

# WHAT'S ON DEMAND?

## On Demand Webinars and Trainings

(last updated June 10, 2022)

Click the title of the webinar/training to be brought to the event web page for more information & registration!

Offered By	Title	Modality	Cost	CEs/CEUs	Summary
APA	<a href="#"><u>Best Practices in Gifted Identification and Introduction to the New Gifted Rating Scales</u></a>	Online Course	<ul style="list-style-type: none"> <li>• Members - \$65</li> <li>• Non-members - \$80</li> </ul>	3 CEs	<p>Identification of the gifted has moved beyond simply administering an IQ test and determining if the youngster's score falls above 130 or a school district's established cut-score. Psychologist Steven Pfeiffer has spent many years working with high ability youth, including serving as Executive Director of Duke University's gifted program, Duke TIP. He is lead author of the Gifted Rating Scales (GRS and GRS™ 2) and has led over 200 workshops in the USA and worldwide on best practices in gifted identification. This workshop, drawing on his experience as a clinician, researcher, and test author, introduces key principles underlying best practices in gifted identification. Steven Pfeiffer will familiarize the audience with his tripartite model of giftedness and discuss what constitutes a comprehensive and defensible gifted assessment test battery. Finally, he will present the new GRS™ 2 and demonstrate how this new, second generation teacher and parent gifted rating scale advances gifted assessment.</p>
APA	<a href="#"><u>Preparing for a Post-Pandemic Surge of Learning and School-Related Concerns in Children and Adolescents</u></a>	Online Course	<ul style="list-style-type: none"> <li>• Members - \$65</li> <li>• Non-members - \$80</li> </ul>	3 CEs	<p>The COVID-19 pandemic severely disrupted school attendance, altered teaching methods, interrupted special education service delivery, increased family stress, and likely delayed identification of developmental challenges in some children. Psychologists are likely to face a surge of school-related concerns in children and adolescents and will need to account for the impact of the COVID-19 pandemic in their assessment, conceptualization, and treatment. In this workshop, we will focus on learning disabilities and school-related emotional and behavioral concerns likely to emerge in the immediate aftermath of the COVID-19 pandemic, identifying practical strategies and interventions that can be applied to meet the increased need.</p>
APA	<a href="#"><u>TEACH Teamwork</u></a>	Online Course/Video	<ul style="list-style-type: none"> <li>• Members - \$25</li> <li>• Non-members - \$30</li> </ul>	1.5 CEs	<p>School-based professionals (teachers, principals, social workers, counselors, psychologists, etc.) are required to serve on a range of school-based teams (individualized education program teams, problem-solving teams, curriculum development teams, etc.). However, they oftentimes do not receive adequate training on how to do so effectively — especially when it comes to interdisciplinary or interprofessional teams. TEACH Teamwork provides an evidence-based, self-guided program on how to work effectively in teams.</p>

# On Demand Webinars and Trainings

Offered By	Title	Modality	Cost	CEs/CEUs	Summary
APA	<u>Using Praise to Enhance Student Resilience and Learning</u>	Online Course/Video	<ul style="list-style-type: none"> <li>• Members - \$15</li> <li>• Non-members - \$20</li> </ul>	1 CE	Teachers can help students develop healthy views of intelligence by being mindful of how they offer students praise. This module provides educators with research-based practices that can help foster growth mindsets in students. It includes a brief overview of the research on growth and fixed mindsets, do's and don'ts for student praise, strategies for encouraging growth mindsets in students, and answers to frequently asked questions.
APA	<u>On the Prevention of Mental, Emotional and Behavioral Disorders: Context, Issues, Recommendations</u>	Online Course/Video	<ul style="list-style-type: none"> <li>• Members - \$25</li> <li>• Non-members - \$30</li> </ul>	1 CE	This presentation reviews the progress of prevention science for the past five decades, with a special focus on the prevention of depression. The presenter reviews the findings and recommendations of the two Institute of Medicine reports on prevention of mental disorders, summarizes the results of the more than 40 randomized controlled depression prevention trials, and the evidence base for Internet interventions for the treatment and prevention of major depression. The presentation ends with call to blanket the world with online preventive interventions to reduce unnecessary suffering in as many people as possible.
ACA	<u>Clinical Practice: Writing and Managing Your Clinical Documentation</u>	Presentation /Video	<ul style="list-style-type: none"> <li>• Members - \$29</li> <li>• Non-members - \$49</li> </ul>	1 Credit Hour	Proper documentation is a critical element to successful counseling and mistakes can lead to licensure complaints or worse. Dr. John Duggan and attorney/counselor Jazmone Wilkerson discuss the importance of maintaining proper documentation and what notes must be included in a client's file.
ACA	<u>Supervision and the New Professional</u>	Video	<ul style="list-style-type: none"> <li>• Members - \$29</li> <li>• Non-members - \$49</li> </ul>	Not listed	Locating good clinical supervision is a common challenge among new professionals and requirements can vary by location. In this video, Dr. Marsha Riggio reviews what new professionals should look for in a supervisor and what supervisors can do to promote a solid working relationship.
ACA	<u>Suicide: Identification, Intervention, and Prevention Skills</u>	Presentation /Video	<ul style="list-style-type: none"> <li>• Members - \$29</li> <li>• Non-members - \$49</li> </ul>	Not listed	This presentation gives a comprehensive road map for navigating assessment, treatment, and management for those at risk for suicide. You will discover how to identify and name primary and secondary drivers that cause suicidal ideation using the Collaborative Assessment and Management of Suicidality (CAMS) and Dr. Thomas Joiner's models. You will be able to assess how ruptures in attachment bonds, emotional dysregulation, a thwarted sense of belonging, and the inability to tolerate distress can lead to suicidal ideation.

Reimbursement for the above preapproved trainings is available thanks to the Behavioral Health Workforce Education and Training (BHWET) grants.

**Reimbursement is only offered to Plymouth State University CESP graduate students.**

To receive reimbursement you must **complete the training and send a certification of completion, a completed reimbursement form and a registration receipt to Sara Donahue at [sjdonahue1@plymouth.edu](mailto:sjdonahue1@plymouth.edu).** If you are interested in a training not on this list, please reach out to Sara Donahue first for pre-approval.

Offered By	Title	Modality	Cost	CEs/CEUs	Summary
ACA	<u>Ethical Issues Related to the Practice of Online Clinical</u>	Presentation /Video	<ul style="list-style-type: none"> <li>• Members - \$29</li> <li>• Non-members - \$49</li> </ul>	1 Credit Hour	All pre-licensed counselors have mandatory supervision hours before they are eligible for independent practice as a professional counselor. Often, new professionals often experience difficulty locating potential clinical supervisors. Many are not always a “good fit,” or sometimes a supervisee may have to drive long distances to meet in-person. Now, more states licensure boards allow the accrual of clinical supervision hours through live, online video conferences. This course is designed to help clinical supervisors, and pre-licensed counselors better understand ethical issues related to distance supervision and to be aware of technological advances related to the delivery of clinical supervision. Motivo, the first online platform connecting pre-licensed counselors with clinical supervisors, and ACA will demonstrate how new technology might help a supervisor and supervisee.
ACA	<u>The Counseling Compact</u>	Presentation /Video	<ul style="list-style-type: none"> <li>• FREE</li> </ul>	1 Credit Hour	The Counseling Compact is a crucial piece of healthcare legislation that will allow professional counselors to provide care to clients in other states that have also enacted the compact. Topics of discussion in this course will include the background of what interstate compacts are and why one is being pursued for professional counselors. Learners will understand the many benefits to counselors and the public in compact states. Attendees will be better able to understand the process of creating an interstate compact, and the specific considerations that are being taken into account for professional counselors. Myths about the compact will be dispelled and a discussion addressing common concerns and questions about the compact will be held. A review of the state counselor licensing criteria for admission into the compact will be offered, as well as information relevant to the process of obtaining privileges to practice in other states, including the compact’s update to licensure reciprocity for those that relocate to states where they hold a privilege to practice.
ACA	<u>Self-Care for the Counseling Profession</u>	Presntation/ Video	<ul style="list-style-type: none"> <li>• Members - \$29</li> <li>• Nonmember - \$49</li> </ul>	1 Credit Hour	Self-care is an ethical responsibility shared by counselors across the entire span of their professional development, starting when they are student counselors and transitioning to new professionals and seasoned counselor educators and practitioners. This Continuing Professional Development resource provides graduate student counselors, new professionals, and counselor educators with a rationale to recognize the relevance of engaging in self-care, understand the implication of practicing self-care, and identify strategies for implementing self-care.

*Reimbursement for the above preapproved trainings is available thanks to the Behavioral Health Workforce Education and Training (BHWET) grants. **Reimbursement is only offered to Plymouth State University CESP graduate students.***

*To receive reimbursement you must **complete the training and send a certification of completion, a completed reimbursement form and a registration receipt** to Sara Donahue at [sjdonahue1@plymouth.edu](mailto:sjdonahue1@plymouth.edu). If you are interested in a training not on this list, please reach out to Sara Donahue first for pre-approval.*

# On Demand Webinars and Trainings

Offered By	Title	Modality	Cost	CEs/CEUs	Summary
NASP	<u>Addressing Microaggressions in PK-12 Settings</u>	Presentation/ Video	<ul style="list-style-type: none"> <li>• Members - \$30</li> <li>• Non-members - \$45</li> </ul>	1 Credit Hour	Ample evidence suggests that K-12 students are adversely impacted by microaggressions from peers and adults in schools; however, school psychologists may lack the knowledge and skills to appropriately respond to these instances of covert discrimination. The purpose of this webinar is to increase school psychologists' knowledge of microaggressions and provide strategies to address school-based microaggressions and support students have experienced microaggressions.
NASP	<u>Crisis Intervention in a Time of Social Media</u>	Presentation/ Video	<ul style="list-style-type: none"> <li>• Members - \$35</li> <li>• Non-members - \$50</li> </ul>	1.25 Credit Hours	This session begins with lecture and discussion identifying the dangers and opportunities of social media use during crises. The effects of texting, blogs, microblogs, and image and video sharing will be examined. The session also will explore smartphone applications relevant to crisis intervention and identify technology that can support crisis communications.
NASP	<u>Self-Care in Seconds: Additive Wellness Interventions in Personal and Professional Practice</u>	Presentation/ Video	<ul style="list-style-type: none"> <li>• Members - \$30</li> <li>• Non-member - \$45</li> </ul>	1 CPD	This webinar offers an overview of recent research showing the additive, positive effects of mindfulness-based and multicomponent positive psychological interventions across populations. Presenters will describe and demonstrate brief wellness practices that are rooted in the broader evidence-based practices of mindfulness, gratitude, cognitive-behavioral theories, and grit. These can be molded in a variety of settings including the classroom, clinic, personal life, and beyond. These exercises take less than 5 minutes and send a powerful message: We can make time for self-care at all ages and stages.
NASP	<u>Alleviating Trauma in Schools: What Schools and Districts Can Do Now</u>	Presentation/ Video	<ul style="list-style-type: none"> <li>• Members - \$30</li> <li>• Nonmembers - \$45</li> </ul>	1 CPD	We are in the midst of so much trauma and stress—it is never ending. How can school psychologists team with others in their schools and communities to help alleviate childhood drama? How can you apply trauma-informed, evidence-based practices to promote equity, alleviate trauma, accelerate learning, and achieve greater individual and collective self-care? The presenters will share tips and strategies for using their podcast, “Cultivating Resilience: A Whole Community Approach to Alleviating Trauma in Schools,” to advance well-being, resilience, and compassionate school cultures. They will also describe the approaches they have developed and promote trauma-informed policy and practices, heart-centered learning, compassionate school practices, and the use of mindfulness, meditation, and movement in schools.

Reimbursement for the above preapproved trainings is available thanks to the Behavioral Health Workforce Education and Training (BHWET) grants.

**Reimbursement is only offered to Plymouth State University CESP graduate students.**

To receive reimbursement you must **complete the training and send a certification of completion, a completed reimbursement form and a registration receipt to Sara Donahue at [sjdonahue1@plymouth.edu](mailto:sjdonahue1@plymouth.edu).** If you are interested in a training not on this list, please reach out to Sara Donahue first for pre-approval.

Offered By	Title	Modality	Cost	CEs/CEUs	Summary
NASP	<u>Culturally Responsive Interviews: Proactive Strategies to Support BIPOC Students</u>	Presentation /Video	<ul style="list-style-type: none"> <li>• Members - \$30</li> <li>• Non-members - \$45</li> </ul>	1 Credit Hour	Interviews of caregivers and students are essential in understanding BIPOC (Black, Indigenous, and People of Color) students' lived experiences. These multiple perspectives enrich our understanding of students' strengths, allowing us to develop interventions that are culturally responsive and meaningful. In this presentation, you will learn how to use critical reflexivity throughout the interview process to nurture relationships with caregivers and students. You will also learn how to use proactive and culturally responsive strategies, such as the relational interview met.
NASP	<u>Legal Considerations for Supporting Students Eligible for Special Education or Section 504 During a Pandemic</u>	Presentation /Video	<ul style="list-style-type: none"> <li>• Members - \$30</li> <li>• Non-members - \$45</li> </ul>	1 Credit Hour	Providing educational services to students with disabilities who are eligible for services under either the IDEA or Section 504 is a challenge during the Covid-19 pandemic. Nonetheless, the Office of Special Education Programs (OSEP) and the Office of Civil Rights in the U.S. Department of Education are clear school districts must continue to provide a free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities, administrators, related service personnel and teachers who are providing education, specialized instruction, and related services. During the pandemic schools might not be able to provide certain in-person services. However, districts must make every effort to provide special education and related services to the child in accordance with the IEPs or 504 plans. In this webinar, we will (a) present OSEP and OCR policies and guidance on meeting the FAPE requirements of IDEA and Section 504, (b), provide updates on recent case law relating to implementing educational programs for students with disabilities, (c) examine selected COVID-19 polices from the various states, and (d) offer free resources for educators on delivering special education services during the pandemic.
NASP	<u>Alternatives to Suspension and Expulsion: Going Beyond Admiring the Problem to Taking Action</u>	Presentation /Video	<ul style="list-style-type: none"> <li>• Members - \$65</li> <li>• Non-members - \$100</li> </ul>	2 Credit Hour	Research in school discipline has consistently documented the lack of efficacy of suspension and expulsion as well as racial or ethnic, special education, and LGBTQ+ disparities in their use. Alternatives to suspension are being advocated across the country. Participants will be exposed to evidence-supported alternatives to suspension or expulsion, which can be adapted to their local context. Strategies for addressing common implementation and evaluation issues will be offered. Hands-on activities and problem-solving case scenarios will be featured throughout the interactive workshop.

*Reimbursement for the above preapproved trainings is available thanks to the Behavioral Health Workforce Education and Training (BHWET) grants. **Reimbursement is only offered to Plymouth State University CESP graduate students.***

*To receive reimbursement you must **complete the training and send a certification of completion, a completed reimbursement form and a registration receipt to Sara Donahue at [sjdonahue1@plymouth.edu](mailto:sjdonahue1@plymouth.edu)**. If you are interested in a training not on this list, please reach out to Sara Donahue first for pre-approval.*

# On Demand Webinars and Trainings

Offered By	Title	Modality	Cost	CEs/CEUs	Summary
NASP	<u>Beyond Self-Care Sunday</u>	Presentation /Video	<ul style="list-style-type: none"> <li>Members - \$30</li> <li>Non-members - \$45</li> </ul>	1 Credit Hour	Are you feeling overworked and underutilized? Is your caseload so high you tend to function only at the crisis level? Do you want to learn how to effectively support students and protect yourself from burnout, even in challenging circumstances? Join Dr. Rebecca Branstetter, author of <i>The School Psychologist's Survival Guide</i> , to learn the four most common burnout traps school psychologists tend to fall into—and more importantly, how to get out of them. It takes more than a relaxing bubble bath on Sundays! You'll leave this webinar with a science-backed, personalized Self-Care Action Plan so you can be inspired, energetic, and impactful in your school communities—all year round.
NASP	<u>Advancing Equity Through Social Justice Practices</u>	Presentation /Video	<ul style="list-style-type: none"> <li>Members - \$30</li> <li>Non-members - \$45</li> </ul>	1 Credit Hour	Through interactive lecture and discussion prompts, participants will identify social justice practices to challenge inequitable systems and advocate for students and families with less power and privilege.
NASP	<u>Assessment of Dyslexia and Specific Learning Disabilities</u>	Presentation /Video	<ul style="list-style-type: none"> <li>Members - \$45</li> <li>Non-members - \$67.50</li> </ul>	1.5 Credit Hours	This session presents a model for using formative assessment data to make better decisions about students with or at risk for Dyslexia within a Multi-Tiered Service System model. The session will emphasize a general approach to screening and progress monitoring using any high-quality assessment for students with or at risk for Dyslexia and specific learning disabilities.
NASP	<u>Conducting Behavioral Threat Assessments in the Virtual Environment</u>	Presentation /Video	<ul style="list-style-type: none"> <li>Members - \$45</li> <li>Non-members - \$67.50</li> </ul>	1.5 Credit Hours	This session will provide an overview of the specific modifications needed to conduct high-quality behavioral threat assessment and management (BTAM) assessments in the virtual environment.
NASP	<u>Managing COVID-19 Trauma in the School System</u>	Presentation /Video	<ul style="list-style-type: none"> <li>Members - \$30</li> <li>Non-members - \$45</li> </ul>	1 Credit Hour	As many as 68% of youth have experienced psychological trauma, and now with the COVID-19 pandemic this statistic is probably much higher (Pappano, 2014). The goal of this workshop is to help participants understand how to incorporate trauma-informed approaches in the schools where they work, during and after the COVID-19 pandemic. Throughout this webinar, research from the current COVID-19 pandemic and prior pandemic literature will be highlighted to explain the potential reactions that may come from students and teachers to the current pandemic. Integral elements of professional development for trauma-informed care will be reviewed.

Reimbursement for the above preapproved trainings is available thanks to the Behavioral Health Workforce Education and Training (BHWET) grants.

**Reimbursement is only offered to Plymouth State University CESP graduate students.**

To receive reimbursement you must **complete the training and send a certification of completion, a completed reimbursement form and a registration receipt to Sara Donahue at [sjdonahue1@plymouth.edu](mailto:sjdonahue1@plymouth.edu)**. If you are interested in a training not on this list, please reach out to Sara Donahue first for pre-approval.

# On Demand Webinars and Trainings

Offered By	Title	Modality	Cost	CEs/CEUs	Summary
NASP	<u>Clues in the Data: Evidence-based assessment patterns in Diverse Learners</u>	Presentation /Video	<ul style="list-style-type: none"> <li>Members - \$30</li> <li>Non-members - \$45</li> </ul>	1 Credit Hour	As rates of autism spectrum disorder (ASD) rise to 1 in 54 children, school psychologists are expected to be experts in ASD assessment in diverse populations. This webinar will provide research-based skills in interpreting assessment data for common patterns in the developmental history and cognitive, adaptive, processing, and academic abilities of children with ASD. Evidence-based practices and guidelines for the assessment of girls and bilingual children with ASD will also be discussed. Video models and case examples will be used to illustrate common patterns and variations in symptoms across diverse populations.
ASCA	<u>Solution-Focused Parent/Teacher Meetings</u>	Presentation /Video	<ul style="list-style-type: none"> <li>FREE for members</li> </ul>	0.1 CEUs	Do you feel like your parent/teacher meetings are often ineffective? Do you leave these meetings with more questions than answers? Learn the basic techniques, skills and real-world application of solution-focused meetings, and walk away with a clear outline on how to get to the real issues at hand. Learn about the resources, skills and ideas to make your next parent/teacher meeting a success.
ASCA	<u>Build Advocacy Plans for LGBTQ Students</u>	Presentation /Video	<ul style="list-style-type: none"> <li>FREE for members</li> </ul>	0.1 CEUs	Hear personal examples and research-based best practices that you can use to build your advocacy plans for LGBTQ students. Through the use of intentional tools such as intersectionality, the school counselor/principal relationship and professional development, you can bolster advocacy and create safe and inclusive environments for LGBTQ students.
ASCA	<u>The Who, What, Why of Trauma in Schools</u>	Presentation /Video	<ul style="list-style-type: none"> <li>FREE for members</li> </ul>	0.1 CEUs	With the combined factors of COVID-19, remote learning, racial injustice and mass shootings, students are exposed to more traumatic experiences than ever, and the need for trauma-sensitive schools has grown exponentially. Develop an understanding of trauma and how it manifests itself in the classroom. Learn about safe and supportive schools and how to provide advocacy strategies for prevention and response to trauma.
ASCA	<u>Prevent and Interrupt Sexual Violence</u>	Presentation /Video	<ul style="list-style-type: none"> <li>FREE</li> </ul>	Not listed	Explore the root causes of sexual violence and discuss trauma-informed approaches to interrupting these factors. Learn about primary prevention strategies and best practices you can implement at the individual, interpersonal and community levels. Hear about the roles and services local sexual and/or domestic violence agencies provide and their relationship to state and territory coalitions. Walk away knowing how to recognize signs of violence victimization and how best to respond to disclosures of violence.

Offered By	Title	Modality	Cost	CEs/CEUs	Summary
ASCA	<u>Address the Rise in Challenging Student Behaviors</u>	Presentation /Video	<ul style="list-style-type: none"> <li>• FREE</li> </ul>	Not listed	Educators report that challenging student behavior has significantly increased this school year. The causes for these challenging behaviors can range from isolation, depression, anxiety and aggression to bullying, cyberbullying, substance abuse and the lack of self-management and coping skills. For students, consequences of these behaviors often include discipline such as detention, suspension, expulsion and, in some cases, legal action. This ultimately leads to a variety of negative outcomes for students, including stigmatization, learning loss and exposure to the criminal justice system. There is another option. You can turn students' challenging behavior into learning opportunities through behavioral intervention and restorative practices.
AMHCA	<u>A Beginners Guide to Navigating Trauma-Informed Care</u>	Presentation /Video	<ul style="list-style-type: none"> <li>• Members - \$10</li> <li>• Non-members - \$20</li> </ul>	1 Credit Hour	This webinar will review the multiple sources of trainings and certification options for clinicians seeking to become trauma-informed practitioners. Some focus will be on a trauma-informed agencies (systemic) approach, a broad overview of trauma-informed principles, and resources.
AMHCA	<u>Trauma Linking to Suicide Ideation in K-12 Populations</u>	Presentation /Video	<ul style="list-style-type: none"> <li>• Members - \$10</li> <li>• Non-members - \$20</li> </ul>	1 Credit Hour	Children or adolescents who witness or experience various traumas risk developing psychological and emotional damage. Psychological and emotional impairment hinders a young person's progress academically, socially, and behaviorally. Due to many of these traumas children and adolescents endure, acting out in school, experimenting with drugs, inflicting violence toward themselves or others can be the onset of barriers faced in adulthood. Through this presentation, counselors, teachers, and other professionals working with individuals in K-12 grades will gain a stronger insight on how to identify various traumas that are linked to suicide and other maladaptive behaviors, and implement evidence based-practices to positively support this population.
AMHCA	<u>Working with the Trauma Story</u>	Presentation /Online Course	<ul style="list-style-type: none"> <li>• Members - \$10</li> <li>• Non-members - \$20</li> </ul>	1 CE for those who pass the quiz with an 80% or better	This interactive workshop will focus on the trauma story and working with victims so they can tell their story. Objectives: 1. Differentiate between the attached and detached trauma story 2. Become familiar with strategies and methods to navigate moving from the detached story to the attached story 3. Learn techniques for working with clients to develop healthy coping skills to deal with trauma.

Reimbursement for the above preapproved trainings is available thanks to the Behavioral Health Workforce Education and Training (BHWET) grants. **Reimbursement is only offered to Plymouth State University CESP graduate students.**

To receive reimbursement you must **complete the training and send a certification of completion, a completed reimbursement form and a registration receipt to Sara Donahue at [sjdonahue1@plymouth.edu](mailto:sjdonahue1@plymouth.edu)**. If you are interested in a training not on this list, please reach out to Sara Donahue first for pre-approval.