



# MASP

*Michigan Association of School Psychologists*



**Together We Shine**

*School Psychologists:  
Helping Children Thrive.  
In School. At Home. In Life.*

**2022 ANNUAL  
FALL CONFERENCE**

**October 20 & 21**

**Comfort Inn & Suites  
Mount Pleasant, Michigan**



**Vincent Hodge**  
MASP President

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## **Message from the President**

Dear Members of the Michigan Association of School Psychologists (MASP) and Guests,

On behalf of the MASP Board and the 2022 Conference Planning Committee, we are excited for you to join us for the Annual Fall Conference. This year's conference is being held in Mount Pleasant on October 20-21, 2022.

I'd like to take a moment to introduce myself. I am Vincent O. Hodge, but I prefer being called Hodge. I am the President for the 2022-2023 school year. I am a proud graduate of Western Michigan and Andrews Universities, where I earned Ph.D. and Ed.S. degrees

in Experimental Psychology and School Psychology.

The importance of social justice, equity, diversity, and inclusion in our function as school psychologists are matters with which I am quite passionate. I have observed, and experienced first hand, how ignoring or neglecting such issues has harmed students and professionals. As a result, one part of my vision for this year is to ensure that MASP is critically focused and responsive to these issues in all areas of our organization.

It's an exciting time for MASP, as we continue to grow as an organization. We are confronting a time of many changes at the state, national, and global level. As such, another focus of my vision is that MASP continue to enhance and refine our role through adaptability, proactivity, transparency, and integrity.

The world of school psychology is an exciting area in which to work and study, and we'll continue to meet and bring inspired people together in forums like this to ensure MASP remains on the cutting edge. We will also continue to offer webinar options throughout the school year.

We are excited to be back in-person for this learning opportunity, where you can connect with colleagues from around the state for the first time in three years. While you're here, the MASP Board Members and Conference Planning Committee members will be around to welcome and help you. We want you to leave the conference feeling like you are a part of this wonderful community!

Be encouraged that you are making a difference.

We look forward to seeing you soon!

Sincerely,

**Vincent O. Hodge, Ph.D., Ed.S, NCSP**  
*2022 MASP President*

# CONFERENCE SCHEDULE

## THURSDAY, OCTOBER 20, 2022

8:00-4:15	Registration & Vendors	Lobby & E
8:30-11:45	Intersectionality: A Framework for Equitable and Inclusive Practices	Ballroom ABCD
11:45-12:45	Lunch ( <i>provided</i> )	ABCD
1:00-4:15	Beyond the Rainbow: Creating WAIPER Schools for LGBTQIA+ Youth	A
	Scientific Bases of Mathematics Instruction: Avoiding Myths, Embracing Evidence, & Advancing Student Learning	BCD

## FRIDAY, OCTOBER 21, 2022

7:30-3:00	Registration & Vendors	Lobby & E
7:30-7:50	Coffee & Croissants, MASP Board of Directors	FG
8:00-11:00	Advanced Threat Assessment for School Psychologists	ABCD
11:00-11:45	Lunch ( <i>provided</i> )	ABCD
12:00-2:00	Ethical Practice and Legal Regulation of School Psychology	A
	You Might be Trained as a School Psychologist, But Are You PREPaRED?	BC
	Installing a Comprehensive Literacy Intervention System in Your School: Who, What, How	D
	Powerful Tools to Help Kids Cope with Stress & Trauma, Build Resilience, and Create Positive Change in Their Lives ( <i>Vendor</i> )	F
	Mindfulness-Based Stress Reduction: Cultivating the Practice	G
2:00-3:00	Introduction to the Trauma-Focused CBT Technique (TF-CBT)	A
	Your Role as a School-Based Mental Health Provider	BC
	Equitable Practices for ELLs: Exposing Possibilities ( <i>Vendor</i> )	D
	Youth Suicide; Let's Talk About "IT" ( <i>Vendor</i> )	F
	Making a Successful Transition from College to Career: Preparation for Graduate Students	G

## ***Intersectionality: A Framework for Equitable and Inclusive Practices***

*BY: Dr. Shanter H. Alexander*

Intersectionality acknowledges that innumerable intersections exist in biopsychosocial factors that may influence an individual's psychoeducational outcomes and societal success. This workshop is an interactive learning experience that seeks to highlight the tenets of intersectionality as a framework for effective and inclusive consultation and collaboration practices in the field of school psychology. Participants will be guided to examine individual and collective assumptions, biases, and behaviors that likely intensify the challenges faced by diverse and marginalized learners and their communities. The session will culminate with an exploration of an intersectional approach towards implementing more inclusive practices within the field of school psychology.

*At the end of this workshop attendees should be able to:*

- *Describe the key tenets of intersectionality*
- *Identify the impact and influence of intersectionality on assessment, consultation and collaboration*
- *Develop more effective inclusive and equitable strengths-based approaches to the practice of school psychology*

**Domains: 8, 9**



**Dr. Shanter H. Alexander** is a nationally certified school psychologist. She formerly served as an assistant professor of school psychology at Andrews University's Graduate Department of Psychology and Counseling in Berrien Springs, MI and also served as Director for the PhD in School Psychology program there. Dr. Alexander is currently an Assistant Professor and Clinical Director for the School Psychology program at Howard University, an historically black university in Washington, DC, USA. She is actively involved in several state and national professional organizations

and serves as Co-Chair of the Position Statements Committee of the National Association of School Psychologists (NASP), an elected Executive Board member of the Trainers of School Psychology (TSP), and a faculty member for the Children's National Hospital Leadership in Neurodevelopmental Disorders Program. She is also an invited member of the Autism Collaborative in Washington DC. Dr. Alexander's most recent research projects explore the intersectional of race and disability with particular focus on the Black/African American autism community.

Dr. Alexander is also the founding Director of the corporation Neuro-Inclusion Specialists through which she provides consultancy services, and workshops for faith-based organizations/churches, communities, and corporate teams, to help them develop skills, policies and practices that create inclusive spaces and programming for individuals with disabilities. Dr. Alexander also provides trainings and advocacy support for parents and families. She works closely with several schools to design and implement multitiered academic and behavioral support systems and psycho-educational assessment services to promote success and improved quality of life for all.

### **Beyond the Rainbow: Creating WAIPER Schools for**

### **LGBTQIA+ Youth**

BY: Amy Cannava, Ed.S., NCSP

The climate of acceptance of LGBTQ+ individuals is slowly improving in the United States, but many schools remain blind, biased, and unreservedly discriminatory toward lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ+) individuals. Educators have much work to do to make schools safe and affirming for all youth, including LGBTQ+ youth. In particular, school psychologists are charged with upholding professional ethics and best practices to protect the dignity and rights of LGBTQ+ youth and ensure an equal educational opportunity.

NASP (National Association of School Psychologists) has a long-standing commitment to advocacy efforts aimed at ensuring that schools are safe and inclusive learning environments for all students. Students who are LGBTQ+ are among schools' most vulnerable youth, experiencing bullying and harassment at disproportionately high levels (Kosciw, Greytak, Palmer, & Boesen, 2014). The victimization that occurs at school puts LGBTQ+ students at risk for negative mental health outcomes and reduced academic success. School psychologists play an important role in turning around these negative trajectories by helping to foster a school climate that promotes acceptance of diversity and a positive learning environment for the total student population.

This presentation will give attendees an opportunity to explore their own beliefs around issues which affect LGBTQ+ youth, teach school psychologists to employ the WAIPER Framework, and provide an overview of affirming mental health practices. NASP and other affirming resources related to meeting the needs of LGBTQ+ youth will be identified and shared with attendees.

#### **Participants will:**

- *Learn the Knowledge, Skills, and Attitudinal shifts needed to provide appropriate and accessible school environments for LGBTQIA+ youth*
- *Develop skills to provide Welcoming, Affirming, Inclusive, Proactive, Equitable, and Responsive school environments for LGBTQIA+ youth*
- *Develop a basic understanding of affirmative practices (counseling approach for LGBTQIA+ youth)*

**Domains: 4, 6**



**Amy Cannava, Ed.S., NCSP** is in her 21st year of practice as a school psychologist and the recipient of the 2019 NASP Presidential Award in recognition of Exceptional Service to Children and School Psychology. For more than the last decade she has specialized in LGBTQIA+ youth which resulted in her being appointed as the Chair of NASP's LGBTQI2-S Committee. Amy is a recognized and frequently requested speaker at local and national conferences. She has authored book chapters for NASP on LGBTQIA+ youth, worked with The Trevor Project, GLSEN, Gender Spectrum, HRC, PBS Frontline, HBO, and Project Thrive representing NASP. A former crisis counselor for The Trevor Project and current Welcoming Schools National Trainer, Amy remains inspired and appropriately challenged by the youth she serves who motivate her to continue bettering the world.

# Scientific Bases of Mathematics Instruction: Avoiding Myths, Embracing Evidence, & Advancing Student Learning

BY: Dr. Amanda VanDerHeyden

Educators operate at the intersection of evidence-based principles and frontline realities in schools. Thus, we can be key actors in reducing tension when philosophies are pitted against evidence and assist schools to adopt and deliver more effective instruction at scale. Science of Reading (SoR), Science of Math (SoM), MTSS, and equitable practices are mutually supportive: each attempts to institutionalize the premise that (a) learning is a predictable outcome of highly effective instruction and (b) implementing highly effective instruction in all classrooms is possible with the right resource allocations and commitment to science over philosophy. This session will detail key scientific findings pertinent to teaching math along with research updates in MTSS. Effects on learning and specifically closing of equity gaps will be shared. Attendees will take away tactics to try right away in their own settings and web-based resources to start their own work to adopt science-based math instruction within their MTSS structures. This session will cover the basics of highly effective evidence-based core instruction in mathematics, universal screening and classwide math intervention, and building intensive individualized interventions in math. Links to printed and video resources will be provided throughout the session. Time will be preserved for Q and A, so bring your questions!

## Learning objectives:

- Understand the primary features of science-based instruction in mathematics
- Review effective screening and progress monitoring methods in mathematics
- Build systems for classwide and intensive individualized intervention
- Utilize implementation science to drive MTSS efforts

Domains: 1, 3



**Dr. Amanda VanDerHeyden** is a policy adviser and thought leader who actively conducts research focused on improving learning outcomes for students. In addition to publishing nine books and over 100 scholarly articles and chapters, she regularly delivers webinar, panel and keynote sessions, including addresses to state school psychology associations and state departments of education in 35 states, Singapore, and China.

She has also served as a standing panel member for NIH, IES at the U.S. Department of Education, an adviser and reviewer for NCII, USAID, the IRIS center, the Dyslexia Foundation, and numerous state departments of education. Dr. VanDerHeyden has also served on a number of boards, including the RTI Advisory Board for the National Center for Learning Disabilities and SEDL, one of 10 regional laboratories funded by the U.S. Department of Education (since merged with the American Institutes for Research).

Dr. VanDerHeyden has authored a number of policy guides and position statements, and delivered testimony on the use of Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) to identify students for special education. She is credited with developing models of academic screening that are widely used in schools, conducting innovative research in mathematics screening and progress monitoring using mastery measurement, and the creation of SpringMath. Dr. VanDerHeyden is President of Education Research & Consulting in Fairhope, Alabama, and has a faculty affiliation with the Wheelock College of Education at Boston University.

## Coffee and Croissants with the MASP Board of Directors

MASP officers and board members will provide a brief update on strategic goals for the 2022-23 school year. Individuals will be offered the opportunity to join MASP workgroups, including those representing the advocacy, conference, communication, and mental health committees. Time will be allowed for interaction between members and leaders. No SCECHs are available for this session.

## Advanced Threat Assessment for School Psychologists

BY: Shawna Rader Kelly

School psychologists play a critical role in school-based threat assessment activities. This session will complement the work of the Michigan State Police initiative with advanced content for school psychologists to assist them in leading multi-disciplinary threat assessment teams and evaluating threat assessment policies and procedures. The session will provide an overview of best practices, discuss lessons learned from previous cases, and describe how school psychologists can work with other school leaders to improve and enhance their threat assessment practices. Attendees will learn to differentiate aspects of threat assessment and special education policies and procedures and explore strategies for decreasing disproportionality and bias in the threat assessment process.

### Learning objectives:

- Review critical foundations, strategies, and resources needed to establish and implement an effective, legally defensive threat assessment and management process
- Identify methods for conducting threat assessment using strategies that increase equity while decreasing bias and disproportionality
- Describe the distinction and complementary aspects between threat assessment and special education policy and procedures.
- Analyze prior cases and identify “lessons learned” in order to improve threat assessment and management practices.



### Shawna Rader Kelly is

a nationally certified school psychologist in Bozeman, Montana where she serves as the school psychologist at Bozeman High School and leads the district’s crisis

response team. In her daily work she is actively involved in providing direct and indirect services to students, implementing multi-tiered systems of support, and supporting program evaluation in her building and district. In addition to her full-time work as a school psychologist, Shawna has worked as an adjunct professor at Montana State University and as consultant for the Montana Office of Public Instruction, providing training to schools implementing multi-tiered systems of support. She serves as her state’s Credentialing Resource Specialist and chairs the state’s Credentialing and Professional Standards Board. With colleagues, she has worked to secure annual grants to support supervision of school psychology students and interns, support recruitment and retention efforts in the state of Montana, and to provide an annual training institute for prospective supervisors. Shawna is a frequent presenter at the state and national levels on topics such as mental and behavioral health services, MTSS implementation, threat assessment, school safety and crisis response, and professional supervision. An active volunteer leader, Shawna is a past-president and current committee chair for her state association, past Delegate to NASP, and former NASP Delegate Representative. She currently serves on the NASP Board of Directors as the Strategic Liaison for Professional Advocacy. In 2017, Shawna was recognized as the NASP School Psychologist of the Year.

## Afternoon Session Options • 12:00 - 2:00

### **Ethical Practice and Legal Regulation of School Psychology**

BY: Cheryl Somers, PhD, Wayne State University

This session will emphasize the most current ethical standards and legal regulation for the field of school psychology. Content presented will be situated in the context of common scenarios encountered in various areas of school psychologists' daily practice. The NASP ethical problem solving model will be utilized to process specific ethical/legal dilemmas faced by school psychologists, including issues being faced within our state and those being addressed by NASP. Attendees will earn two hours of NASP CPD unit toward the Ethical Practice and Legal Regulation training requirement for the NCSP renewal.

**Domains: 8, 10**

### **You Might be Trained as a School Psychologist, But Are You PREPaRED?**

BY: Tracy Hobbs, NCSP, Northwest Education Services

Jim Corr, SPsyS, Northwest Education Services

Jennifer James, PhD, Grand Valley State University

Susan Koceski, PhD, Oakland Schools

The PREPaRE curriculum trains school-employed mental health professionals and other educators how to best fill the roles and responsibilities generated by their membership on school crisis response teams. PREPaRE is the only comprehensive, nationally available training curriculum developed by educators for educators. Many school psychologists have not received explicit crisis training either from their university course requirements or from their current employer. Crisis intervention and response is a unique skill set that is different from training in therapeutic methods. This session will overview the skills needed, discuss benefits of using the PREPaRE curriculum in the field, and help you create a proposal to bring PREPaRE to your district. It is not if a crisis will happen, but when. Are you PREPaRED?

**Domains: 4, 6**

## **DONATE TO MASP'S SCHOOL PSYCHOLOGISTS FOR KIDS PAC**

**Donations can only be accepted from members only.**

*Please consider donating to MASP's Political Action Committee, School Psychologists for Kids PAC. Every dollar helps to support school psychology friendly candidates, ballot initiatives, and legislation in the state of Michigan. MASP has been directly involved in supporting and opposing legislation and executive branch issues in Lansing for a number of years. In the course of this effort, it is sometimes necessary for MASP officers or its lobbyists to attend fundraising events for legislators or other elected officials. A Political Action Committee is a legal requirement for MASP to do so. Contributions to MASP's School Psychologists for Kids PAC are used to create a collective political force that can influence social and governmental policy dealing with the issues relating to our profession.*

## **DONATE**

**MASP's PAC allows YOU to have a VOICE in the Michigan Legislature  
regarding issues that influence YOUR profession**



## ***Installing a Comprehensive Literacy Intervention System in Your School: Who, What, How***

*BY: Meagan Walsh, PhD, Michigan's Multi-Tiered System of Supports Technical Assistance Center*

Establishing a comprehensive intervention system in your building ensures efficient, effective, and equitable access to Tier 2 and Tier 3 intervention to meet the academic, social-emotional, and behavioral needs of all students, including students with disabilities. A comprehensive intervention system defines teaming structures to support the advanced tiers, provides guidelines for assessment and data analysis, lays out a detailed intervention platform, describes how supports will be intensified and individualized via data based individualization, and plans for supporting interventionists. The more detailed the intervention system, the better prepared your team will be to install and implement the advanced tiers of your building's MTSS framework. During this session, we will examine a worked example of a comprehensive intervention system. Time will be reserved to brainstorm/workshop participant's own building intervention systems as well. This session will focus on the literacy components of an intervention system. However, the process of developing an intervention system can be extended to systematizing behavioral, math, and social-emotional supports within an integrated MTSS framework.

**Domains: 1, 3**

## ***Powerful Tools to Help Kids Cope with Stress & Trauma, Build Resilience, and Create Positive Change in Their Lives***

*BY: Dianne Maroney, RN, MSN, The Imagine Project, Inc.*

All students go through stress, many also experience trauma—some mild, some toxic. Psychologists and educators need tools to help students mitigate difficult life experiences so they can focus, learn, and move forward in life. The Imagine Project is a simple and free 7-step expressive writing process that uses the word Imagine to begin every sentence. The Imagine Project is a unique writing tool in that after writing about a difficult life experience, it prompts the writer to make a hopeful shift in their story, all using the word Imagine. The Imagine Project will be taught and experienced by participants. Other tools such as Emotional Freedom Technique and SuperbrainYoga will be taught as well. All are simple, effective, and profound in helping kids cope with difficult life circumstances. Participants will be able to take these ideas back to their workplace and easily implement them with individual students, in classrooms, or with groups.

**Domains: 4, 6**

## ***Mindfulness-Based Stress Reduction: Cultivating the Practice***

*BY: Ali Turfe, Detroit Public Schools Community District*

MBSR: Empowering school psychologists with increased presence, awareness, and connectivity resulting in workplace stress reduction. Mindfulness must be experienced to be known. Learn mindfulness meditation practices that develop awareness of body, heart, and mind. In this self-care workshop, school psychologists will (a) review MBSR literature, (b) experience three formal mindfulness practices and inquiry, (c) learn two mindfulness practices to reduce stress during communication.

**Domains: 5, 6**

### **Introduction to the Trauma-Focused CBT Technique (TF-CBT)**

*BY: Cheryl Somers, PhD, Wayne State University*

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) is a specific application of CBT uniquely developed for working with traumatized children and adolescents ages 3-17 who have Post-Traumatic Stress Disorder (PTSD). Both the children and their non-offending caregivers are necessary participants in a successful treatment experience. The intervention is comprised of 8 components divided into three phases of treatment: 1) teaching coping skills such as identifying and regulating feelings in youth and parent training for caregivers, 2) helping the child/adolescent write a trauma narrative, and 3) holding sessions with both parties during which the trauma narrative is shared and ongoing safety plans are developed. It is a semi-prescriptive approach that takes typically 12-20 sessions to complete and is focused on recovery and release from the traumatic event and the reduction in the resultant PTSD symptoms. This educational session will include information about: The developers and history of the training model, the empirical evidence of its effectiveness, identifying which clients are ideal for this approach, an overview of what is involved in each phase of treatment, and information about formal certification if desired.

**Domains: 4, 7**

### **Your Role as a School-Based Mental Health Provider**

*BY: Tom Harwood, EdD, Royal Oak Schools, 31n Grant Provider*

*Elizabeth Roberts, EdS, NCSP, Rochester Community Schools - Early Childhood*  
*Joe Sbar, EdS, NCSP, Eastern Upper Peninsula ISD*

As schools seek to meet the social-emotional needs of students and staff, school psychologists are uniquely positioned to serve their community as school-based mental health providers. In this presentation, participants will learn about NASP resources related to mental and behavioral health services and additional strategies to address barriers to providing comprehensive services. Further, participants will hear from a panel of practitioners as they describe their role in their settings.

**Domains: 2, 4**

### **Equitable Practices for ELLs: Exposing Possibilities**

*BY: Selina Oliver, NCSP, Pearson*

How well are English Language Learners (ELLs) faring in our US schools? This question becomes more relevant when we consider that approximately one out of every 10 students enrolled in US schools is identified as an English Language Learner. The challenges encountered by ELLs, especially regarding gifted identification, are well documented in the literature, however; summaries depicting information relevant to this group are often fleeting. The goal of this presentation is to provide current demographic trends for ELLs that educators should be cognizant of for accountability issues related to equity.

**Domains: 8, 9**

## Youth Suicide; Let's Talk About "IT"

BY: Barb Smith, Suicide Resource & Response Network

Barb will talk about the rates of youth suicide, warning signs and risk factors, and how to recognize and respond when there is a concern for suicide. Using case stories, humor and research will help this "unspeakable" word become a more comfortable conversation. Participants will have the opportunity to experience in part the Youth Suicide Awareness Program that we bring to schools.

Domains: 4, 7

## Making a Successful Transition from College to Career: Preparation for Graduate Students

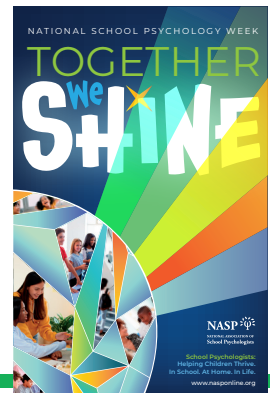
BY: Jane Sturgell, EdS, SPsYs, Fraser Public Schools  
Jennifer Taiariol, PhD, Livonia Public Schools  
Sarah Rowe, PhD, University of Detroit Mercy

This session will prepare students for their internship and for their first job as a school psychologist. Students will learn the role of the school psychologist in various settings, and about what experiences they should have during their internship to make them a well-rounded employment candidate. Participants will also learn how to design and build their resume, and how to prepare for their first interview, including a discussion of potential interview questions.

Domains: 2, 10

## National School Psychology Week (NSPW)

During the week of **NOVEMBER 7-11, 2022** schools throughout the United States will celebrate National School Psychology Week (NSPW) to highlight the important work school psychologists and other educators do to help all students thrive. This year's theme is "Together We Shine" which is derived from how we see hope after several challenging years. We have all faced difficulties created by the pandemic, social injustice and inequity, economic stress, and challenges to mental and physical health. Reconnecting with others and reestablishing the sense of being valued parts of a greater whole empowers students and adults to find purpose and possibility.



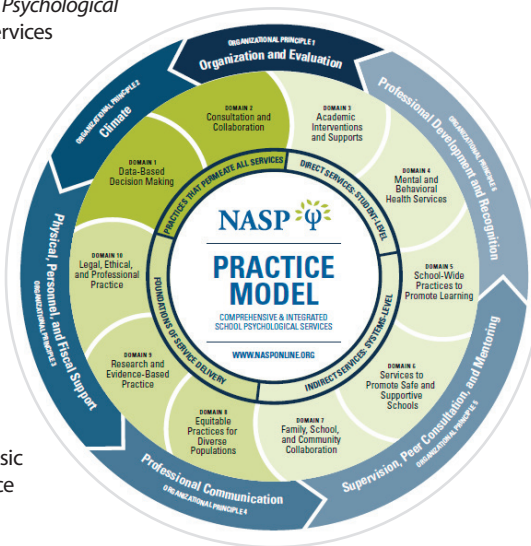
**MASP**  
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on Instagram

# THE MODEL FOR COMPREHENSIVE AND INTEGRATED SCHOOL PSYCHOLOGICAL SERVICES

The *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model) describes the services provided by school psychologists to students, families, and schools. The model generally does not differentiate the services provided by school psychologists prepared at the doctoral and specialist levels. Rather, the model promotes a high level of services to meet the academic, social, behavioral, and emotional needs of all children and youth. It may be noted, however, that work experience, advanced graduate education, and professional development may result in specific skills and advanced knowledge of individual school psychologists. Among groups of school psychologists, not everyone will acquire skills to the same degree of proficiency across all domains of practice. However, all school psychologists are expected to possess at least a basic level of competency in all of the domains of practice described in this model.



## CONTINUING EDUCATION

MASP has absorbed the cost of SCECHs, and as a result there is no longer an additional fee for those earning credits. We have also changed the way we apply and document SCECHs, so it's no longer "all or nothing." While we encourage your attendance at all sessions, each individual can earn as many SCECHs as they want by attending as many sessions as they want. That said, the state requires we award no less than three (3) SCECHs per individual, so **you must attend a minimum of three (3) hours** across the two-day conference.

Scanning this QR Code links directly to the Google Form that **must be completed within 30 days to obtain SCECHs and/or NASP CPDs.**



**ALL CONFERENCE REGISTRATIONS  
MUST BE RECEIVED VIA THE MASP WEBSITE  
[HTTPS://WWW.MASPWEB.COM/EVENT-4868987](https://www.maspweb.com/event-4868987)**

<b>Cost of registration</b>	<b>By 9/26</b>	<b>After 9/26</b>	<b>On-Site</b>
MASP Member	\$175	\$200	\$225
Non-MASP Member	\$225	\$250	\$275
Retired MASP Member	\$125	\$140	\$155
Student MASP Member	\$75	\$85	\$95

**PLEASE NOTE:** The Early Bird Registration rate is available if registration and payment are received by September 26, 2022. Please consider this deadline when electing to pay by check to account for delays by postal delivery and for processing time if your conference registration is being paid by a third party (e.g., school district). Additional registration fees will be required if payment is received after the early bird deadline. We do not accept Purchase Orders.

**Registration is available online at  
[www.maspweb.com/event-4868987](http://www.maspweb.com/event-4868987)**

**State Board Continuing Education Clock Hours/NASP CPD Credits:**

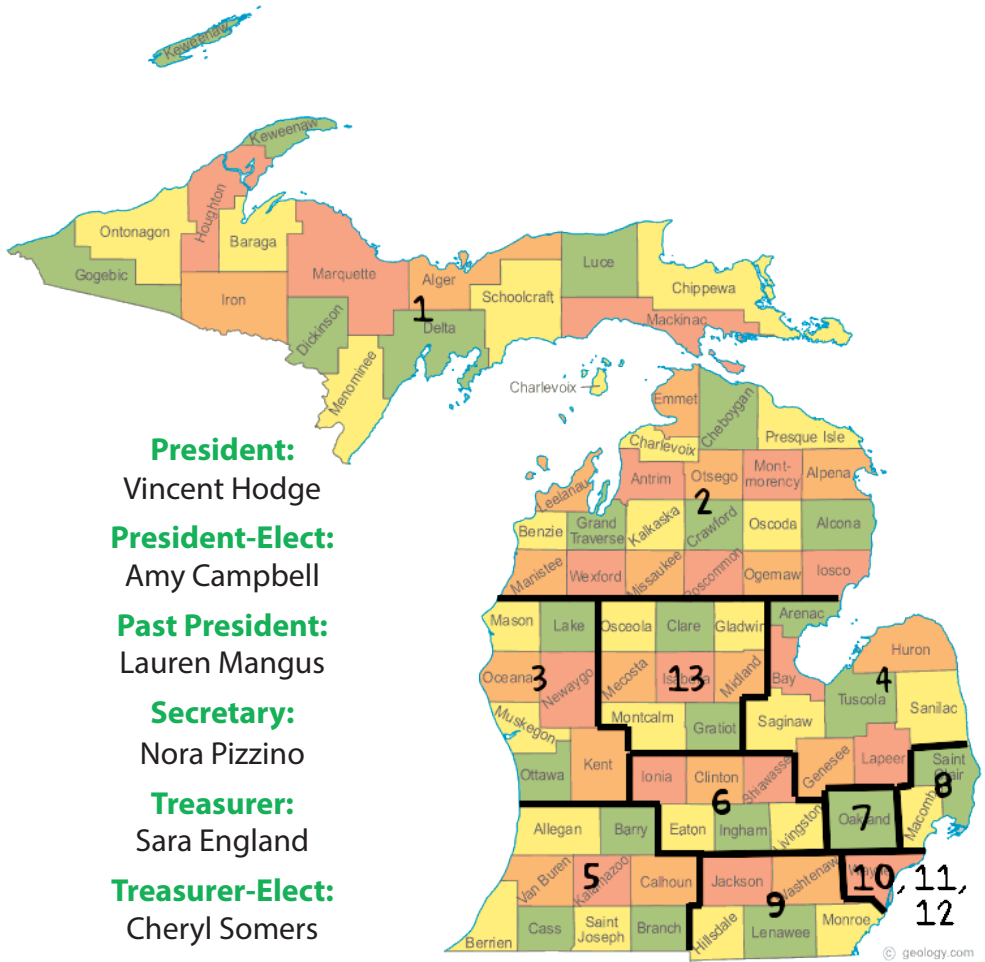
Up to 12 SCECHs are available for this conference, pending approval. Only individuals who are part of the MDE certification process should register for SCECHs. MASP no longer charges attendees a fee for SCECHs and NASP CPDs.

**Refund Policy:** Refunds will not be made routinely. All refunds are subject to an administration fee of \$30.00. Requests for a refund must be made by email or in writing and postmarked no later than 10/17/2022. Allow 6 weeks for refund.

## **GO GREEN!**

In order to be environmentally friendly, MASP will not print the presentation handouts for the Annual Fall Conference. All presentation materials will be linked on the session titles on our webpage ([www.maspweb.com](http://www.maspweb.com)) by October 17, 2022. You are welcome to print the handouts and bring them with you, or utilize the wireless internet connection in the conference center to download the materials on your electronic device during the presentation.

# 2022-2023 MASP Officers and Regional Directors



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Vincent Hodge

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Amy Campbell

## Past President:

Lauren Mangus

## Secretary:

Nora Pizzino

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- **Region 12:** OPEN  
*Alternate: Sarah Rowe*
- **Region 13:** Michele Millhouse  
*Alternate: Matt Smith*
- **NASP Delegate:** Jim Corr
- **University Liaison:** Jana Aupperlee

## Hotel Information



Reservations  
**989-772-4000**

*Comfort Inn & Suites Hotel and Conference Center*  
2424 South Mission St. • Mount Pleasant, MI

- **MAKE SURE TO ASK FOR THE MASP CONFERENCE RATE** •

*Hotel reservations must be made before **September 27, 2022** to guarantee the group rate. Call **989-772-4000** and be sure to request our MASP group block when reserving a room for the discounted rate of \$104/night.*

*Save  
THE  
date.*

**MASP**  
*Spring*  
**CONFERENCE**

**MARCH 17, 2023**

8:30AM - 3:30PM

Lansing - Michigan



*Michigan Association of School Psychologists*

104 Fairway Ct  
Kewadin, MI 49648

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