

MASP

Michigan Association of School Psychologists



Finding Your Focus:

Supporting Comprehensive and Integrated School Psychological Services through Consultation, Collaboration, Evaluation, and Intervention

2019 ANNUAL
FALL CONFERENCE

November 7 & 8

L.V. Eberhard Center
Grand Rapids, Michigan



Jim Corr
MASP President

Message from the President

On behalf of the entire MASP Board, I'd like to welcome you all to another school year! I hope you are settling well into your roles and managing the accelerated pace as we transition from the dog days of summer to the pleasant chaos and beauty of fall. As you are organizing your calendars and prioritizing your professional development, please make sure to include the Annual MASP Fall Conference. There will be a multitude of opportunities to expand your knowledge and skills, collaborate and socialize with colleagues, and engage in some self-care during the conference. I look forward to seeing you in GR!

As a board we are committed to developing and expanding our strategic partnerships across the state. In that spirit, we are excited and privileged to have Teri Chapman, Director of the MDE Office of Special Education, deliver our keynote address. She will discuss the role and responsibilities of the MDE and ISDs in ensuring FAPE for students and how a coordinated system is being implemented to support all ISDs and districts across the state. We are looking forward to learning more about the role school psychologists can play in meeting this requirement. In addition to the opening keynote, we have a wonderful line-up of national and local speakers presenting across a number of practice and interest areas including behavioral intervention, social skill development, ethics and law, SLD eligibility within MTSS, mindfulness, and so much more. There is something on tap for everybody!

MASP Board members have been busy with continued advocacy and collaboration on behalf of our profession and ensuring we are meeting the dynamic needs of the students and families we support. First, MASP board members attended a collaborative meeting this summer at MDE with representatives from the Michigan Association of School Social Workers (MASSW) and the Michigan School Counselor Association (MSCA). The focus was on how the groups can work together to support MDE's Top 10 in 10, particularly around Whole Child, Prenatal to School-Age, and Literacy initiatives. The MASP, MASSW and MSCA also held the first School-Based Mental Health Providers Leadership Summit this summer. Topics of discussion included suicide, threat assessment, anxiety, trauma, critical shortages of school-based mental health providers, the Interconnected Systems Framework and much more. Finally, after a long period of steady advocacy, there has been a proposed policy change to Medicaid that would allow MDE-credentialed master's level school psychologists to bill for a variety of services. MASP believes that districts should be reimbursed for our behavioral and psychological services in order to encourage the hiring of school psychologists and that we are equally qualified to deliver these services in schools. We understand the potential benefits and challenges of this possible change, and MASP stands ready to assist you in any way possible.

Thank you again for your continued support of MASP! All of this (and more) is possible because of you! We recognize that there are many professional organizations that you can join, and we appreciate your choice to support MASP. In addition to supporting MASP through membership, we would like to encourage you to volunteer to become involved in our event planning, work groups, committees and/or as a board member. All full-time and micro-volunteers are welcome!

Be well & See you in GR,

Jim Corr, MASP President

CONFERENCE SCHEDULE

THURSDAY, NOVEMBER 7, 2019		
8:00-4:00	Registration & Vendors	East Lobby
8:30-9:45	Teri Chapman, Director of MDE OSE	EC 215
10:00-12:00	Evidence-based Behavior Interventions for Class-wide Implementation	EC 215
12:00-1:00	Lunch (<i>provided</i>)	EC 215
1:15-4:00	Interventions to Teach Appropriate Social Behavior	EC 215
	Contemporary Ethical Challenges in School Psychology	EC 201-203
FRIDAY, NOVEMBER 8, 2019		
8:00-4:00	Registration & Vendors	East Lobby
8:00-8:25	Coffee & Croissants, MASP Board of Directors	EC 215 AH
8:30-11:45	SLD Eligibility Within an MTSS Framework: Necessary Components for Effective Decision-Making	EC 215 BCDEFG
11:45-12:45	Lunch (<i>provided</i>)	EC 215
1:00-3:00	An Expanded Definition of Fidelity within an MTSS Framework: Key Elements for Consideration	EC 215 BCDEFG
	Unlock the Mystery of Dyslexia (<i>Vendor</i>)	EC 215 AH
	Is There a Better Way to Write Reports in Schools?	EC 203
1:00-1:50	Getting the Most Out of Internship: Preparation for Graduate Students	EC 201
2:00-3:00	Making a Successful Transition from College to Career: Preparation for Graduate Students	EC 202
3:15-4:15	Mindfulness Strategies for Students with Histories of EI or Trauma	EC 215 BCDEFG
	Key Drivers for Districts to Boost Secondary & Post-Secondary Outcomes for Students with Disabilities: A Longitudinal Predictive Model	EC 215 AH
	APPSI-2: A New Measure for Assessing Students with the Most Severe Impairments (<i>Vendor</i>)	EC 201
	Incarcerated Youth: A Voice From Within Locked Doors	EC 202
	Caring 4 Students (C4S) Program: An Update on Medicaid Billing for School Psychologists	EC 203

General Supervision System: Role and Responsibilities of the MDE and ISDs in Ensuring FAPE

BY: Teri Chapman

The Michigan Department of Education is responsible to ensure the effective implementation of the federal Individuals with Disabilities Education Act (IDEA) are met through a System of General Supervision for the state of Michigan. The system is to be aligned and coordinated with similar systems in each of the 56 intermediate school districts (ISDs) to ensure the obligations are met for all eligible students with disabilities in the member districts within their jurisdiction. This session will focus on the way in which this coordinated system is being implemented to support all ISDs and districts across the state in meeting the requirements of all state and federal laws in place to support the education of students with disabilities.



Teri Chapman is the Director of the Michigan Department of Education Office of Special Education. Prior to joining the

Michigan Department of Education, Teri was the Director of Special Education for the Lapeer County Intermediate School District where she had previously served as the Special Education Monitor of Programs and Accountability. Teri is a graduate of Eastern Michigan University and Saginaw Valley State University. Teri began her career as a teacher for students with cognitive impairment which she enjoyed for nineteen years. Teri believes the success for students with disabilities can be best accomplished when the educational system is aligned and coordinated to strengthen our collective capacity to support all learners.

Evidence-based Behavior Interventions for Class-wide Implementation

BY: Evan Dart, PhD

In this session, attendees will learn about evidence-based interventions that can be used to address the behavior of all students in a classroom simultaneously with an emphasis on group contingencies and their application to classrooms. Issues related to implementation, modification, and assessment will be discussed.

Learning Objectives:

1. Attendees will be able to describe a variety of evidence-based behavior interventions that can be implemented to address student behavior at the class-wide level.
2. Attendees will learn how to assess the effectiveness of class-wide behavior interventions.
3. Attendees will learn how to modify class-wide behavior interventions to address common problems related to implementation.



Evan Dart, PhD is an associate professor in the School Psychology Program at the University of South Florida.

He is a licensed psychologist and board certified behavior analyst and completed his graduate training in the school psychology program at Louisiana State University. His research interests are best summarized as school-based behavioral interventions implemented within a multi-tiered system of support (MTSS). He has specific interest in peer management interventions, class-wide behavioral assessment and intervention, implementation science, and visual analysis of single-case data. Dr. Dart conducts investigations of these topics through the lens of behavior analysis, emphasizing feasibility.

Interventions to Teach Appropriate Social Behavior

BY: Evan Dart, PhD

In this session, attendees will learn to implement interventions to teach appropriate social skills to students including an engaging role-playing game-based instructional format. The session will emphasize a group-based intervention paradigm that can be modified to meet the needs of a range of students, including those with autism spectrum disorder and behavioral disorders.

Learning Objectives:

1. Attendees will learn about effective instructional practices when teaching social skills to students in a group format.
2. Attendees will learn how to implement a role-playing game-based social skills intervention and identify its advantages over traditional formats.
3. Attendees will learn how to modify social skills instruction for students with diverse needs such as those with autism spectrum disorder or behavioral disorders.

Contemporary Ethical Challenges in School Psychology

BY: Susan Jacob, PhD

Attendees will be provided ethics cases based on issues raised in recent inquiries to NASP's Ethics and Professional Practices Board (EPPB). Attendees will be asked to choose the best course of action for each case based on use of an ethical-legal problem-solving model. Please download the "additional handouts" prior to attending the session.

Learning Objectives:

1. Enhanced awareness of the types of ethical issues raised in recent inquiries to NASP's Ethics and Professional Practices Board.
2. Practice and improved skill in applying accepted and evolving standards and principles to these issues.
3. Practice and improved skill in applying an ethical-legal problem-solving model.



Susan Jacob, PhD, is Professor Emeritus of Psychology. She was a member of the school psychology

program faculty at Central Michigan University 1980-2014. Her primary area of scholarship is ethical and legal issues in school psychology. She is first author (with Dawn M. Decker and Elizabeth Timmerman Lugg) of Ethics and Law for School Psychologists, now in its seventh edition (2016). In addition, she is author or co-author of more than 40 book chapters and refereed journal articles. Dr. Jacob served as Co-Chair of the National Association of School Psychologists' Ethics and Professional Practices Board for 15 years and she is currently a member of NASP's 2020 ethics code revision team. In 2012 and 2018 she received a NASP Presidential Award in recognition of exceptional service to children and school psychology.

Coffee and Croissants with the MASP Board

MASP officers and board members will provide a brief update on strategic goals for the 2019-20 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.

SLD Eligibility Within an MTSS Framework: Necessary Components for Effective Decision-Making

BY: Kim Gibbons, PhD

When the Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004, Congress responded to decades of criticism of the IQ-Achievement discrepancy model for identifying children with specific learning disabilities (SLD). While the definition of SLD remains unchanged, the law now allows schools to use a process that determines whether a child responds to scientific, research-based intervention as part of the evaluation procedure. As a result, many states around the country are endorsing this new approach. This session will describe critical elements of the MTSS framework that are essential for establishing the infrastructure to make eligibility decisions.

Attendees will learn how the critical elements of MTSS are implemented at an LEA for system-level prevention along with the role of the school psychologist. Through the use of a case study, attendees will understand how the use of a problem solving decision-making model is used to identify and analyze problems, select research-based interventions matched to student need, assess treatment integrity, and evaluate the effectiveness of interventions. Attendees will learn how the MTSS framework is used to make special education entitlement decisions and the procedures for replicating this process in their own district. Finally, attendees will complete a needs assessment of their district or building to determine readiness for implementing an MTSS Framework.

Learning Objectives:

1. Describe the critical elements of the MTSS framework and how they are implemented at the LEA level.
2. Describe how the school psychologist can support implementation of an MTSS framework.
3. Understand how the use of a problem-solving model is used to facilitate decision making.
4. Participants will understand how to complete a needs assessment to determine readiness for making SLD entitlement decisions within an MTSS framework.



Kim Gibbons, PhD, currently is the Director of the Center for Applied Research and Educational Improvement at the University of Minnesota. Prior to that, she was the

Executive Director of the St. Croix River Education District (SCRED) located in Rush City, MN. Dr. Gibbons obtained her doctoral degree in school psychology from the University of Oregon where she received extensive training in the problem-solving model, curriculum-based measurement, and research-based instructional practices. Prior to her role as the Executive Director, Dr. Gibbons has worked as a director of special education, staff development coordinator, and school psychologist. She is active in state leadership in MN and is the past-president of the Minnesota Association of Special Educators. Finally, she is the author or co-author of four books and has numerous other peer-reviewed publications. She is a sought-after consultant who has given numerous workshops throughout the nation.

PAC RAFFLE

Remember to bring some extra cash or your checkbook to the conference to participate in the PAC raffle during the lunch hour. Any donation over \$20 must be made by check.

Afternoon Session Options • 1:00 - 3:00

An Expanded Definition of Fidelity within an MTSS Framework: Key Elements for Consideration

BY: Kim Gibbons, PhD

The weak link in implementation of RTI/MTSS is fidelity of implementation – both at the system and individual student level. At the student level, we often conclude that a student (or group of students) is not making adequate progress because the intervention didn't work. In reality, the first question that should be asked is whether the intervention was implemented with fidelity. In practice, fidelity is often ignored or when low fidelity is observed, the typical (but erroneous) cause is labeled teacher resistance. This session will flip the mindset about fidelity with three keys or specific tools to both enhance consultative relationships and improve implementation fidelity. Participants will understand the definition of "Evidence-Based" in the Every Student Succeeds Act and be able to identify 10 sources of evidence-based interventions. Participants will also understand how to create and/or identify intervention checklists to use in training and assessing fidelity of implements.

PRACTICE DOMAINS: 3, 5

Unlock the Mystery of Dyslexia

BY: Anne Kloth and Lawrence Kloth

Dyslexia is a hidden disability, which impacts more than 1 in 5 students and is the number one cause of reading difficulties. Research indicates that phonological processing skills can be measured through reliable assessments to identify dyslexia. Students can be remediated using evidence-based instructional methods with fidelity to become proficient readers. Addressing literacy is incomplete without an understanding of *Unlock the Mystery of Dyslexia*, and its impact on learning.

PRACTICE DOMAINS: 1, 3



MASP
on Facebook

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on Twitter

MASPSchoolPsych
on Instagram

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) by November 1, 2019. 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.

Is There a Better Way to Write Reports in Schools?

BY: Susan Koceski, PhD

Report writing has become a time intensive and sometimes dreadful task that negatively interferes with school psychologist's job satisfaction. Many school psychologists report that most of the report writing is completed after school and on weekends. School psychologists often feel mired in report writing with little time devoted towards academic, behavioral or mental health interventions. Worse yet, many school psychologists indicate that their reports have little impact and are rarely read by others. This workshop is designed to help school psychologists rethink the purpose of writing educational reports and moves towards a question based framework to increase readability, integrate data and recommendations while decreasing the amount of time engaged in report writing. Attend this session if you are ready to abandon ways that are not working and work together to find ways to improve our practice.

PRACTICE DOMAIN: 1

Getting the Most Out of Internship: Preparation for Graduate Students

BY: Sharon Dusney

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.

PRACTICE DOMAINS: 8, 1

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

BY: Michele Millhouse, EdS, Jana Aupperlee, PhD, & Tracy Hobbs, MA

In this session, participants will engage in mock interviews and a round table discussion regarding early career topics. Some examples of information covered in the round table discussion include the following: facilitating systems change, self-care, organizational skills, and various employment options available for school psychologists. Within the interview portion of the session, participants will engage in mock interviews. After the completion of the interview, they will be provided with feedback on their performance and curriculum vitae/resume.

PRACTICE DOMAINS: 2, 4

Afternoon Session Options • 3:15 - 4:15

Mindfulness Strategies for Students with Histories of EI or Trauma

BY: Rod Teeple

Mindfulness is more than just asking students to close their eyes and make their minds go blank. Instead, techniques help students to develop a nonjudgmental awareness of physical sensations and internal cognitive and affective states. Specific strategies are required to deliver mindfulness programs to special populations. Participants will be able to experience a few short exercises, including metta meditation, guided imagery, and simple body scans. Beginning and advanced practitioners are welcome. Data will be shared.

PRACTICE DOMAINS: 4, 6

Key Drivers for Districts to Boost Secondary & Post-Secondary Outcomes for Students with Disabilities: A Longitudinal Predictive Model

BY: Jerry Cullum, PhD, & Marcia O'Brien, EdS

Students with disabilities graduate from high school at lower rates than other students. We discuss results of a longitudinal study of graduation and post-secondary enrollment, examining the impact of various factors within a district's control, while statistically controlling for factors that are not. Participants will learn about key drivers among students with disabilities, including those that administrators can directly address, as an important step in helping to discern how best to direct improvement efforts.

PRACTICE DOMAINS: 9, 1



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.*

APPSI-2: A New Measure for Assessing Students with the Most Severe Impairments

BY: Sharon Bradley-Johnson & Carl Merle Johnson

Some of the most challenging tasks for school psychologists involve obtaining comprehensive assessment information to aid individualized instructional planning, as well as meaningful progress monitoring measures, for students with the most severe cognitive impairments. Although widely diverse in disability characteristics and educational needs, these students share “capacity to learn” (Snell, 2003). A new measure, the Assessment of Persons with Profound or Severe Impairments-Second Edition will be presented to address these issues.

PRACTICE DOMAIN: 1

Incarcerated Youth: A Voice From Within Locked Doors

BY: Molly Boersma & Lauren Throne-Bonner

The School Psychologist and Transition Advocate from the Muskegon County Juvenile Transition Center team up to present an inside view on incarcerated youth in Muskegon County. Attendees will learn about the facility, the students, the stakeholders, and student transition supports. The presentation seeks to spread understanding of the processes and supports available, the role of a school psychologist within the network of supports, and ultimately inspire professionals to advocate for incarcerated and adjudicated youth as they transition back into their local communities.

PRACTICE DOMAINS: 2, 4

Caring 4 Students (C4S) Program: An Update on Medicaid Billing for School Psychologists

BY: Kathleen Merry, Executive Director Legislative Affairs & Medicaid Reimbursement at Wayne RESA

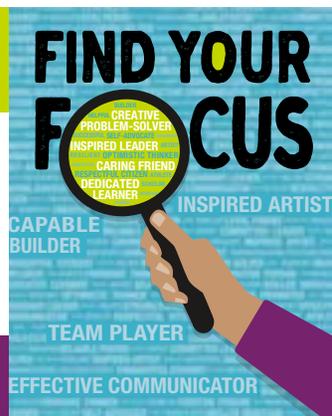
This session will include a review of the approved Medicaid policy which established the C4S program and expands the current School Based Services (SBS) program to include general education students. Particular emphasis will be placed on the implications for (MDE-Credentialed master’s level) school psychologists, including clarification of the psychological, professional counseling, behavior, and social work services considered Medicaid-eligible.

PRACTICE DOMAINS: 4, 6

School Psychology Awareness Week (SPAW) NOVEMBER 11-15, 2019

Finding your focus can have a variety of meanings from paying attention, to being able to see an idea more clearly, to identifying an area of interest, or to being persistent or determined in one’s effort. Focusing can help us set goals, identify action steps, communicate need, and engage in discussions to help create the connections necessary for students to develop critical academic and social emotional skills.

Visit <http://www.nasponline.org> for more information.



NASP MODEL FOR COMPREHENSIVE AND INTEGRATED SCHOOL PSYCHOLOGICAL SERVICES – 10 DOMAINS OF PRACTICE

Professional growth educational sessions for the NASP 2019 Annual Fall Conference were selected to represent the range of professional practice domains for school psychologists. The 10 domains are contained in the *NASP Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model). School psychologists are encouraged to review the domains, identify areas in which they need professional development, and select sessions that meet these needs. Building skills across all domains supports comprehensive practice, national certification, and ethical standards. Visit www.nasponline.org/practicemodel for additional information on the NASP Practice Model and for a brief assessment tool, which has multiple forms to accommodate different roles (i.e., practitioners, graduate educators, graduate students, and administrators and supervisors).

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

DOMAIN 1: Data-Based Decision Making and Accountability – School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

DOMAIN 2: Consultation and Collaboration – School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS

STUDENT-LEVEL SERVICES

DOMAIN 3: Interventions and Instructional Support to Develop Academic Skills – School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

DOMAIN 4: Interventions and Mental Health Services to Develop Social and Life Skills – School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

SYSTEMS-LEVEL SERVICES

DOMAIN 5: School-Wide Practices to Promote Learning – School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence based school practices that promote learning and mental health.

DOMAIN 6: Preventive and Responsive Services – School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

DOMAIN 7: Family-School Collaboration Services – School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

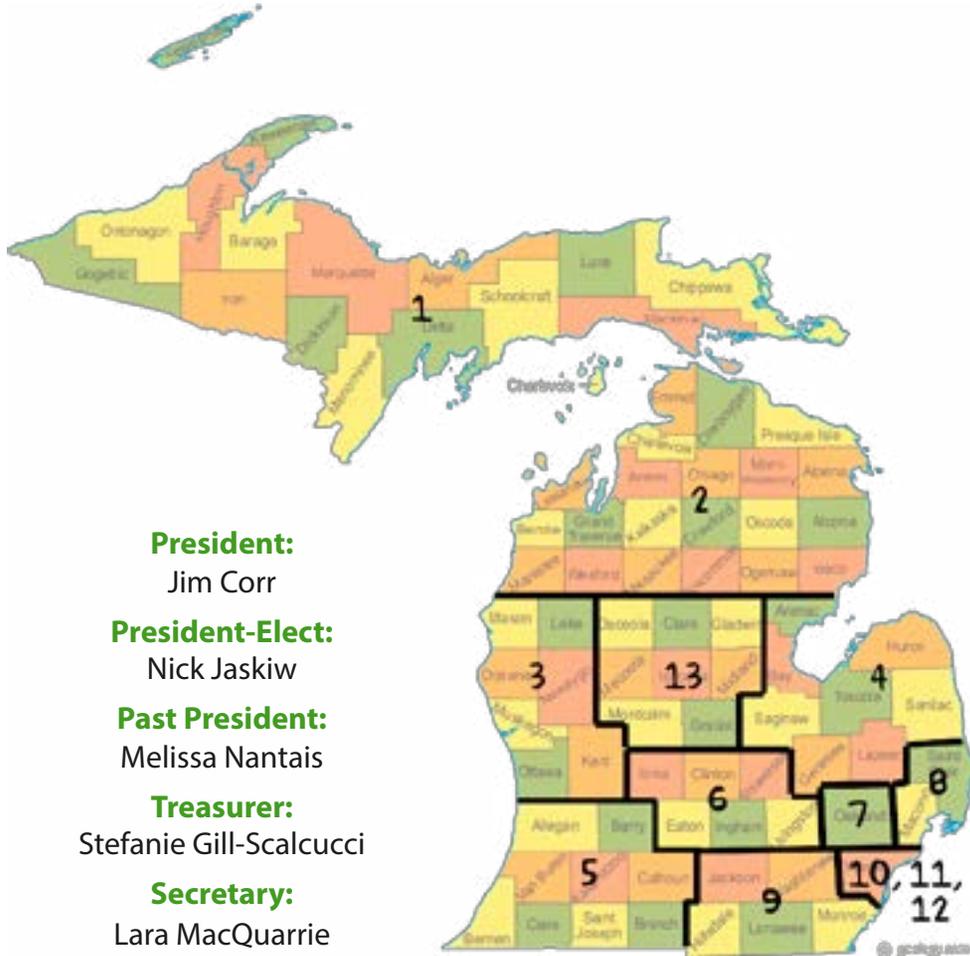
FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

DOMAIN 8: Diversity in Development and Learning – School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

DOMAIN 9: Research and Program Evaluation – School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

DOMAIN 10: Legal, Ethical, and Professional Practice – School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

2019-2020 MASP Officers and Regional Directors



President:

Jim Corr

President-Elect:

Nick Jaskiw

Past President:

Melissa Nantais

Treasurer:

Stefanie Gill-Scalucci

Secretary:

Lara MacQuarrie

- **Region 1:** Rachel Coyne
Alternate: OPEN
- **Region 2:** Hannah Barrow
Alternate: Nora Pizzino
- **Region 3:** Jennifer James
Alternate: Laurelin Barkel
- **Region 4:** Allison Olivo
Alternate: Christa Oxford
- **Region 5:** Vincent Hodge
Alternate: Sara England
- **Region 6:** Sarah Lewandowski
Alternate: OPEN
- **Region 7:** Susan Koceski
Alternate: Meredith Julius
- **Region 8:** Jane Sturgell
Alternate: Heidi Feldman
- **Region 9:** Jason Sines
Alternate: Alison Arnold
- **Region 10:** Sharon Dusney
Alternate: OPEN
- **Region 11:** OPEN
Alternate: OPEN
- **Region 12:** Lauren Mangus
Alternate: Steve Portnoy
- **Region 13:** Michele Millhouse
Alternate: Matt Smith

CONFERENCE REGISTRATION

November 7 & 8, 2019

Name _____

Address _____

Email (Required) _____

Please indicate position:

- School Psychologist
- School Social Worker
- Teacher/Administrator
- Other _____

Food preference:

- Vegetarian
- Gluten Free
- Standard

Please indicate preferred session in each time block:

THURSDAY • 1:15-4:00

- Interventions to Teach Appropriate Social Behavior
- Contemporary Ethical Challenges in School Psychology

FRIDAY • 8:00-8:25

- Coffee & Croissants with the MASP Board
(optional; no SCECHS available)

FRIDAY • 1:00-3:00

- An Expanded Definition of Fidelity within an MTSS Framework: Key Elements for Consideration
- Unlock the Mystery of Dyslexia
- Is There a Better Way to Write Reports in Schools?
- Getting the Most Out of Internship: Preparation for Graduate Students
- Making a Successful Transition from College to Career: Preparation for Graduate Students

FRIDAY • 3:15-4:15

- Mindfulness Strategies for Students with Histories of EI or Trauma
- Key Drivers for Districts to Boost Secondary & Post-Secondary Outcomes for Students with Disabilities: A Longitudinal Predictive Model
- APPSI-2: A New Measure for Assessing Students with the Most Severe Impairments
- Incarcerated Youth: A Voice From Within Locked Doors
- Caring 4 Students (C4S) Program: An Update on Medicaid Billing for School Psychologists



CONFERENCE REGISTRATION CONTINUES ON THE FOLLOWING PAGE

CONFERENCE REGISTRATION CONT.

November 7 & 8, 2019

Cost of registration	By 10/18	After 10/18	On-Site
<input type="checkbox"/> MASP Member	\$175	\$200	\$225
<input type="checkbox"/> Non-MASP Member	\$225	\$250	\$275
<input type="checkbox"/> Retired MASP Member	\$125	\$140	\$155
<input type="checkbox"/> Student MASP Member	\$75	\$85	\$95

Amount Due: CONFERENCE \$ _____
 TOTAL Enclosed \$ _____

Make checks payable to: **MASP**

PLEASE NOTE: The Early Bird Registration rate is available if registration and payment are received by October 18, 2019. 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.

Preferred Registration is available online at www.maspweb.com

Or mail conference registration form and payment to MASP,
c/o Stefanie Scalcucci,
20960 Parke Lane, Grosse Ile, MI 48138.

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 11/01/2018. Allow 6 weeks for refund.



Hotel Information



310 Pearl St. NW
Grand Rapids, MI 49504

reservations
616-235-7611

The Eberhard Center is ideally located within walking distance (262 steps to be exact) to the Holiday Inn Hotel.

• MAKE SURE TO ASK FOR THE MASP CONFERENCE RATE •

*In order to receive the group guest room rate of \$139/night under the MASP block, reservations must be made prior to **October 22, 2019** by calling the Reservations Department at **616-235-7611**.*



MASP
Spring
CONFERENCE

MARCH 20, 2020

9:00AM - 3:30PM

Lansing Community College – West Campus

REGISTRATION WILL BE AVAILABLE IN JANUARY 2020



MASP

Michigan Association of School Psychologists

20960 Parke Lane
Grosse Ile, MI 48138

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