10 years as a school social worker for Milwaukee Public Schools, working across all grade levels. Alecia is a trainer and coach for Rehabilitation for Empowerment, Natural supports, Education, and Work (RENEW) and holds expertise in school-based crisis team facilitation, suicide prevention and risk assessment, non-suicidal self-injury, school re-entry, mental health screening, and threat assessment. She earned a B.A. from Georgia State University in 2005 and M.S.W. from UW – Milwaukee in 2009.

Jessica Coyle, EdS is a school psychologist in Milwaukee Public Schools. She has been with the district since 2006 serving the Reagan IB High School community for the past 11 years. Additionally, she is a practicum supervisor and serves as a consultant in her department consisting of over 150 school psychologists. Jessica, along with several of her colleagues, has been credited with assisting in the development of the MPS suicide prevention plan. She believes that a comprehensive approach, including organizational linkages, is crucial for effective suicide prevention. Jessica resides in Milwaukee with her husband, an assistant principal at Nicolet High School, and her two children.

Betty DeBoer, PhD -- School Psychology Faculty Member at UWL & Trauma consultant.

Robert J. Dixon, Ph.D., NCSP, L.P., has been practicing school psychology for over 25 years. In the last 15, he has been teaching in and directing the School Psychology Program at the University of Wisconsin-La Crosse. In his role as Graduate Educator, he has developed several courses that



reflect his interests in Response to Intervention (RtI), Research & Program Evaluation, and Supervision. He has been a member of school improvement efforts in La Crescent, MN, La Crosse, WI and Onalaska, WI. He has served on the Board of Directors for NASP. He keeps his practice current by volunteering with a local school district.

Jean Gatz, MEd. -- Jean Gatz, is one of two supervisors of the over 145 school psychologists in Milwaukee Public Schools. She started in MPS in 1995 and provided services to students, families, and staff in the schools until 2005. In addition to her school responsibilities, she supervised school psychology graduate students, was a district crisis team facilitator, and a ropes and challenges facilitator (adventure-based counseling). From 2005 to 2012 Jean served as a mentor psychologist training and supporting newly hired psychologists in MPS. From 2012 to the present, she has been one of the two supervisors in the Office of Psychological Services. She facilitates professional development throughout the district and is on the Project Aware Core team. She is a trainer for QPR and is an adjunct professor at the University of Wisconsin Milwaukee Special Education Department. Jean received her bachelor's degree in psychology and Sociology from Marquette University (1993), master's in education -School Psychology from University of Wisconsin Whitewater (1995), and Director of Special Education and Pupil Services certification from Marian University.

Amanda Florence Goodenough, MEd is the Director of the UW-La Crosse Research & Resource Center for Campus Climate. Amanda (she/her/hers) and her team provide workshops, resources, and assessment to advance social justice, equity, and inclusion throughout the organizational culture. As part of her responsibilities, Amanda has provided leadership for Awareness through Performance and the Hate Response Team for over a decade, and has co-founded RISE UP (Racial & Intersecting Identity Symposium for Equitable University Progress) and the nationally-growing Hate/Bias Response Symposium. Operating from a cultural humility framework, Amanda constantly strives to recognize structural oppression, disrupt inequity, speak truth to power, and elevate historically marginalized voices and experiences.

Eric P. Hartwig, PhD received his doctorate in Educational Administration from the University of Wisconsin-Madison, a M.S. in School Psychology and a B.S. in Psychology from the University of Wisconsin-La Crosse. He is experienced and licensed as a Director of Pupil Services, District Administrator and a School Psychologist/Private Practice ®. After 44 years of service, he retired as an Administrator of Pupil Services for the Marathon County Children with Disabilities Education Board. Dr. Hartwig is the creator of online b.e.s.t. (Behavioral Emotional Social Traits) a universal screening for behavioral, emotional and social needs (2013) and bestuniversalscreening.com (2017).

John Humphries, EdS is the Superintendent in Thorp, a small, rural district in NW Wisconsin. John has worked as the School Psychology Consultant at DPI, a Director of Special Education/Pupil Services, and served as WSPA President.

Melannie Litscher, EdS has been a school psychologist with Milwaukee Public Schools since 2013, currently serving Riverside University High School and assisting with the coordination of suicide



prevention and intervention efforts in the district. In addition to her school-based duties, Melannie mentors school psychology graduate practicum students and serves on district work groups regarding school-based suicide prevention and risk assessment, assessment and management of non-suicidal self-injury, and culturally responsive school psychological services. She is a trainer for QPR and Youth Mental Health First Aid (YMHFA) and serves as an adjunct instructor for the School Psychology Graduate Program at Alverno College in Milwaukee, WI. She earned Bachelor (2011), Master (2012), and Educational Specialist (2014) degrees from UW – La Crosse and Director of Special Education and Pupil Services (2018) certification from UW – Eau Claire.

Mary Newton is a Certified Dyslexia/Structured Literacy Interventionist and Certified instructor of Academic Language Practitioners. A founding member of Wisconsin Reading Coalition, Mary is current president of Reading League Wisconsin, a new non-profit dedicated to advancing evidence in practice through professional development.

Ed O'Connor, PhD has led school improvement efforts at the local, regional, and state levels in decades of work as a school psychologist. He appears today as part of his work with the Midwest Instructional Leadership Council.

Michelle Ogorek, MEd has been working in the field of Early Childhood for over 25 years as a provider, a mentor, a diagnostician, a program support teacher and currently as the Statewide Early Childhood Coordinator.

Todd A. Savage, Ph.D., NCSP is a professor on the school psychology program at UWRF and a former president of NASP. He is a member of the national School Safety and Crisis Response Committee and he co/facilitated close to 100 PREPaRE workshops to-date.

Jenna Sether, , M.S. Ed., is a second-year student in the School Psychology program at the University of Wisconsin-La Crosse. Over the past 3 years, Ms. Sether has assisted Dr. Betty DeBoer with her trauma-informed care initiatives in the School District of La Crosse. Ms. Sether helped collect and interpret data, and she helped develop and implement recommendations at one of the elementary schools. For her capstone project, Ms. Sether helped design and evaluate the effectiveness of a schoolwide calming space to help students build regulation skills. Ms. Sether has co-presented with Dr. DeBoer at education conferences on developing regulation skills in traumatized students.

Michelle Storie, Ph.D. is a New York State licensed psychologist, permanently-certified school psychologist, an Assistant Professor in the Counseling and Psychological Services Department at SUNY Oswego, and Director of the Syracuse University Psychoeducational Teaching Laboratory. Dr. Storie is Conference Chairperson and one of the founding board members of The Reading League, and formerly served as Treasurer and Conference Chairperson of NYASP.



Scott A. Woitaszewski, Ph.D., NCSP is a professor and the director of training in the school psychology program at UWRF. He is a member of the national School Safety and Crisis Response Committee and he co/facilitated close to 100 PREPaRE workshops to-date.



Friendly Reminders....

The WSPA Conference is provided as an open forum and exchange of ideas and opinions. Opinions that are expressed by the presenters and participants do not reflect endorsements by the Wisconsin School Psychologists Association’s Board of Directors. Please remain tolerant and respectful of others’ opinions.

Hotel Information

Wisconsin Dells Wintergreen Resort and Conference Center!
800-648-4765
60 North Gasser Road
Wisconsin Dells, Wisconsin 53965

Web: www.wintergreen-resort.com

Please reference: Wisconsin School Psychologists Association or WSPA

**Room rates: \$82 for Single or Double Queen
Plus applicable state and local taxes**

*****Reservations must be received by February 20th*****

Spring Conference Fees

	WSPA Member	Retired or Student Member	Non-Members
<u>Prior to February 10th</u>			
-One Day (Thurs OR FRI) Only	\$150	\$70	\$220
-Thursday & Friday	\$240	\$100	\$310
<u>February 10th to Conference</u>			
- One Day (Thurs OR FRI) Only	\$200	\$120	\$270
-Thursday & Friday	\$290	\$150	\$360

Register online at: <https://wspa18.wildapricot.org/event-3630600>



POLICIES (The Fine Print)

Name Badge: Presentation of your name badge will be required to obtain admittance to all Spring 2017 conference related activities (including, but not limited to, workshops, posters, lunches). Seating at events is on a first come-first served basis.

Continuing Professional Development: A certificate of attendance will be provided to attendees that attend each workshop in its entirety. This means arriving no more than 15 minutes late, leaving 15 minutes early, nor having excessive absences during the presentation. Traffic, childcare issues, etc. do not excuse the ethical obligation to attend the entire session to receive the certificate.

Americans with Disabilities Act: WSPA and the conference facility want to ensure a fully accessible event to all participants. If you require special considerations or accommodations (physical, dietary, etc.) covered under the American with Disabilities Act, please advise the convention chair via email at least one month before the conference. Although attempts will be made to accommodate requests after the deadline, there is no guarantee.

Cancellations/Substitutions: Full refund less \$50 processing fee two weeks prior to event; No refunds thereafter. Substitutions welcome. All cancellation and substitutions must be made in writing to the convention chair. NO cancellations will be accepted by phone.

Workshop Content: Workshops and presentation are provided as an open forum and exchange of ideas and opinions on current issues in School Psychology. Opinions that are expressed by presenters and participants do not necessarily imply endorsement by WSPA. Please remain tolerant and respectful of opinions of others. Publishing companies may financially support certain educational sessions with author and/or publisher materials likely emphasized.

Children & Infants: Children and infants are welcome at the WSPA conference as long as they are accompanied by an adult at all times and do not present as a disruption to conference activities. WSPA does not encourage the presence of infants/children in workshop sessions. Attendees with infants/children in workshops are asked to sit near an exit.

Cell Phones: in consideration of others, WSPA requests your cooperation throughout the conference to silence cell phones and to limit distractions during sessions.

Grievance Procedure: WSPA is fully committed to conducting all activities in strict conformance with the National Association of School Psychologists Ethical Principles. WSPA will comply with all legal and ethical responsibilities to be non-discriminatory in promotional activities, program content and in the treatment of program participants. The monitoring and assessment of compliance with these standards will be the responsibility of the Chair of Continuing Professional Development in consultation with the members of the continuing education committee, the WSPA Professional Standards and Practices (i.e., Ethics) Chairperson and the Convention Chairperson. While WSPA goes to great lengths to assure fair treatment for all participants and attempts to anticipate problems, there will be occasional issues which come to the attention of the convention staff which require intervention and/or action on the part of the convention staff or an officer of WSPA. This procedural description serves as a guideline for handling such grievances. When a participant, either orally or in written format, files a grievance and expects action on the complaint, the following actions will be taken.



1. If the grievance concerns a speaker, the content presented by the speaker, or the style of presentation, the individual filing the grievance will be asked to put his/her comments in written format. The Chair of Continuing Professional Development will then pass on the comments to the speaker, assuring the confidentiality of the grieved individual.
 2. If the grievance concerns a workshop offering, its content, level of presentation, or the facilities in which the workshop was offered, the convention chair will mediate and will be the final arbitrator. If the participant requests action, the convention chair will: attempt to move the participant to another workshop or provide a credit for a subsequent year's workshop or provide a partial or full refund of the workshop fee.
 3. Actions 2b and 2c will require a written note, documenting the grievance, for record keeping purposes. The note need not be signed by the grieved individual.
 4. If the grievance concerns WSPA's Continuing Education program, in a specific regard, the WSPA Chair of Professional Development will attempt to arbitrate.
- Please contact Dr. Robert J. Dixon, WSPA Chair of Professional Development (rdixon@uwlax.edu or 608.785.8441) to submit a complaint, or if you have additional questions.

President: Rene Staskal (restaskal@madison.k12.wi.us)

Convention Chair: Tammy Stowers-Tonn (wspaconference@gmail.com)

Continuing Professional Development: Rob Dixon (rdixon@uwlax.edu)

WSPA Manager: Don Juve (wspamanager@gmail.com)

Save the Date...

WSPA Fall Conference

Oct 29-30, 2020