

2021 Convention - Call for Presentations

Submission deadline: April 18, 2021
Reflect, Reimagine, Revive: Power of You
October 13-16, 2021
Hyatt Orange County (virtual if needed)

CASP's 72nd annual convention will be held October 13-16, 2021 in Garden Grove (Orange County), circumstances permitting. If circumstances do not allow for an in-person event, the convention will be held virtually in late October / early November. In recognition of the theme, this convention will emphasize ways in which school psychologists can Reflect, Reimagine, and Revive their power.

Please carefully read the instructions below before submitting a convention proposal. All convention proposals must be submitted by **April 18, 2021**. All convention proposals must be submitted via online using the links below. Please note – **each workshop type has a separate submission link**; please be careful to use the correct link.

Workshops

Attendees of these workshops pay additional charges to attend. Most paid workshops offer continuing education credits to the attendees.

Each workshop may have a maximum of four (4) presenters. However, only the lead presenter of each workshop will receive any compensation (if offered), which may include lodging and travel. Honoraria and travel expenses are not available for commercially sponsored workshops or for current members of the CASP Board of Directors; and are negotiable for other presenters. All three- and six-hour workshop presenters receive complimentary general admission the day they present.

Please have the following ready to submit as part of your online application:

- A three-page or fewer summary of your workshop presentation. In this summary, please identify the workshop objectives, specific skills to be taught, and the expected learning outcomes. This summary is used by the Convention Committee to help determine acceptance for the Convention program.
- An abstract of 150 words or less stating the objectives of your workshop. The title, presenter name(s) and affiliation(s) must appear at the beginning of the abstract, with the lead presenter listed first. This abstract will be published in various convention materials.
- Each presenter's curriculum vitae or resume. This will be used to document your qualifications and eligibility for presenting continuing education workshops, as well as to determine continuing education eligibility.
- A brief description of the workshop content for the Convention program (no more than 50 words).

Workshop proposals may be submitted at this link. **Use this link ONLY for workshop proposals.**
<https://pheedloop.com/EVEERGWJQZAVM/proposal/start/?call=CALVI810F3SNWEO>

Mini-Skills

Mini-Skills presentations are designed for working school psychologists to teach participants specific skills, such as research proficiencies, counseling techniques, or specific assessment methods. It is a time to share what you have learned through your own experience – what works for you as a school psychologist. Each session is 1 hour and 20 minutes long, allowing for comprehensive presentations and ample time for attendee questions. Each mini-skills session may have a maximum of four (4) presenters. Each mini-skills presenter will receive free general admission the day they present.

Please have the following ready to submit as part of your online application:

- A two-page or fewer summary of your workshop presentation. In this summary, please identify the Mini-Skills presentation objectives, specific skills to be taught, and the expected learning outcomes. This summary is used by the Convention Committee to help determine acceptance for the Convention program.
- An abstract of 150 words or less stating the objectives of your workshop. The title, presenter name(s) and affiliation(s) must appear at the beginning of the abstract, with the lead presenter listed first. This abstract will be published in various convention materials.

Mini-Skills proposals may be submitted at this link. **Use this link ONLY for mini-skills proposals.**
<https://pheedloop.com/EVEERGWJQZAVM/proposal/start/?call=CALOZPMDT9ROAX>

Papers, Posters, and Panels

Papers address topics relevant to the profession and inform research and/or practice.

Posters are visual presentations scheduled in groups. Poster should be no larger than 4-feet by 4-feet and will be presented on bulletin boards. Do not use tri-fold presentation cardboard.

Both Paper and Poster presentations are resume-building opportunities for graduate students, professors and working school psychologists. Because of space availability at the convention venue, the number of paper and poster proposals approved to be presented will be limited.

Please have the following ready to submit as part of your online application:

- A two-page summary of your presentation. The summary is used by the Convention Committee to determine acceptance into the Convention program.
- A 100-or-fewer word abstract stating the objectives of your presentation. The abstract should include the purpose of the presentation, what will be discussed and how it will benefit participants.

Each paper and poster presenter must complete a Convention Registration and pay the associated admission fees. This includes not only the lead presenter, but all co-presenters. Presentations will not be included in the final program if the presenters are not registered for the convention by the early registration deadline.

Paper/Poster/Panel proposals may be submitted at this link. **Use this link ONLY for paper/poster/panel proposals.**

<https://pheedloop.com/EVEERGWJQZAVM/proposal/start/?call=CALOWGMQB483A21>

Michael Goodman Memorial Research Award Application

Michael Goodman was a CASP president who encouraged active research on the part of students, trainers and practicing school psychologists. The CASP Board of Directors created this \$500 cash award in memory of Michael Goodman upon his passing in the 1990s.

General Criteria

- The study must be submitted for presentation at the CASP Convention.
- The research paper must focus on a problem or question that clearly relates to the practice of school psychology.
- The study must not have been published prior to the Convention.
- The study must be original, not an analysis of another project. Secondary data analysis of a data set from a previously reported study is permitted only if it consists of re-analyzing the data.
- The study must specifically answer research questions that are new, unique and not examined previously.

The study may be conducted by more than one principal investigator provided all researchers have contributed to the project. The principal investigator must be a regular member, associate member or student member of CASP at the time the research project is submitted for consideration.

To be considered for the Goodman award, you will need to also submit a three-page summary of your presentation, which includes:

- Identification of the problem or issue
- Clearly stated hypothesis, questions or objectives
- A preview of related literature
- Demonstration of appropriate research design
- Review of research procedures
- Results of data analysis strategies
- Conclusion and implications

Papers must follow APA standards. The applicant should include a separate cover letter with the title of the study, name(s) of the author(s), principal author's address and home or cell phone number. Identifying information other than the running head should not be used anywhere in the paper. A running head should appear on each page in the upper right-hand corner above the page number.

The Goodman Award Committee will read each entry, rank them and make the final determination of the recipient of the Michael Goodman Memorial Research Award. The winning entry receives the cash award at the Convention.

Convention Strands

You will be asked to indicate which strand your proposal falls under in the application form. New this year, strands are based on the NASP 10 Domains of Practice.

Data Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress

and outcomes within a multitiered system of supports. They use a problem-solving framework as the basis for all professional activities. They systematically collect data from multiple sources and consider ecological factors as a context for assessment and intervention.

Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Academic Interventions and Instructional Support

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. In collaboration with others, they design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

School-Wide Practices to Promote Learning

School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Services to Promote Safe and Supportive Schools

SPs understand principles and research on social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. They promote services that enhance learning, mental and behavioral health, and psychological and physical safety and implement crisis prevention, protection, mitigation, response, and recovery.

Family-School Collaboration Services

SPs understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. They design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes.

Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They

understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables.

Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs. As scientist practitioners, they evaluate and apply research as a foundation for service delivery and, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Legal, Ethical, and Professional Practice

School psychologists have knowledge of multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice. They provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice.

Leadership and Advocacy

School psychologists play an important leadership role in helping all children and youth thrive in school, at home, and throughout life. School psychologists have the skills needed to promote and adopt policies and practices that help schools support the success of all students. This strand is sponsored by the California School Psychology Foundation.