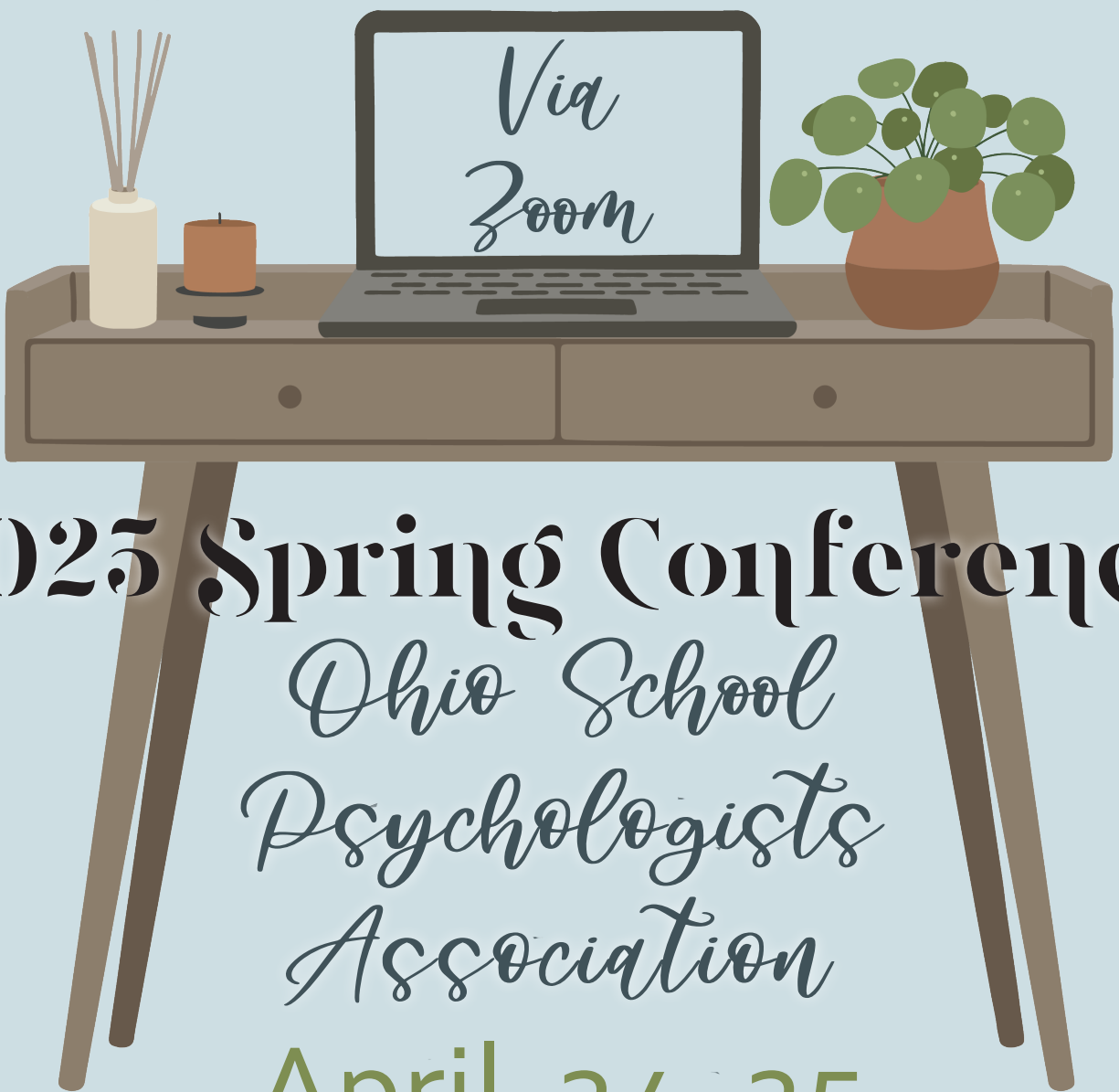


A New Hope: Building the Force of Resiliency in All Learners (...and Ourselves!)



2025 Spring Conference

Ohio School
Psychologists
Association

April 24-25

www.ospaonline.org



The Details

ZOOM

- » The sessions will be held live via Zoom. Attendees will be sent access links to join the sessions.
- » Session recordings will be available until May 25.
- » The sessions will be locked after the first 30 minutes to ensure accurate recording of attendees' continuing education hours. If you are unable to join within the first 30 minutes, please plan to watch the recording. Also, do not leave the meeting during the session as you will be unable to rejoin.



Continuing Ed

- » Continuing education hours, graduate credit through Ashland University, and certificates of attendance will be available. You will complete an online evaluation, which will produce your certificate of completion. If you are attending the recorded session, you must take a post-test to prove attendance before gaining access to the evaluation and certificate.
- » 5 contact hours for Thursday, 5 contact hours for Friday. Certificates will be provided via email and require attendees to complete and submit the session evaluation. Certificates will be emailed only once the evaluation is submitted. Attendees may attend any combination of live and recorded. One (1) graduate credit through Ashland University will be available for \$180 to interested registrants. For more information, please see our website at www.ospaonline.org

Wednesday, April 23	
4:30 - 7:30 pm	OSPAA Executive Board Meeting

Thursday, April 24	
8:00 am	Opening Remarks

Thursday, April 24	
8:15 - 8:45 am	School Psychologist Consultants Presentation
9 - 10:30 am	Equipping School Psychologists: Essential Resources for Supporting Deaf, Blind, or Deafblind Learners <i>Christine Croyle, EdD & Linda Bass, MEd</i>
10:45 am - 1 pm	From Red Flags to Action: Knowing When to Initiate Special Education Evaluations for CLD Learners <i>Juliana Ramirez, EdS</i>
1-2 pm	Lunch Break
2 - 3:30 pm	Introduction to the Comprehensive School Threat Assessment Guidelines <i>Jim Feger, MS</i>



Schedule



<i>Friday, April 25</i>	
9-10 am	The Power of the Super Hero Project <i>Lisa Kollins, MA & Nikki Montgomery, MA, MEd, GPAC</i>
10:15 am - 12:15 pm	The Power of Hope & Resilience: Building a Brighter Future <i>Sara Stockwell, EdS</i>
12:15 pm	Lunch Break
1:15 - 3:30 pm	The Power of Hope & Resilience continued

<i>Friday, April 25</i>	
3:30 pm	Sessions Adjourn

Thursday

School Psychologist Consultants Presentation

Kimberly Altobelli, Santana

Koebele, Sara Johnson,

Julia Pilla, Meighan

Stevens & Sara Hiatt

A dedicated team of Speech-Language Pathologist Consultants and School Psychologist Consultants are assigned to specific regions to provide specialized support where it's needed most. In districts without existing regional support, these consultants will play a key role in delivering essential services. Where there are district lead therapists, psychologists, supervisors, or coordinators in place, SLPCs and SPCs will collaborate to strengthen professional development initiatives and enhance district-wide success.



Equipping School Psychologists: Essential Resources for Supporting Deaf, Blind, or Deafblind Learners

Christine Croyle, Ed.D.,

Linda Bass-Johnoff, M.Ed.

You work with teams who strive to ensure every student receives quality assessments, evaluations, and services. When a student is deaf, hard of hearing, blind, visually impaired, or deafblind, this may require you to adapt your approach to fully understand their strengths and needs. In those instances, the Outreach Center for Deafness and Blindness at OCAL and the Ohio Center for Deafblind Education has you covered! Discover a wealth of free resources, including PD and guidance, empowering you to support these learners.

Attendees will be able to:

- Define deafblindness & how individuals qualify for the DB census;
- Identify common causes of hearing-vision loss;
- Name additional assessments that may be used when assessing those who are deaf, hard of hearing, blind or visually impaired, or deafblind;
- Locate resources for serving these learners.

From Red Flags to Action: Knowing When to Initiate Special Education Evaluations for CLD Learners

Juliana Ramirez, EdS

This session provides school psychologists with tools for when to begin the evaluation process for culturally and linguistically diverse (CLD) students. It will address insights into CLD evaluations, including common myths about bilingualism, unique considerations for passive, sequential, and simultaneous bilingual learners, and the importance of timely evaluations without language-related delays. Participants will gain practical strategies for avoiding common pitfalls and using culturally responsive practices to support accurate and fair assessments. This session will also offer collaboration techniques for bilingual and monolingual school psychologists, equipping attendees to advocate confidently and effectively for CLD students in their districts.

Attendees will be able to:

- Recognize key indicators for a special education evaluation;
- Differentiate between passive, sequential, & simultaneous bilingual learners & analyze how language development impacts assessment outcomes;
- Learn how to select assessments, incorporate language dominance considerations, & work with interpreters; and
- Develop action plans to advocate for timely & equitable evaluations.

Introduction to the Comprehensive School Threat Assessment Guidelines

Jim Feger, MS

In this presentation, participants will be guided through the rationale for threat assessment, then see how to conduct a threat assessment that is based on FBI guidelines and developed specifically for schools. Participants will also see the evidence base supporting positive outcomes for schools adopting CSTAG. The session concludes with guidance and resources to support implementation.

Attendees will be able to:

- Relate misconceptions of the nature & scope of school violence, ineffective responses, & the public health approach to prevention using a multi-tiered model;
- Learn about federal principles of threat assessment, development of the Virginia model, & how to identify and resolve transient and substantive threats;
- Discuss safety versus confidentiality, the need to warn potential victims, the Tarasoff case, what FERPA permits schools to do, & Special Education considerations in threat assessment; and
- Create next steps to implement threat assessment, including free programs for students, parents, & staff.

Friday

The Power of the Super Hero Project

*Lisa Collins, MA &
Nikki Montgomery, MA,
MEd. GPAC*

Discover how The Superhero Project is harnessing the power of the arts as a tool for healing and empowering youth impacted by illnesses, disabilities, and other complex mental health, developmental and medical needs. Guided by core values of imagination, inclusion, representation, and joy, the organization provides a positive social-emotional intervention through creative thinking and visualization. The storytelling collaborative begins when kids and teens are interviewed about who they are beyond their diagnosis and how they will make a positive difference in the world. Each child is matched with an illustrator who designs the heroic alter ego they describe - a visual representation of their strength, courage, and creativity. The impact on youth and their families, the experience as a legacy activity, and the influence of exhibits in the community will all be discussed.

Attendees will be able to:

- Understand the basics of an innovative model of providing social emotional learning and support for youth; and
- Demonstrate how to refer families to participate, to bring an SHP exhibit to their community, or to create a new exhibit for multiple youth they serve.

The Power of Hope and Resilience: Building a Brighter Future

Sara Stockwell, EdS

Hope and resilience are more than just protective factors for well-being—they are empowering forces that enable us to navigate change, overcome challenges, and persevere in the face of adversity. This session will delve into the science behind hope and resilience, exploring their impact on motivation, problem-solving, emotional regulation, and school success. Through interactive discussions, participants will discover practical, research-based strategies to cultivate these essential skills in themselves and the students they serve. We will also examine the Core Four conditions that create a foundation for hope and resilience, providing a clear framework for integrating these principles into schoolwide supports.

Attendees will be able to:

- Gain a deeper understanding of the neuroscience and psychology behind hope and resilience and their connection to well-being;
- Explore research on the Core Four conditions that foster a hopeful and resilient mindset; and
- Learn and apply evidence-based strategies to strengthen hope and resilience in students, educators, and yourself.

OSPA will again offer financial aid to subsidize the registration fee for the Spring Conference. Through OSPA's Community of Practice, we can offer OSPA members who are unable to afford the registration fee a discount up to the full cost of registration.

OSPA's Community of Practice is an endeavor in its second year supported by a grant from the Ohio Department of Education and Workforce's Office of Exceptional Children.



To request a stipend, please complete this form as well as a conference registration form and email them both to mail@ospaonline.org. An OSPA representative will then reach out to you regarding your request. You must be an OSPA member to qualify.

Member Name: _____

Member Email: _____

Amount of Stipend Requested/Percentage Off of Conference Rate (Circle One):

25%

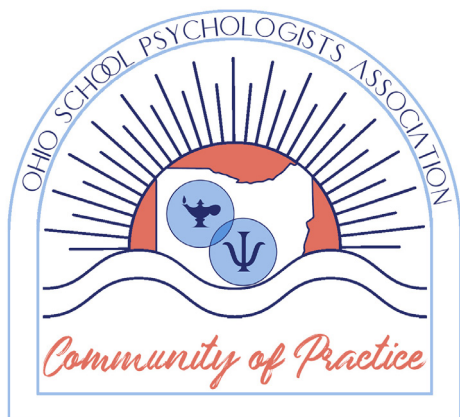
50%

75%

100%

To Be Applied to Which OSPA Conference? Spring Fall

Reason for Request: _____



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Presenters

Christine Croyle, EdD

is the program director of the Outreach Center for Deafness and Blindness. She has been involved in education since 1995 serving various roles over the years as an ASL/English interpreter, a speech language pathologist, and a school administrator. She volunteers in Ohio and internationally to improve access for those with disabilities. She is a core team member of Access Muskingum and the co-founder of the Center for Inclusive Education in Santa Cruz de Yojoa, Honduras. She has a master's degree in speech and hearing science and a doctorate in educational leadership. In her free time, she enjoys kayaking, hiking, biking, traveling, and exploring the outdoors with her family.



Linda Bass-Johnoff, MEd

is an Educational Consultant working with the Ohio Center for Deafblind Education where she provides consulting services to districts, educational teams, students, and families. Her work fosters equity and inclusion for all students, embracing those with disabilities.

Linda received her Bachelor's degree from Ohio University in Special Education K-12, and her Master's Degree in Early Childhood and Special Education. She has been working in the educational field for over 40 years as an Intervention Specialist with students with disabilities from 3 months to 21 years of age, and an Early Childhood Special Education Consultant for the State Support Team in addition to her current role as a consultant.

Linda is passionate and dedicated to working with educational teams to strengthen systems to include and support all students in achieving their maximum potential. She believes everyone has a human right to be included and should receive a fair and equitable educational opportunity.



Juliana Ramirez, EdS, NCSP, ABSNP

is a bilingual and bicultural school psychologist dedicated to delivering culturally and linguistically responsive services to Ohio's culturally and linguistically diverse (CLD) students. As the founder of PERA Services, she has provided specialized psychoeducational assessments and consultative support to more than 35 school districts, addressing critical needs in timely and accurate evaluations for bilingual students. With over 14 years of experience, including eight years in public schools, Juliana observed a significant gap in support for bilingual learners, inspiring her to create PERA Services in 2018. Juliana's work centers on empowering school districts and ETR teams to evaluate bilingual learners effectively, bridging gaps in access and understanding for English language learners.



Jim Feger, MS



is a school psychologist with over 30 years of experience in healthcare and education. His tenure in public education is supplemented by an early career in clinical psychology. In the wake of the Parkland shooting, Jim led Kentucky's efforts to scale the state's public schools in threat assessment. In 2018, Dr. Dewey Cornell invited Jim to join his team of consultants at School Threat Assessment Consultants, LLC. To date, Jim has trained school teams in the Comprehensive School Threat Assessment Guidelines (CSTAG) in 25 states and consults with several state departments of education and offices of school safety. A doctoral fellow at the University of Louisville, Jim's research interests focus on the intersection of tiered educational frameworks, behavioral threat assessment, and accelerated practice adoption for educators.

Lisa Kollins, MA

is the founder and executive director of The Superhero Project. She previously served as the administrator for the Case Western Reserve University Schubert Center for Child Studies and the Social Justice Institute. Lisa was an employment associate and student mentor for Youth Opportunities Unlimited, and served as a family educator for nearly a dozen years. For her innovative work with The Superhero Project, she was recognized as an Unsung Hero by the Cleveland Public Library, and the organization itself received a 2022 Community Impact Award from the Dominion Energy Charitable Foundation.



Nikki Montgomery, MA, MEd, GPAC

is the Director of Strategy and Communications for FamilyVoices. Nikki's passion for empowering youth and families spans the last two decades, during which she has been an educator, a health literacy specialist, and a patient advocate. Nikki identifies as neurodivergent and is the parent of a child with autism, complex health care needs, and a rare and disabling genetic condition which her late sister also had. She is the author of the Super Safe Kids pediatric patient safety books and two books for caregivers of children with special health care needs.



Sara Stockwell, EdS

leads the Well-Being Labs at Battelle for Kids, where she specializes in curating research and developing content on critical topics such as hope, resilience, well-being, and trauma-responsive practices in education. She is a licensed school psychologist through the and holds a license for independent practice through the Ohio Board of Psychology.

In her role, she facilitates interactive Well-Being Lab sessions and delivers keynotes across the country, helping schools foster environments where students and staff alike not only survive, but thrive. She continues to serve the mental health community through private practice, supporting young people with OCD, anxiety, ADHD, learning needs, and other mental health challenges that impact their school experience.

Having served as both an Executive Director of Student Services and Well-Being and Executive Director of Pupil Services, Sara orchestrated comprehensive mental health support systems, including suicide prevention programming, threat assessment frameworks and crisis preparedness strategies.





01



02



03



04



05

01

Sarah Stampfle

Spring Conference Co-Chair

Sarah Stampfle is a School Psychologist with Ohio Virtual Academy (OHVA), serving students and families state-wide. Sarah has been with OHVA since the 2009-10 school year, previously working for Partners for Success and Innovation (PSI) in Toledo, OH. She holds her Ed.S. in School Psychology from the University of Toledo. She is currently the Board Secretary for the Southwestern Ohio School Psychologists Association (SWOSPA) and is excited to support the Spring Conference Committee as Co-Chair.

02

Krissy Estep

Spring Conference Co-Chair

Krissy Estep is a School Psychologist with the Lebanon City School District. Since the 2019-2020 academic year, she has been providing school psychological services at Lebanon High School. Prior to this role, Krissy served within the Centerville City School District, where she supported both high school and early elementary/preschool students. She holds a Specialist in School Psychology (Psy.S.) degree from Cleveland State University. Krissy is honored to personally contribute to this dedicated profession as a Co-Chair of the Spring Conference Committee.

03

Jennifer Glenn

OSPA President

This year's Spring Conference will equip you to support students with a wide range of strengths and challenges. Deepen your toolbox for working with students from culturally and linguistically diverse backgrounds, students with sensory impairments, and students who present with significant behavioral and emotional needs. Then, take time to dive into positive psychology and gain additional strategies for supporting yourself through challenging days. We can all use more of those!

04

Rachel Chilton

OSPA Executive Director

I'm excited to be joining you all for this year's virtual conference. We have such a wonderful range of presenters who will help you serve those students often overlooked in trainings. We know you'll find value in what our presenters have to offer us and that you will walk away with supports for your own wellbeing also.

05

Megan Luna

OSPA Business Manager

I'm looking forward to gathering with you virtually again this year! If you need any information or support during the registration process please reach out to me (mail@ospa-online.org). And throughout the conference I will be available to you through the Zoom chat feature, phone, email, or text to address technical issues and overall support your conference experience. Thank you for your continued support of OSPA through your attendance and membership. We couldn't do it without you!



2025 OSPA Spring Conference

April 24-25, 2025



Name: _____

Email: _____

Address: _____

614-285-4589

mail@ospaonline.org

Circle Rate	PRE-REGISTRATION BY MARCH 24		STANDARD RATE AFTER MARCH 24		
	Both Days: Thursday & Friday	Circle One Day Thursday or Friday	Both Days: Thursday & Friday	Circle One Day Thursday or Friday	
OSPA Member	\$100	\$60	\$130	\$75	
OSPA Student/ Intern Member	\$50	\$30	\$70	\$50	
Non-Member	\$200	\$120	\$230	\$150	

Total	
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Payment:

Please make **check** payable to OSPA and mail this form to:
Ohio School Psychologists Association
1500 W. 3rd St., #228
Columbus, OH 43212

• **Purchase orders** MUST accompany registration. Email
to Mail@ospaonline.org. Please provide invoicing email.

• **Credit card** information to right MUST be completed.
You may call the office to provide this information. Email
form to Mail@ospaonline.org

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Expiration _____ CVV Code _____

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