



Missouri Association of School Psychologists

2025 Fall Conference

Kansas City, Missouri

[Register Here](#)

[Membership Meeting Minutes](#)

Day One Schedule 11/20/25

Start	End	Event
7:30	8:30	Check-in
8:30	9:00	Welcome and Awards
9:00	10:30	Keynote
10:30	11:00	President's Address and NASP Delegate Address
11:00	12:00	Buffet Lunch
12:00	12:30	MASP Membership Meeting
12:30	1:30	Table Topics
1:45	2:45	Breakout Sessions Group 1
2:45	3:00	Break
3:00	4:00	Breakout Sessions Group 2
4:00 First Day Concludes		

Day Two Schedule 11/21/25

Start	End	Event
8:00	8:30	Check-in
8:30	9:30	Breakout Sessions Group 3
9:30	9:45	Break
9:45	10:45	Breakout Sessions Group 4
10:45	11:00	Break
11:00	12:00	Breakout Session Group 5
12:00 Conference Concludes Thank you for joining us! Please complete conference evaluation forms		
Thursday @ 4:30 Connect with colleagues at our Social Hour The Commons @ Cinder Block with FREE appetizers and fun times!		

Light refreshments will be available at check in and during breaks. Lunch will be a pasta bar with salad and breadsticks. Please contact maspconference@gmail.com if you have dietary restrictions that cannot be met with this meal option!

Check out Hannah Rose, student scholarship recipient's, [school psych merch site!](#)

Hotel Information

MASP Attendees Receive a discounted rate of \$129/night while staying at the Element North Kansas City. Reservations can be made [online](#). Please visit their website for all available amenities.



Thursday Keynote
Leading Today, Redefining Tomorrow

Presented By:
Shawna Rader Kelly, EdS, NCSP
NASP President, 2025-2026

Session Description

Whether providing direct support to students, consulting with families, collaborating with colleagues, or advocating at the systems level, school psychologists provide critical leadership within school communities. In this keynote session, NASP President Shawna Rader Kelly will highlight the dual impact of our profession: meeting the needs of today's systems, schools, and students with expertise and compassion while striving for impactful, innovative practices to build a future where every child accesses the supports they need to thrive. Shawna will describe how school psychologists can respond to challenges, find strength through connection, and lead today to ensure that others realize a better, brighter tomorrow.

Learning Objectives:

1. Introduce and explore the importance of leadership for school psychologists.
2. Understand the principles and strategies of "leading from the middle".
3. Develop practical skills to enhance advocacy efforts.
4. Describe strategies for personal and professional resilience in uncertain times.

About the Presenter

Shawna Rader Kelly is a nationally certified school psychologist in Bozeman, Montana. After 13 years in NASP volunteer leadership she is proud to have the opportunity to serve the association as NASP President in 2025-2026. Shawna has been a school psychologist for 21 years, serving students in the Bozeman School District and leading the district's crisis response team. Shawna has worked as an adjunct professor at Montana State University and as a consultant for the Montana Office of Public Instruction, providing training and technical assistance to schools implementing multi-tiered systems of support. She is a frequent presenter at the state and national levels on topics including mental and behavioral health services, school-based threat assessment, school safety and crisis response, MTSS implementation, and professional supervision. She is a past Delegate to NASP and has served on the NASP Board of Directors as a Delegate Representative and Strategic Liaison for Professional Advocacy. In 2017, Shawna was recognized as the NASP School Psychologist of

the Year. Her presidential theme, “Leading Today, Redefining Tomorrow” reflects her commitment to “leading from the middle” and empowering school psychologists to effect systems change on behalf of students, families, and school communities.

Featuring 12 Breakout Sessions

- Teachers' Mental Health Challenges and Contributing Risk Factors: A Systematic Narrative Review Based on the Socio-Ecological Model
- Unlocking Leadership: Advocating for an Expanded Role in MTSS
- MASP President / Past- President Meet and Greet
- Less Paperwork, More Practice: Tools for School Psychologists
- Applying for & Renewing Your NCSP
- MO Laws, MO Problems - Navigating Missouri Laws in the Practice of School Psychology
- Leveraging MTSS to Enhance Family- School Partnerships
- When to Evaluate an English Language Learner (ELL)
- Executive Functioning (Part 1): Identifying and Supporting Executive Functioning through the MTSS Process
- Executive Functioning (Part 2): Identifying and Supporting Executive Functioning Through the Special Education Evaluation Process
- Shaping Behavior and Building Resilience: Practical Trauma-Informed Strategies for School Teams
- Talent Development and Gifted Identification

Breakout Schedule

Group 1

1. Executive Functioning (Part 1)
2. MO Laws, MO Problems
3. Teachers' Mental Health Challenges

Group 2

4. Executive Functioning (Part 2)
5. Applying for & Renewing Your NCSP
6. Talent Development and Gifted Identification

Group 3

7. MASP President / Past- President Meet and Greet
8. When to Evaluate an English Language Learner (ELL)

Group 4

9. Leveraging MTSS
10. Less Paperwork, More Practice

Group 5

11. Unlocking Leadership
12. Shaping Behavior and Building Resilience

Breakout Sessions- Group 1

Thursday, November 20

1:45-2:45

1. Executive Functioning (Part 1): Identifying and Supporting Executive Functioning through the MTSS Process

Laura Reiland, Ed.S.; Amanda Boyce, Ed.S., Ed.D.

Executive functioning refers to the brain's management system—skills that help us plan, focus attention, remember instructions, and juggle multiple tasks successfully. Difficulties in these areas often underlie academic and behavioral challenges, yet they are frequently misunderstood or overlooked within the problem-solving process.

This session will provide practical strategies and tools for identifying and support executive functioning needs within a Multi-Tiered System of Supports (MTSS) framework. Participants will explore how to differentiate between skill deficits and performance issues and how to integrate EF-focused interventions at the Tier 1, Tier 2, and Tier 3 levels.

Learner Outcomes:

1. Define executive functioning and describe its key components.
2. Identify indicators of executive functioning difficulties using both academic and behavioral data.
3. Describe how to embed EF supports within each tier of the MTSS framework.

2. MO Laws, MO Problems - Navigating Missouri Laws in the Practice of School Psychology

Rio Corbin, Ed.S., NCSP

School psychologists in Missouri play critical roles that intersect with a complex web of state laws, from special education eligibility to mental health service provision and data privacy. This roundtable discussion invites participants to explore how Missouri statutes and regulations shape the scope of school psychological practice. Attendees will engage in open dialogue about current legal challenges, areas of ambiguity, and opportunities for advocacy within their districts. Together, we will share strategies for staying compliant while maximizing our impact as mental health leaders, evaluators, and systems-level problem-solvers.

Learner Outcomes:

1. Identify key Missouri laws and regulations that influence the scope and practice of school psychology in school settings.
2. Discuss common legal and ethical dilemmas that arise in school-based psychological practice and explore peer-informed strategies for resolution.

3. Collaborate with colleagues to generate advocacy talking points and professional practices that align with Missouri law while supporting comprehensive service delivery.

3. Teachers' Mental Health Challenges and Contributing Risk Factors: A Systematic Narrative Review Based on the Socio-Ecological Model

Farshad Ghasemi, PhD candidate

Despite the extensive research studies on teacher mental health and associated contributing factors, a systematic investigation of the different occupational and personal stressors and mental health challenges that teachers cope with remains notably scarce. Using the socio-ecological framework, this research was an attempt to synthesize two decades of inquiries to explore and classify significant occupational and personal stressors, mental health challenges, and practical and effective intervention programs in schools with limited available resources. This systematic narrative review of 34 research articles informs the development of the Integrated Model of Mental Health (IMH) by classifying the influences of potential occupational and personal risk factors on teacher mental health in diverse socio-ecological systems. The results demonstrated the multifaceted nature of teacher mental health challenges and the necessity of developing systemic interventions that address root causes across multiple levels, from individual to societal norms and policies. While research findings manifested a diverse range of mental health issues corresponding to each ecological level, stress and burnout were the most challenging, persistent, and prevalent psychological concerns in teachers. Effective and feasible interventions that emerged from the research literature included: (a) promoting a culture of support and empathy, (b) establishing regular communication channels, (c) encouraging transformational leadership, and (d) addressing structural inequities, biases, and systemic oppression. Eventually, the findings indicated the significance of adopting a holistic and preventive approach to teacher mental health that takes into account the complicated interaction of factors within and beyond the educational context.

Learner Outcomes:

1. The results revealed concerning escalation of mental health challenges among teachers in recent decades, highlighting the need for stronger, more accessible support systems to address their psychological well-being.
2. The results revealed the existence of diverse ecological-specific risk factors threatening teachers' mental health, which demands interventions at the corresponding levels by the associated system change agents.
3. Teacher mental health services may need rethinking to bring about systemic changes. We propose the Integrated Model of Mental Health (IMH), which is holistic and preventative and emphasizes strengths, resilience, and enhancing social-emotional abilities.

Breakout Sessions- Group 2

Thursday, November 20

3:00-4:00

4. Executive Functioning (Part 2): Identifying and Supporting Executive Functioning Through the Special Education Evaluation Process

Laura Reiland, Ed.S.; Amanda Boyce, Ed.S., Ed.D.

Executive functioning (EF) skills—such as planning, organization, working memory, attention, and self-regulation—play a critical role in students' academic and behavioral success. Yet, EF difficulties are often under-identified or misunderstood during the special education evaluation process. This presentation will explore how school psychologists/psych examiners can effectively recognize and assess executive functioning deficits as part of a comprehensive special education evaluation and offer ideas for appropriate accommodations and/or IEP goal recommendations based on evaluation results.

Learner Outcomes:

1. Identify how EF weaknesses may present in students referred for special education evaluations under categories such as Specific Learning Disability (SLD), Other Health Impairment (OHI), Autism Spectrum Disorder (ASD), or Emotional/Behavioral Disorder (EBD).
2. Select assessment tools and data sources that effectively measure EF within a comprehensive evaluation framework.
3. Recommend appropriate accommodations and/or IEP goals that address EF deficits identified through the special education evaluation process.

5. Applying for & Renewing Your NCSP

Rachele Teson, Ed.S., NCSP

In this session, we'll cover all things related to the Nationally Certified School Psychologist (NCSP) credential! You'll learn about the benefits and eligibility for applying, how to apply, what renewal looks like, and leave with an easy-to-use tool to help track your professional learning along the way! Your future self will thank you!

Learner Outcomes:

1. Attendees will understand the eligibility requirements for obtaining the Nationally Certified School Psychologist (NCSP) credential
2. Attendees will navigate the NCSP application process with confidence, from preparation to submission.
3. Attendees will plan for long-term success by learning the steps and requirements for maintaining and renewing their NCSP certification.

6. Talent Development and Gifted Identification

Gennifer Humphreys, Doctoral Intern

This session examines current understandings of giftedness and provides an overview of gifted education programming across diverse school contexts. Participants will explore assessment practices used to identify gifted learners, emphasizing the connection between identification methods and available programming. The session will highlight evidence-based strategies and tools that promote equitable identification processes, ensuring that students from all backgrounds have fair access to gifted opportunities. School psychologists will gain practical knowledge to support gifted identification and their systems to enhance equity, inclusion, and representation within their schools or districts.

Learner Outcomes:

1. Define giftedness and provide a brief overview of gifted programming.
2. Understanding assessment practices for identifying giftedness based on available gifted programming.
3. Provide evidence-based strategies to increase equitable identification of students selected for gifted programming.

Breakout Sessions- Group 3

Friday, November 21

8:30-9:30

7. MASP President / Past- President Meet and Greet

Dr. Miranda Martino, Ph.D., NCSP; Rio Corbin, Ed.S., NCSP

This open forum style presentation invites members to come interact with both the president and past president of MASP. During this time, we welcome any feedback or questions.

Learner Outcomes:

1. Participants will gain a deeper understanding of the past and current goals of MASP, infrastructure, as well as vision and mission.
2. Participants will be able to ask questions to the Past President and President of MASP.
3. Participants will have a platform to provide real-time feedback to the leadership and organization as a whole.

8. When to Evaluate an English Language Learner (ELL)

Kelly Burress, Ed.S.; Carissa Scogin, M.A., C.A.S.; Taylor Griffin, Ph.D.

This presentation will be a discussion of NKC Schools' protocol when considering a potential evaluation for a student who is already eligible for ELL services. NKC Schools implements a protocol to compare the performance of the referred child to that of multiple peers with similar backgrounds, cross-checking residency history, first language, academic performance, and other fields of information.

Learner Outcomes:

1. Attendees will learn why it is essential to rule out the influence of English language proficiency when evaluating an English Language Learner (ELL).
2. Attendees will be able to compile data relevant to ruling out the influence of English language proficiency.
3. Attendees will increase their competence in determining whether to evaluate an English Language Learner for an educational disability.

Breakout Sessions- Group 4

Friday, November 21

9:45-10:45

9. Leveraging MTSS to Enhance Family- School Partnerships

Nikki Hoff, M.Ed.

This presentation aspires to discuss how school psychologists can implement multidirectional forms of communication, the best practices with incorporating caregivers on MTSS teams, and how they can use MTSS to better support family-school partnerships. This presentation will ask school psychologists about their role in facilitating family-school partnerships and their perspective on what could be done better to support families using MTSS. Evidence based practices on family- school partnerships will be highlighted and how it has a positive impact on every aspect of a students' life, creating practitioner confidence in being able to support family partnerships using available research.

Learner Outcomes:

1. School Psychologists will be able to use multidirectional forms of communication and best practices of incorporating caregivers on MTSS teams to best support family-school partnerships
2. School psychologists will have the knowledge of evidence based practices regarding family-school partnerships
3. School Psychologists will know the impacts of family-school partnerships on a student's academic success

10. Less Paperwork, More Practice: Tools for School Psychologists

Lina Kitson, Ph.D.; Tyler Kitson, Ed.S.

School psychologists often face burnout from overwhelming workloads and time-consuming tasks that take away from direct services. This session highlights technology-based solutions, including a tool designed for school psychologists, ethical use of AI, and free applications like Google Forms, that streamline evaluations, and MTSS processes, creating more time for impactful work with students and families

Learner Outcomes:

1. Evaluate common sources of workload inefficiency in school psychology practice and determine how technology-based solutions can streamline clerical tasks while maintaining alignment with the NASP Practice Model.
2. Demonstrate how to apply free digital tools (e.g., Google Forms, automated write-ups, AI-assisted supports) to improve data-based decision making.
3. Apply ethical and professional standards (FERPA, NASP Principles for Professional Ethics) to the use of emerging technologies, including AI, to ensure responsible and legally compliant practice.

Breakout Sessions- Group 5

Friday, November 21

11:00-12:00

11. Unlocking Leadership: Advocating for an Expanded Role in MTSS

Rio Corbin, Ed.S., NCSP; Rachele Teson, Ed.S., NCSP

School psychologists are uniquely trained in data-driven decision making, systems-level consultation, and evidence-based practices—skills that directly align with emerging district needs. This session will explore how school psychologists can leverage their expertise to take on expanded roles, such as MTSS Facilitators, and serve as leaders in advancing equitable outcomes for students. Participants will gain practical advocacy tools and strategies to communicate their professional versatility and position themselves as essential contributors to district-level leadership and school improvement efforts.

Learner Outcomes:

1. Identify key areas of overlap between the professional training of school psychologists and the responsibilities of roles such as MTSS Facilitators.
2. Develop advocacy messages that communicate the value of school psychologists in expanded leadership positions to district leaders and stakeholders.
3. Apply practical strategies to leverage their current role in order to expand influence, promote systemic change, and increase opportunities for leadership within their schools and districts.

12. Shaping Behavior and Building Resilience: Practical Trauma-Informed Strategies for School Teams

Mackenzie Bryant, Ph.D. Candidate

The language used within school teams and in interactions with students shapes perceptions, behavioral expectations, and student trajectories. This presentation explores strengths-based and behaviorally informed practices through a trauma-informed lens. Participants will gain a foundational understanding of relevant studies to conceptualize the impact of trauma and chronic stress on student behavior and learning. The training provides practical,

classroom-relevant strategies for fostering resilience, supporting regulation, and using strengths-based language in daily interactions and documentation. For those experienced in trauma-informed practices, the session models a teacher-friendly framework that can be replicated for professional development across school personnel.

Learner Outcomes:

1. Learn strategies to shift toward more neutral, behaviorally descriptive, and student-centered language.
2. Integrate current research on trauma, chronic stress, and neuroplasticity to inform strengths-based and behaviorally supportive educational practices.
3. Practice applying learned concepts and strategies to relevant school-based scenarios.

MASP 2025 Fall Conference Registration Information

To avoid late fees, please register by November 5, 2025

Name: _____

Address: _____

Phone Number: _____ Email: _____

Current Position: _____ School District: _____

Cost:

☐ MASP member \$140.00 (payment after 11/5/25: \$185.00)

☐ Non-Member \$185.00 (payment after 11/5/25: \$225.00)

☐ Student Member \$50.00 (payment after 11/5/25: \$75.00)

☐ Student Volunteer \$20.00 (payment after 11/5/25: \$45.00)

☐ Please list ADA accommodations or dietary restrictions, if needed (please attempt to notify registrar at least 20 days prior, so that appropriate accommodations can be arranged):

Ways to Register

Online Registration:

<https://maosp.wildapricot.org/event-6260632>

Changes and Cancellations:

Refunds (less a \$25 processing fee) will be granted until November 5th, 2025; no refunds will be issued following this date. No refunds will be made in the case of non-attendance.

Substitutions will be accepted (with approval through Conference Registrar-MASP members must substitute for MASP member or pay the difference).

MASP is approved by the National Association of School Psychologists to offer continuing education for school psychologists. MASP maintains responsibility for the program. You must stay the entire session to receive your CPDs.