**SCECHs Web-Based Program Time Log**

**NASP 2021 Virtual Convention Live Session Recordings**

Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PIC# (required) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***The following steps MUST be completed WITHIN* TWO WEEKS *of completion of the training:***

1. Fill out the google docs form for the conference on the MASP website (masp.wildapricot.org)
2. Complete this attendance log
3. Upload this log to the google doc form OR e-mail to [masp.scech.coordinator@gmail.com](mailto:masp.scech.coordinator@gmail.com)

**The Michigan Department of Education will contact you by e-mail with instructions for completing a required evaluation for documentation of your SCECHs.**

* **YOU MAY EARN 1-24.5 SCECHs BY LOGGING 1-24.5 CLOCK HOURS.** **PLEASE NOTE: SIGNATURES ARE REQUIRED AS DESIGNATED.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DATE** | **TITLE OF SESSION** | **SIGNATURE VERIFYING ATTENDANCE** | **START TIME** | **END TIME** | **HOURS** |
|  | Ethics of Telehealth in Schools: Continuing Services in a Pandemic |  |  |  | 1.5 |
|  | Equity and Social Justice in School Psychology |  |  |  | 1.0 |
|  | Standardized Testing During the Pandemic |  |  |  | 1.0 |
|  | Preparing/Conducting Virtual Suicide Risk Assessment and  Intervention |  |  |  | 1.0 |
|  | Current Issues in Law Affecting the Practice of School Psychology |  |  |  | 1.5 |
|  | Embedding Executive Skills into Daily Classroom Routines/ Instruction |  |  |  | 1.0 |
|  | Supporting Forcibly Displaced Youth in Schools Using a Strength-Based Approach |  |  |  | 1.0 |
|  | Teleassessment with Children: Strategies for Success |  |  |  | 1.0 |
|  | Assessment of Dyslexia and Specific Learning Disabilities |  |  |  | 1.5 |
|  | Happy Kids Don’t Punch You in the Face- Addressing Aggression |  |  |  | 1.0 |
|  | Increasing Family Support for LGBTQ Students |  |  |  | 1.0 |
|  | Report Writing Rut? Revamp Your Writing to Be More Effective |  |  |  | 1.0 |
|  | The Science of Reading, Science of Math, MTSS, and Equity |  |  |  | 1.0 |
|  | Culturally Responsive Assessment and Interventions |  |  |  | 1.5 |
|  | Trauma-Informed Assessment in Schools |  |  |  | 1.0 |
|  | Nine Disrupter Principles: Disrupting Racial Inequities |  |  |  | 1.0 |
|  | Incorporating Positive Psychology Practices in School Mental Health |  |  |  | 1.0 |
|  | Conducting Behavioral Threat Assessments in the Virtual Environment |  |  |  | 1.5 |
|  | Supporting Grieving Students and Schools Following the Pandemic |  |  |  | 1.0 |
|  | Fidgets, Stability Balls, and Other Devices |  |  |  | 1.0 |
|  | Advancing Equality Through Social Justice Practices |  |  |  | 1.0 |
|  | The Power of Resilience |  |  |  | 1.0 |
| Total SCECHs Possible:  Total SCECHs Earned: | | | | | 24.5  \_\_\_\_ |

**I verify that the information above is true and accurate.**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_