



2022

WVSPA SPRING CONFERENCE

Register at wvspa.org for our first in-person conference since Fall 2019. We are excited to host the following speakers to help promote equitable practices:

APRIL 28: DR. BYRON MCCLURE

A STRENGTH-BASED APPROACH TO HELPING
EVERY STUDENT SUCCEED

APRIL 29: DR. DEVADITRA TALAPATRA

DISABILITY AS CULTURE: UTILIZING IDENTITY
AND INTERVENTIONS TO PROMOTE
POSTSECONDARY SUCCESS FOR INDIVIDUALS
WITH INTELLECTUAL DISABILITIES

WELCOMING SCHOOLS

GENDER INCLUSIVE SCHOOLS

NATASHA STONE, FAIRNESS WV

BEING TRANSGENDER, MEDICAL INTERVENTIONS, GAHT

BRIT COOPER

LGBTQ+ ETHICAL CONSIDERATIONS AND REPORT WRITING

APRIL 28-29, 2022

MORGANTOWN
MARRIOTT
AT WATERFRONT
PLACE

MORGANTOWN, WV

[CLICK HERE FOR HOTEL
REGISTRATION](#)

OR CALL 304-296-1700
(REFERENCE: WV SCHOOL
PSYCHOLOGISTS ASSOCIATION
SPRING FOR DISCOUNT)

PLEASE NOTE: WVSPA will follow regional requirements and CDC masking recommendations for ALL attendees at the time of the event



SCHEDULE OF EVENTS

**DAY 1
APRIL 28**

8:30-11:30 | DR. BYRON MCCLURE

A STRENGTH-BASED APPROACH TO HELPING
EVERY STUDENT SUCCEED - PART 1

11:30-12:30 | LUNCH

12:30-3:30 | DR. BYRON MCCLURE

A STRENGTH-BASED APPROACH TO HELPING
EVERY STUDENT SUCCEED - PART 2

3:30 - 4:30 | BUSINESS MEETING

[DAY 1 - OVERVIEW OF SESSIONS]

A STRENGTH-BASED APPROACH TO HELPING EVERY STUDENT SUCCEED [DR. BYRON MCCLURE]

Dr. Byron McClure is a Nationally Certified School Psychologist and Founder of Lessons For SEL, where he uses research, human-centered design thinking to build empathy, ideate, co-create solutions, and design equitable resources that put the needs of children front and center. He formerly served as the Assistant Director of School Redesign at a high school in Southeast, D.C., where he was responsible for leading and reimagining what Social Emotional Learning looked like within an inner-city community.

Learner Objectives:

The purpose of this session is to help participants develop the knowledge, mindsets, and skills needed to...

1. Introduce the concept of the Groundwater Approach
2. Examine and reflect on how you will help every student to succeed...
3. Recognize how every child might reach their potential by creating the right conditions for success. Understand how disproportionality shows up in schools and how you might help to reduce disproportionate outcomes.
4. Learn to recognize and respond to meet student (and staff) needs
5. Identify practices that can provide equitable learning environments in our schools.

**DAY 2
APRIL 29**

8:00 - 10:00 | DR. DEVADITRA TALAPATRA

DISABILITY AS CULTURE: UTILIZING IDENTITY AND INTERVENTIONS TO PROMOTE POSTSECONDARY SUCCESS FOR INDIVIDUALS WITH INTELLECTUAL DISABILITIES

10:00 - 12:00 | TRACY HOBBS, WELCOMING SCHOOLS

GENDER INCLUSIVE SCHOOLS

12:00 - 12:45 | LUNCH

1:00 - 2:00 | NATASHA STONE, FAIRNESS WV

BEING TRANSGENDER, MEDICAL INTERVENTIONS, GAHT

2:00 - 3:00 | BRIT COOPER

LGBTQ+ETHICAL CONSIDERATIONS AND REPORT WRITING

[DAY 2 - OVERVIEW OF SESSIONS]

DISABILITY AS CULTURE: UTILIZING IDENTITY AND INTERVENTIONS TO PROMOTE POSTSECONDARY SUCCESS FOR INDIVIDUALS WITH INTELLECTUAL DISABILITIES [DR. DEVADITRA TALAPATRA]

Dr. Devadrita Talapatra is an Associate Professor in the School Psychology Program in the Morgridge College of Education at the University of Denver. She received her B.S. from Emory University in Neuroscience and Behavioral Biology and Ph.D. from Georgia State University in School Psychology. Dr. Talapatra's research, teaching, and service endeavors are grounded in the tenets of Disability Studies and Critical Race Theory (Dis/Crit). She has two strands of critical inquiry: (1) Strategies that promote inclusion in educational, vocational, and social settings for youth with intellectual disabilities; and (2) Frameworks that support equitable graduate training content and practices. Across her scholarly interests, Dr. Talapatra is committed to producing work that is socially just and increases the power of marginalized voices; impactful and useful to individuals, families, and those active in the field; and, accessible and bridges the research-to-practice gap.

Learning objectives - this session will help participants:

1. Conceptualize disability as a cultural identity and understand how identity development is a method for self-advocacy for equity for students with intellectual disabilities (ID).
2. Evaluate the usability a new theoretical framework (DisCrit) as a tool for reflection and response to ableism within school psychological practice and training settings.
3. Identify opportunities to leverage disability culture through self-determination interventions to create more equitable educational systems for students with ID.

GENDER INCLUSIVE SCHOOLS

[TRACY HOBBS, WELCOMING SCHOOLS]

Human Rights Campaign Foundation's Welcoming Schools is the most comprehensive bias-based bullying prevention program in the nation to provide LGBTQ+ and gender inclusive professional development training, lesson plans, booklists and resources specifically designed for educators and youth-serving professionals. This program uses an intersectional, anti-racist lens dedicated to actionable policies and practices. We uplift school communities with critical tools to embrace family diversity, create LGBTQ+ and gender inclusive schools, prevent bias-based bullying, and support transgender and non-binary students.

Learning objectives:

1. Learn vocabulary - Participants will learn important vocabulary around gender diversity and age-appropriate ways to use this terminology with young students.
2. Disrupt gender stereotyping - Participants will explore important skills to interrupt gender stereotyping and examine their own practices so that they are being intentional about creating gender-inclusive school climates.
3. Respond to Teachable Moments - Participants will practice and learn how to respond to teachable moments and answer questions about gender from students, families and staff.
4. Learn About Books, Lesson Plans and Resources - Participants will learn about the many resources that Welcoming Schools provides to help create school climates that are gender inclusive.

BEING TRANSGENDER, MEDICAL INTERVENTIONS, GAHT

[NATASHA STONE, FAIRNESS WV]

Natasha Stone is a 2017 graduate of West Virginia University's Eberly College of Arts and Sciences, with a bachelor's degree in Women's and Gender Studies. Prior to joining the Fairness West Virginia staff, Natasha was an intern with United Food and Commercial Workers Union Local 400. She also has written about the labor movement, gender and politics for various publications. As the Gender Policy Manager, Natasha is working with the state's medical and education professionals to increase representation and level of care for the transgender community.

Learning Objectives:

1. Participants will increase their knowledge of transgender identities, including the unique challenges transgender people in West Virginia face.
2. Participants will improve their skills to effectively understand and communicate with transgender youth about their sexual orientation or gender identity.
3. Participants will demonstrate improved attitudes toward transgender youth through understanding health disparities and barriers to care this population experiences.
4. Participants will learn a series of best practices to accommodate transgender youth who attend their schools or access their services.

LGBTQ+ ETHICAL CONSIDERATIONS AND REPORT WRITING

[BRIT COOPER]

Brit Cooper is a practicing school psychologist in in North Carolina. She spent seven years in West Virginia as a school psychologist and prior to that, she worked for 6 1/2 years as a classroom teacher. While employed by Lewis County schools, she worked with the special education team, Adolescent Health Initiative Coordinator, and many other incredible individuals to bring mental health support initiatives to the district schools. She also assisted in the development of the districts Crisis and Trauma Response Guide and responded to individual student needs. Ms. Cooper presently resides in Wilmington, North Carolina with her partner and two fur children. In their spare time, Ms. Cooper and her partner enjoys kayaking with their senior dog and puppy, camping, hiking, reading, bingeing Netflix, and attempting house projects following the expertise of YouTube contractors.

Ms. Cooper is a graduate of University of Charleston in secondary English, elementary, and special education at the BA level. She earned an MA in elementary education and Ed. S. in school psychology from Marshall University. Her professional work in the field has included serving as the Social Justice Chair for West Virginia School Psychologists' Association and acting as a hub for other practitioners running into social justice concerns and helping to navigate resources to bring to their schools. Ms. Cooper developed a webpage of resources on the WVSPA state page and stayed abreast of relevant news and legal developments to report to the executive board. While working in West Virginia, Ms. Cooper was awarded the 2019 WVSPA Outstanding Delivery of School Psychological Services award and the 2021 West Virginia School Psychologist of the Year award.

Learning objectives - this session will help participants:

1. Discuss issues surrounding ethics, laws, and morals and learn about best practices when working with LGBTQ+ students regarding disclosure, mandated reporting, staff resistance, and parental rights and concerns.
2. Discuss and learn about best practices when writing reports/attending meetings for LGBTQ+ students regarding names/pronoun usage in reports and meetings, using combined norms, not intentionally mentioning sex/gender without reason, time-sampling observations involving peers, dual reports, and gender support plans.