




# REFLECT, REFINE & REIMAGINE

The Future of  
School Psychology

CONFERENCE PROGRAM  
19 - 20 SEPTEMBER 2024





Please note: Every attempt has been made to ensure complete and accurate information throughout the conference brochure. Given the volume of detailed information, omissions or errors are possible. Thank you for your understanding.

# Welcome

## From The SPAWA President

Kaya!

Welcome to the SPAWA Annual Conference for 2024 held on beautiful Whadjuk Noongar Boodjar at the University of Western Australia. The 2023/4 SPAWA Committee is excited to bring you our latest Conference program in SPAWA's 35<sup>th</sup> Anniversary year!

This year's program is once again full of engaging and innovative speakers from WA and across the country, with a focus on reflection and the future of our profession. Our theme is, **"Reflect, Refine & Reimagine: The Future of School Psychology."**

The Conference Committee has ensured that the program has relevance for all contexts that school psychologists' work in across Western Australia. We have listened to your feedback from our post conference survey and have a variety of workshops on topics including leadership and professional growth, neuroaffirming practices and maintaining your wellbeing as a school psychologist.

In response to your feedback, we have also adjusted our schedule to include more movement breaks between sessions and adjustments to the timing of our workshops. We will also continue our very successful 'Coffee with the Committee' prior to the start of the first day.

Our Annual General Meeting is on at the end of Day One of the Conference. We would love you to attend this short meeting where we share what we have achieved this year for you, our members. You might also want to consider nominating to be a part of this wonderful Committee!

We are so excited to see you all again at our Annual Conference for 2024 and hear the friendly chatter as colleagues catch up and connect. We hope you feel inspired by the content of the program and informed by the keynote addresses and workshops you attend.

Please enjoy our 2024 Conference.

Sharon Declerck  
SPAWA President

### SPAWA Committee

<i>President</i>	Sharon Declerck
<i>Vice President</i>	Emily Helmore
<i>Secretary</i>	Jess Hatton
<i>Treasurer</i>	Catherine Cleary
<i>Membership Secretary</i>	Sarah Morphett
<i>APACS State Representative</i>	Amy Patience
<i>General Committee:</i>	Matt Brennan-Jones
	Laura Maloney
	Brendan Everett
	Maryssa Stacey
	Nicole Tiller
	Shannon Heard
	Priya Ramu
	Lana Hayes
	Alisha Madurun

### SPAWA Conference

Jess Hatton
Sharon Declerck
Matt Brennan-Jones
Laura Maloney
Amy Patience
Brendan Everett
Alisha Madurun
Priya Ramu
Nicole Tiller
Maryssa Stacey
Emily Helmore



# Conference Information

## **Catering**

Arrival tea and coffee, morning tea and lunch will be provided for all registrants. Seating will be in the ground floor foyer and outside Terrace.

## **Special Dietary Requirements**

All food on the catering stations will be clearly labelled. If you have any queries, please make yourself known to a venue staff member.

## **CPD Certificates + Session Handouts**

CPD certificates will be sent to you electronically at the conclusion of the conference and handouts will be made available electronically at the conclusion of the conference. Some may be provided by the presenters in their workshops.

## **Conference Evaluation Survey**

Attendees can complete evaluations for SPAWA online by scanning the QR code at the back of this booklet. Complete and submit by Friday afternoon to go into the draw for the grand prize. The prize will be drawn electronically and announced in the Auditorium at the end of Friday.

## **Mobile Telephones**

In consideration of both speakers and delegates, all mobile phones should be switched to silent during presentations and workshops.

## **Consent to Use of Photographic and Video Images**

Registration and attendance or participation at the 2024 SPAWA Conference and its affiliated events constitutes an agreement by the registrant for SPAWA and its affiliates to use and distribute (both now and in the future) the registrant or attendee's image and/or voice in photographs, videotapes, electronic reproductions and audiotapes of such events and activities. Please advise a committee member if you do not wish to be photographed on the day.

## **Endorsement Disclaimer**

SPAWA is pleased to present a forum for sharing professional learning with the conference delegates. The information, products and programs presented at the 2024 SPAWA Conference do not necessarily reflect the opinions or carry the endorsement of SPAWA. Whilst this is a conference for School Psychologists, we also welcome those from all professions, including those who are currently employed in other professions and not working in school psychology.

## **Greener Approach**

The SPAWA Conference Committee made a commitment to reducing waste across several aspects of the annual conference and have initiated a greener approach by:

- Digital evaluation forms
- Streamlining the CPD certificates
- Reducing plastics in the take home bags

# Social Events

## Coffee with the Committee

Would you like to know more about SPAWA or to connect with like-minded colleagues? Join members of the SPAWA Committee for a friendly coffee (on us!) and chat in the morning on **Thursday (19th September) from 7:30-8:00 AM**. We are excited to connect with you!

## SPAWA 35<sup>th</sup> Anniversary Conference Sundowner

What better way to end the conference than to join your colleagues and friends for complimentary canapes, live music, and refreshments out on the Terrace and celebrate SPAWA's 35<sup>th</sup> anniversary!

We will be entertained by live music from The SPArtans, our very own talented colleagues.

**Date:** Friday, 20th September 2024

**Time:** 4.30 – 5.30pm

**Venue:** University Club Terrace



## Gala Awards Night

Join us in celebrating the innovative practice of school psychologists across the state. Connect with fellow colleagues and get inspired! Each year candidates are nominated from across education sectors and winners are determined by a panel comprised of leaders and representatives from school psychology and education. You can purchase tickets [here!](#)

**Date:** Saturday, 21 September 2024

**Time:** 6 pm -11 pm

**Venue:** Parmelia Hilton, Perth



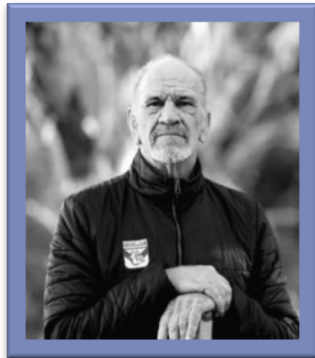
CONFERENCE DAY 1 (19 September)					
7.30am	Coffee with the Committee				
8.00am	Registration				
8.30am	Kaya! Welcome to Country: Emeritus Professor Dr Len Collard Welcome and Official Opening				
Movement break within auditorium					
9:15am	Keynote Address Dr Penny Taylor: How Listening to First Nations Perspectives Can Reframe the Conversation				
10.30am	Morning Tea				
11.00am	Movement into workshops				
11.05am	Workshop 1 (ALL DAY)  Charlotte Ingham Ellery Leaders that Thrive – Emotionally Intelligent Leadership  40 max participants	Workshop 2  Dr Donald Payne Getting the best out of your Paediatrician  30 max participants	Workshop 3  Renae Kolia An introduction to DNA-V	Workshop 4  Dr Anastasia Hronis Adapting Therapy for Children and Adolescents with Intellectual Disability	Workshop 5  Dr Emma Dove & Hannah Repton Navigating Eating Disorders
1.00pm	Lunch				
2.00pm	Movement into workshops				
2.05pm	Workshop 1 (Cont.)  Charlotte Ingham Ellery Leaders that Thrive – Emotionally Intelligent Leadership  40 max participants	Workshop 6  Sandhya Menon Unpacking Social Skills and Behaviourism	Workshop 7  Dr Meegan Brown Leading Trauma-Informed Practices in Schools	Workshop 8  Dr Anastasia Hronis Adapting Therapy for Children and Adolescents with Intellectual Disability (Repeat)	Abstract 9  9a Tracy Hart PK-12 population-level caregiver interventions, as prevention and treatment of mental health problems.  9b Priya Ramu Unmasking the impact of clinical practice.
4.00pm	Movement into auditorium				
4.15pm	End of Day 1, Prize Draws, AGM				

CONFERENCE DAY 2 (20 September)					
8.00am	Registration				
8.30am	Welcome to Country: Ngalak Nidja Welcome Day Two				
Movement break within auditorium					
9:15am	Keynote Address Dr Joyce Chong: Burnout in School Psychologists: Why It Happens and What Can Be Done				
10.30am	Morning Tea				
11.00am	Movement into workshops				
11.05am	Workshop 10 (ALL DAY)  Chris Hepworth The Five Faces of Anger in Schema Therapy	Workshop 11  Tiffany Rochester Separated Parents on School Grounds	Workshop 12  Dr Joyce Chong Boundaries and Burnout	Workshop 13  Emma Warner Food Allergy Anxiety in children with Anaphylaxis and the ASH BRAVE program	Workshop 14  Karen Lee Seymour Complexities in Diagnosing Intellectual Disability and Neurodiversity in CaLD and Refugee Students
1.00pm	Lunch				
2.00pm	Movement into workshops				
2.05pm	Workshop 10 (Cont.)  Chris Hepworth The Five Faces of Anger in Schema Therapy	Workshop 15  Lisa Studman & Sarah Papaelias Parent-Focused interventions for school anxiety and refusal  30 max participants	Workshop 16  Sandhya Menon Practical Ideas for Neuroaffirming Therapy	Workshop 17  Shannon Stevens School Psychology and the Consultation Model	Abstracts 18  18a Stella Smith TCIS & TIPBS in a CARE School  18b Katherine Kerimofski Lived Experience of FASD in Schools
4.00pm	Movement into auditorium				
4.05pm	End of Day 2 Programme, Prize Draws.				
4.25pm	Conference Close				
4.30pm	Complimentary Sundowner on the Terrace featuring the SPArtans				

# Conference Day 1

**Thursday 19 September**

**Welcome to Country**



## **Emeritus Professor Dr Len Collard**

Emeritus Professor Dr Len Collard is a Whadjuk Nyungar Traditional Owner of the Perth metropolitan area. Len was awarded a Doctor of Education honors causa at Edith Cowan University and Emeritus Professor at the University of Western Australia in the School of Indigenous Studies in 2023. Len is currently a Director of Moodjar Consultancy working with stakeholders from government, commercial and non-profit sectors to share Noongar knowledge and culture, producing a positive impact for all sectors locally, nationally, and internationally.

## **Keynote Address**



## *How Listening to First Nations Perspectives Can Reframe the Conversation*

### **Dr Penny Taylor**


#### **Session Outline**

What do we mean we mean by the expressions, “race equity,” “reconciliation” and “undoing disadvantage” in Australia? How does the public discourse around this shape our thoughts and beliefs, and our professional frameworks and practices, in relation to First Nations peoples? This presentation hopes to spark discussion and to encourage practitioners to reflect creatively on the possibilities for their own

practices and approaches.

#### **Presenter Information**

Dr Taylor is Manager of Research & Development in Reconciliation Australia's Community Truth-telling Pathways program and an Adjunct Lecturer at the University of Tasmania. She has a PhD in race relations and reconciliation, investigating Aboriginal and Torres Strait Islander perspectives on building capacity in the white Australian population for constructive engagement with Aboriginal and Torres Strait Islander peoples. Her 2020 paper on White Ignorance was awarded the Peter Saunders Prize for Paper of the Year by the Australian Journal of Social Issues for academic merit and contribution to Australian social policy. Dr Taylor was Head Researcher at the Larrakia Nation Aboriginal Corporation in Darwin for five years. Her work there included extensive research with Darwin's First Nations population, developing the Darwin Radio Diaries played on ABC Radio, cross-cultural training programs to enhance race relations, and co-authorship of the autobiography of James Gaykamangu, a Senior Law Man from Arnhem Land. Under her management, Larrakia Nation Aboriginal Corporation was awarded an ARC Linkage Grant in partnership with University of



Tasmania to investigate Aboriginal perspectives on race relations and white Australian people and culture, in which Dr Taylor was a Chief Investigator.

Prior to this, Dr Taylor worked as a human rights lawyer both in the community sector and throughout the Pacific for the United Nations, and as consultant to the New York office. She specialised in children's human rights and assessment of legal systems for compliance with international children's human rights standards. In her early career she worked as a corporate lawyer for the Sydney office of what is now King & Wood Mallesons.

**Published Books:**

Gaykamangu J; Taylor P 2013 Striving to Bridge the Chasm: My Cultural Learning Journey, Larrakia Nation Aboriginal Corporation.

## Concurrent Sessions

### Workshop 1 (All day)



#### *Leaders That Thrive – Brain Chemistry Hacks For How To Survive In Stressful Work Envrionments* **Charlotte Ingham-Ellery**

##### **Session Outline**

Understanding Burnout, Fatigue, and the Neuroscience of Emotionally Intelligent Leadership:

This integrated session aims to provide school psychologists with a comprehensive understanding of emotional intelligence in leadership while addressing the psychosocial hazards of burnout and stress. Participants will explore the concept of burnout and fatigue, examining their underlying causes and manifestations within the context of school psychology practice. Through interactive discussions and case studies, participants will identify strategies for recognizing and mitigating burnout symptoms, emphasizing the importance of self-care and resilience-building techniques.

Simultaneously, participants will delve into the neuroscience of emotionally intelligent leadership, focusing on the key neurotransmitters involved in regulating emotions and behaviour, such as cortisol, oxytocin, dopamine, and serotonin. By understanding the neurobiological underpinnings of emotional intelligence, participants will gain insights into how effective leadership can positively impact individual well-being and organizational culture within school settings.

Additionally, the session will explore how to reframe perceptions of stress and leverage it as a tool for growth and resilience. Participants will learn practical strategies for managing stress, including mindfulness techniques, and fostering social connections. By integrating these approaches into their leadership practices, school psychologists will be better equipped to cultivate emotionally healthy environments, support the well-being of students and staff, and effectively navigate the challenges of their professional roles. Through this holistic approach, participants will develop the skills and knowledge necessary to thrive as emotionally intelligent leaders while safeguarding against psychosocial hazards such as burnout and stress in the school setting.

##### **Session Outcomes**

By the end of this session participants will:

- Gain a thorough understanding of the psychosocial hazards of burnout in the context of school psychology practice.
- Acquire practical strategies for recognizing and mitigating symptoms of burnout and fatigue, promoting personal well-being and resilience.
- Develop insights into the neuroscience of emotionally intelligent leadership, including the role of neurotransmitters in regulating emotions and behaviour.
- Learn how to integrate principles of emotional intelligence into their leadership approach, fostering a positive organizational culture and enhancing relationships within their school communities.
- Be equipped with tools and techniques for reframing perceptions of stress, harnessing its potential as a catalyst for personal growth and professional development.
- Leave with a holistic understanding of how to thrive as emotionally intelligent leaders while effectively managing psychosocial hazards in the school environment.

## Presenter Information

Charlotte Ingham-Ellery is an engaging facilitator with experience in training across diverse industries. She uses best practice, current educational theories, and methodologies to design, develop, and deliver engaging, interactive workshops.

Charlotte learnt how to present in the classroom with high school students as a teacher and then deputy principal. Charlotte went on to complete a Master of Education (neurochemistry of learning and emotion). The masters transformed the way she looked at learning and behaviour (including her own!) she now uses this knowledge to educate people about wellbeing and becoming our best selves. Charlotte has completed her BSB41419 Certificate IV in Work Health and Safety and is an experienced WHS practitioner. She specialises in the identification and management of Psychosocial Hazards, has her Certificate IV in Training and Assessment – TAE 40116 and is also an accredited Mental Health First Aider. Charlotte has a calm and engaging presence, built from years of being a yoga teacher and running workshops in prisons. Charlotte is passionate about seeing lives transformed through connecting with people.

## Career Highlights

- Bring Australian teaching practices (such as collaboration) to a school in Mauritius whilst working for them as their Deputy Principal
- Teaching Emotional Intelligence in our state prisons to both prisoners and guards
- Hearing my 6-year-old son yell at a 7-year-old bully “YOU’RE JUST A SEROTONIN JUNKIE!”

## Suggested reading, if interested:

- Meet Your Happy Chemicals by Loretta Breuning
- Secrets of Serotonin by Carol Hart
- The Molecule of More by Liberman and Long
- Dopamine Nation by Anna Lembke

## Workshop 2 (30 max participants)



### *Getting the best out of your Paediatrician* **Dr Donald Payne**

#### Session Outline

The aim of this session will be to discuss the interaction between health and education and examine ways in which these services can work well together, and with other agencies, to the benefit of children, young people, and their families.

Participants will have the opportunity to examine scenarios and contribute to a discussion around the barriers and solutions to successful collaborative working.

#### Session Outcomes

By the end of this session participants will have:

- A greater understanding of the challenges that currently exist within paediatric and adolescent medicine services in WA
- Considered how to optimise communication and collaboration between health and education

### Presenter Information

Dr Donald Payne is a Consultant Paediatrician with specialist expertise in adolescent and young adult care medicine. He trained in the UK and has previously worked at Princess Margaret Hospital, MercyCare and Headspace. He currently works at Perth Children Hospital and in private practice. He is a strong advocate for working between services.

### Career Highlights

Dr Payne is former President of the Australian Association for Adolescent Health. He is a current Ambassador for the office of the WA Commissioner for Children and Young People.

## Workshop 3



### *An Introduction to DNA-V: A contextual behavioural and ACT based therapy model for working with children and adolescents*

#### **Renae Kolia**

#### **Session Outline**

This workshop aims to provide psychologists with an introductory understanding of DNA-V and skills to apply the model in therapy with children and adolescents. DNA-V is a developmental model and incorporates evidence-based interventions and theories including evolutionary science, functional contextualism, acceptance and commitment therapy and positive psychology. DNA-V helps children and young people learn about their abilities, including Discoverer (testing and tracking behaviour), Noticer (awareness of inner and outer world), Advisor (self-talk and thinking) and Valuing (doing what matters), and how to use these to thrive, grow and live lives with meaning and vitality.

DNA-V is a unique way to work with children and teens as it includes a developmental understanding, and uses metaphors and experiential exercises so that children and teens can build self-understanding, and develop skills to navigate difficult thoughts, emotions and behaviours, cope with stress, build strengths, build connections, achieve their goals and learn about what matters to them. The aim of DNA-V is to help children and young people build psychological strength and flexibility. The model can also be shared and used with parents which further supports children and young people.

#### **Session Outcomes**

By the end of this session participants will have:

- Gain an understanding of DNA-V and each ability.
- Understand the social and self-contexts and how these influence our DNA-V.
- Engage in practical exercises across each ability that can be applied in therapy with children and adolescents.
- Learn about applying DNA-V in therapy and how to use the model transdiagnostically.
- Practise using the DNA-V disk for case formulation and intervention planning.

### Presenter Information

Renae Kolia is a registered psychologist and owner of Think Feel Grow a psychology practice specialising in children, adolescents, and their parents or caring adults. She completed a Bachelor of Psychology and a Graduate Diploma in Education (School Psychology). Renae previously worked as a school psychologist in both primary and secondary schools throughout Perth. Additionally, she is a Board-approved supervisor, offering supervision to psychologists interested in contextual behavioural

approaches (DNA-V, ACT, and compassion-focused therapy), and application with children, adolescents, and parents.

### **Career Highlights**

Renae has created and ran DNA-V-based online parent workshops to assist parents in supporting their teens' wellbeing during Years 11 and 12, and ways to help their child or teen when struggling with negative thinking. Renae serves on the board for the Australian and New Zealand Chapter of the Association for Contextual and Behavioural Sciences, and she is currently working on a project to equip early career practitioners with the confidence to apply CBS approaches.

## **Workshop 4**



### *Adapting Therapy for Children and Adolescents with Intellectual Disabilities*

#### **Dr Anastasia Hronis**

#### **Session Outline**

This workshop is designed to help participants build the skills to effectively adapt therapy for children and adolescents with intellectual disabilities. Historically, the main treatment approaches for children with intellectual disabilities and mood disorders have been medication and

behavioural interventions. This workshop will discuss the evidence and provide practical tools for practitioners to adapt Cognitive Behaviour Therapy for the unique needs of children with intellectual disabilities. The Fearless Me program will be discussed, and training provided in how to deliver it. Note the Fearless Me program is a free program, and access to the treatment website and treatment manual are all freely available for use after the workshop.

#### **Session Outcomes**

By the end of this session participants will:

- Understand the neuropsychological deficits that children and adolescents with intellectual disabilities have and how these may impact upon therapy.
- Learn how CBT can be effectively adapted to meet the needs of children with intellectual disabilities.
- Learn how the Fearless Me program can be delivered to reduce anxiety in children with Intellectual Disabilities both individually, and in groups.

#### **Presenter Information**

Dr Anastasia Hronis is a clinical psychologist (B Psych (Hons), M Clin Psych, AMusA, LMusA, Ph.D) working across both clinical practice and academia. Her PhD and subsequent research has been in the area of adapting therapy for clients with disabilities. She has published in top rated journals and presented her research at conference nationally and internationally. Her other stream of research is in behavioural addictions. She was commissioned by Penguin Random House Publishing to write *The Dopamine Brain*, available as of September 2024.

#### **Recommended Reading:**

Will be emailed to all attendees prior to the workshop

## Workshop 5



### *Navigating Eating Disorders – A Guide for School Psychologists* **Dr Emma Dove & Hannah Repton**

#### **Session Outline**

Join us for a workshop designed for school psychologists to gain a comprehensive understanding of eating disorders. Eating

disorders are common, typically emerge in adolescence and have significant impacts on students' mental and physical health. We will cover key aspects of understanding, identifying, and beginning treatment for an eating disorder.

Participants will learn about the risk factors and warning signs for eating disorders, as well as the screening methods essential for early identification and intervention. We'll also address common myths and the stigma surrounding eating disorders, providing clarity, and debunking misconceptions. Practical strategies for supporting clients with eating disorders will be discussed, emphasising the importance of collaborative care, and understanding the physiological and psychological effects of starvation. Participants will gain insights into communicating with students and their families about eating disorders, options for referral outside of the school environment, and will consider students' needs at school whilst recovering from an eating disorder. This workshop aims to equip school psychologists with the knowledge and tools necessary to support students struggling with eating disorders effectively and compassionately.

#### **Session Outcomes**

By the end of this session participants will:

- Understand the significance, risks, and warning signs of eating disorders in adolescents.
- Be familiar with the Biopsychosocial model that is used to understand eating disorders, especially the intersection of psychological and physiological effects of dieting.
- Understand early treatment goals of eating disorder treatment and referral options for students to gain care outside of school
- Be able to communicate with students and their families about a suspected eating disorder
- Have discussed a variety of school accommodations to consider when a student returns from eating disorder treatment

#### **Presenter Information**

##### *Emma*

Emma is a clinical psychologist and co-director of The Swan Centre - a multidisciplinary service for children, adolescents, and adults with eating disorders, with clinics in Perth and the South West. She has 15 years of experience in the assessment and treatment of eating disorders and related difficulties, and regularly provides supervision and training to other mental health providers around Australia. and is a member of the WA Eating Disorders Subnetwork group and organising committee for the 2021 Australian New Zealand Association for Eating Disorders conference.

### *Hannah*

Hannah is an Accredited Practicing Dietitian and ANZAED Credentialed Eating Disorder Dietitian. Hannah is passionate about inclusive and weight-neutral care. She practices using a non-diet approach, helping clients to heal their relationship with food and bodies without restriction or focus on their body weight.

### **Career Highlights**

#### *Emma*

As co-founder of The Swan Centre, Emma helped to build WA's first multidisciplinary private eating disorders outpatient clinic. She has previously worked in the specialist eating disorder programmes at the Centre for Clinical Interventions and Hollywood Hospital, and in research at UWA and overseas. Emma is a member of the Australian and New Zealand Association for Eating Disorders and the WA Eating Disorders Subnetwork group.

#### *Hannah*

Hannah has extensive experience in outpatient eating disorder treatment and has worked treating Eating Disorders for the majority of her career. Hannah has worked with a diverse range of clients including neurodiverse, LGBTQIA +, disability and culturally diverse clients and has a deep understanding of how eating disorders can impact people's lives. Hannah is a member of HAES Australia and Dietitians Australia.

## **Workshop 6**



### *Unpacking Social Skills and Behaviourism* **Sandhya Menon**

#### **Session Outline**

Sandhya Menon will look at popular frameworks that are used in school psychology that are based on behaviourism and social skills. In this workshop, participants will examine the foundations that the tools are used on and integrate this with the latest evidence from the cognitive revolution as well as from research from neurobiological understandings.

Participants will walk away with updated frameworks for understanding behaviour and supporting social skills from a trauma-informed, attachment-based perspective that is safe to use across both neurotypical and neurodivergent populations.

#### **Session Outcomes**

By the end of this session participants will:

- Have a developed understanding of both the utility and limitations of behaviourism.
- Reflect on iatrogenic harm done in therapy with social skills and behaviourism demonstrate understanding of masking, camouflaging, and delineating trauma from resilience.
- Be able to apply a social skills framework to support autistic populations using individualised care.
- Evaluate interventions for their appropriateness of application to neurodivergent populations.

#### **Presenter Information**

Sandhya is an experienced practitioner (MPsych (Ed&Dev), PGDipPsych, BA (Psych)) working with autistic/ADHD children and their families to help support them in leading an authentically neurodivergent life. She offers strategies, education and tools that work with the way your brain works, rather than against.

Sandhya is on a mission to help spread neuro-affirming information to families, schools, and workplaces to help provide inclusive frameworks and pedagogies for better mental health outcomes for neurodivergent individuals.

### Career Highlights

- Flown internationally to deliver 4-day workshop in Malaysia
- Conference speaker at Reframing Autism, Autism from the Inside Out, Yellow Ladybugs and VIC ADHD Conference
- 10,000+ books sold internationally
- The times children dress up as her books for Book Week

### Published Books:

Sandhya has two published children books:

[The Brain Forest](#)

[The Rainbow Brain](#)

## Workshop 7



### *School Psychologists Leading Trauma-Informed Practices in Schools*

#### **Dr Meegan Brown**

#### **Session Outline**

School psychologists are skilled in trauma-informed practices and are well-equipped to spearhead the implementation of trauma-informed practices within schools and across the education system. The challenge for school psychologists is knowing how to lead this important work. This session will delve into the National Guidelines for Trauma-Aware Education and the Eucalypt Way to empower school psychologists to confidently lead the implementation of trauma-informed practices in schools to positively impact students' well-being.

#### **Session Outcomes**

By the end of this session participants will:

- Know the National Guidelines to Trauma-Aware Education Guidelines and identify how this can be applied in their work at the school and systemic level.
- Know how to lead the implementation of trauma-informed practices in schools using the Eucalypt Way as a guide.
- Identify the next steps in their own practice at the school level and the system level.

#### **Presenter Information**

Meegan Brown AFHEA (Indigenous Knowledges) has a PhD, Master of Education (School Guidance and Counselling), Master of Education (Special Education), Graduate Diploma of Education (pre-service), Bachelor of Science (Applied Psychology).

Meegan is the study area co-ordinator of the Master of Education (School Guidance and Counselling) at the Queensland University of Technology, Brisbane. Her research areas are trauma-informed practices, educators and school counselling, and rural and remote education.

Meegan provides training in trauma-informed practices and works with schools to develop and embed trauma-informed systems and processes. Meegan has extensive experience as a teacher (early childhood, primary, secondary), small school principal, guidance officer and senior guidance officer. Meegan is on the executive committee for APACS and the Queensland Guidance and Counselling Association.

### Career Highlights

Over 20 years of experience working in schools in remote areas.

National and International speaker in trauma-informed practices.

Member of the Oxford Symposium of School-Based Family Counselling

### Published Research

Walsh, K., Ey, L. A., Hand, K., Smith, R., Howard, S., Fenton, A., Whiteford, C., **Brown, M.**, Pinnock, R. & Rodier, L. (2023). Child Protection and Safeguarding in Initial Teacher Education: A Systematic Scoping Review. *Children and Youth Services Review*, 106951. <https://doi.org/10.1016/j.childyouth.2023.106951>

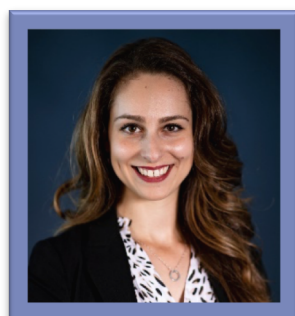
**Brown, M.**, & L'Estrange, L. (2023). Experienced, trauma-informed teachers working in remote Australia: What is required for their work to be effective? *Frontiers in Education*, 8, [doi: 10.3389/feduc.2023.1123586](https://doi.org/10.3389/feduc.2023.1123586)

**Brown, M.**, Howard, J., & Walsh, K. (2022). Building Trauma-Informed Teachers: A constructivist grounded theory study of remote primary school teachers' experiences with children living with the effects of complex childhood trauma, *Frontiers in Education*, 7, <https://doi.org/10.3389/feduc.2022.870537>

Howard, J., L'Estrange, L., & **Brown, M.** (2022). National Guidelines for Trauma-Aware Education in Australia, *Frontiers in Education*, 7, <https://doi.org/10.3389/feduc.2022.826658>

Howard, J., L'Estrange, L., & **Brown, M.** (2021). The school counsellor's role in trauma-aware education. *Journal of Psychologists and Counsellors in Schools*, <https://doi.org/10.1017/jgc.2021.32>

## Workshop 8 (Repeat Session of Workshop 4)



### *Adapting Therapy for Children and Adolescents with Intellectual Disabilities*

#### **Dr Anastasia Hronis**

#### **Session Outline**

This workshop is designed to help participants build the skills to effectively adapt therapy for children and adolescents with intellectual disabilities. Historically, the main treatment approaches for children with intellectual disabilities and mood disorders have been medication and behavioural interventions. This workshop will discuss the evidence and provide practical tools for practitioners to adapt Cognitive Behaviour Therapy for the unique needs of children with intellectual disabilities. The Fearless Me program will be discussed, and training provided in how to deliver it. Note the Fearless Me program is a free program, and access to the treatment website and treatment manual are all freely available for use after the workshop.

## Session Outcomes

By the end of this session participants will:

- Understand the neuropsychological deficits that children and adolescents with intellectual disabilities have and how these may impact upon therapy.
- Learn how CBT can be effectively adapted to meet the needs of children with intellectual disabilities.
- Learn how the Fearless Me program can be delivered to reduce anxiety in children with Intellectual Disabilities both individually, and in groups.

## Presenter Information

Dr Anastasia Hronis is a clinical psychologist (B Psych (Hons), M Clin Psych, AMusA, LMusA, Ph.D) working across both clinical practice and academia. Her PhD and subsequent research has been in the area of adapting therapy for clients with disabilities. She has published in top rated journals and presented her research at conference nationally and internationally. Her other stream of research is in behavioural addictions. She was commissioned by Penguin Random House Publishing to write *The Dopamine Brain*, available as of September 2024.

## Recommended Reading:

Will be emailed to all attendees prior to the workshop.

## Abstract 9a



### *Turning a Traditional School Psychology Model on its Head: PK-12 Population-Level Caregiver Interventions, As Prevention and Treatment of Mental Health Problems*

**Tracy Hart**

## Session Outline

Schools have not traditionally put themselves forward as ongoing, universal delivery platforms for evidence-based caregiver interventions, despite extensive research demonstrating their impact on child/adolescent mental health and behaviour. In this session we will outline the development, implementation, and evaluation of a dedicated, additional, population level PK-12 caregiver service at Penrhos College (2020-2023).

## Session Outcomes

By the end of this session participants will:

- Leave with an outline of the evidence base, ecological drivers, process of community engagement, program selection, resourcing, and evaluation of this innovative service.
- Lessons learnt will be addressed, to enable service replication in other education settings.
- Questions will be posed regarding future funding for the progression of this model.

## Presenter Information

Tracy is a registered psychologist and teacher and has worked in primary and secondary schools in the public and private sectors for over 30 years.

## Career Highlights

Tracy received an Educators Most Influential Educators Award in 2022 and was nominated for SPAWA School Psychologist of the Year in 2023. Tracy recently submitted an abstract for publication to a special issue of *Clinical Psychology: Science and Practice* regarding innovative service delivery in schools, with Dr Anita Moyes, RN.

## Recommended Reading

Doyle FL, Morawska A, Higgins DJ, Havighurst SS, Mazzucchelli TG, Toumbourou JW, Middeldorp CM, Chainey C, Cobham VE, Harnett P, Sanders MR. Policies are Needed to Increase the Reach and Impact of Evidence-Based Parenting Supports: A Call for a Population-Based Approach to Supporting Parents, Children, and Families. *Child Psychiatry Hum Dev*. 2023 Jun;54(3):891-904.

Havighurst SS, Radovini A, Hao B, Kehoe CE. Emotion-focused parenting interventions for prevention and treatment of child and adolescent mental health problems: a review of recent literature. *Curr Opin Psychiatry*. 2020 Nov;33(6):586-601.

## Abstract 9b



### *Unmasking the impact: How clinical practice affects School Psychologists' personal lives*

**Priya Ramu**

#### Session Outline

Mental health professionals work in a culture of caring for others, and therefore research predominantly focuses on therapeutic outcomes for clients, but rarely focuses on the care of mental health professionals.

Literature also suggests that psychologists, while we often reflect on therapeutic processes and outcomes, tend to reflect little on the impact of psychological work on themselves. School psychology, a subset of the psychology world, often require research in the many areas of practice, given the plethora of the types of clinical work school psychology entails, that 'the self' of school psychologists is easily overlooked.

This presentation will provide an overview of a study which explored school psychologists' perspectives on the impact of work on their personal lives, and their wellbeing, as well as investigated if career stages we find ourselves in, have any influence on the impact we experience.

#### Session Outcomes

Participants will be encouraged to actively reflect on the impact work has on their personal lives, consider factors that contribute to the impact, and engage in wellbeing strategies that could serve as protective factors.

#### Presenter Information

Priya has more than 15 years of experience as a School Psychologist, School Psychologist consultant and Board-approved Supervisor in various roles in the Department of Education. This includes SSP in primary, secondary and education support settings in North and South Metro Regions, School Psychologist Consultant providing support to colleagues in the areas of intellectual disability and co-morbidity, and Consultant in statewide services in the Primary and Early Education team, supporting Child and Parent Centres in WA. Priya has been a strong advocate for registered and provisional school psychologists' needs for professional development, mentoring and networking which led her

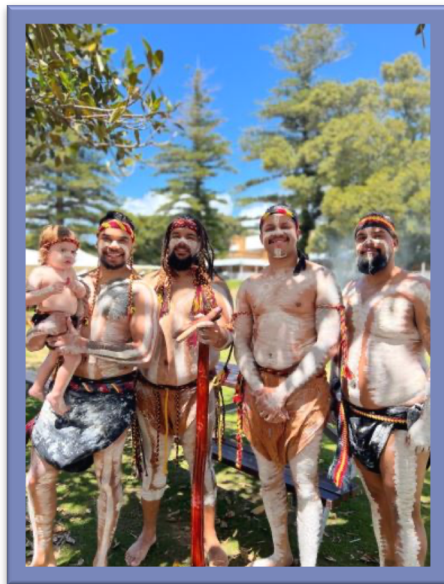
to set-up the Primary Network for school psychologists in primary schools to connect and learn together, in a psychologically safe environment. Priya has also been an active member of the SPAWA committee since 2015.

Apart from school psychology, Priya has experience in private practice engaging in work with clients across the lifespan, and is currently completing a Masters in Counselling and Psychotherapy.

# Conference Day 2

**Friday 20 September**

**Welcome to Country**



## **Ngalak Nidja**

Ngalak Nidja is a small Aboriginal business owned and operated by proud Wadjak Ballardong Noongar and Badimaya Yamatji man, Jayden Boundry along with the support of his family. Translating to 'we are here', the name Ngalak Nidja pays tribute to the oldest living culture in the world that is still present and thriving here on Noongar boodja in the Southwest of WA.

The team are all family members and have been sharing culture together for many years and in many different capacities. Ngalak Nidja have many of their children, brothers, sisters, nieces, nephews, and cousins who all join them in traditional dance throughout the year. They are passionate about celebrating Noongar culture and creating opportunities to share this rich and beautiful culture with the wider community and work closely with a number of their Elders who teach and guide in cultural ways and practices.

## **Keynote Address**



### ***Burnout in School Psychologists – Why It Happens and What Can Be Done About It***

**Dr Joyce Chong**

#### **Session Outline**

The life of a school psychologist is a juggling act – supporting student wellbeing and engagement, supporting teachers and the education setting, as well as liaising with parents, community, and health providers. With this busy landscape is it any wonder that burnout is rife amongst our school psychologists?

In this session we explore the organisational, environmental, and personal factors that contribute to burnout in school psychologists and examine ways to work more sustainable.

### **Presenter Information**

Dr Joyce Chong has 20 years' experience as a psychologist (19 as a clinical psychologist), is a board-approved supervisor and has worked extensively with high performers (academic and career) focusing on the topics of anxiety, perfectionism, and burnout. Dr Chong has a Bachelor of Science (Honours), Combined Master of Psychology (Clinical) / Doctor of Philosophy and Clinical Psychology endorsement.

### **Career Highlights**

- Helping individuals with burnout to regain passion for their profession
- Working with organisations to creating open conversations regarding destigmatising mental health and adopting preventative care. In this space Joyce has supported organisations in various industries including mining and resources, first responder, research institutes, local government, and health.
- Contributing to policy and procedures supporting mental health in first responder organisations

### **Published Books**

Planet Burnout: How to decrease overwhelm and live a more sustainable life

## CONCURRENT SESSIONS

### Workshop 10 (All day)



#### *The Five Faces of Anger in Schema Therapy*

#### **Chris Hepworth**

##### **Session Outline**

Anger, like all other emotions, has a useful function and is trying to tell us about our needs. Anger can often cause problems for our clients though and in addition can be both triggering for us as therapists and confusing about how to conceptualise and treat within the Schema Therapy model.

In this workshop Chris will discuss the five core different conceptualisations of anger in Schema Therapy, or 8 slightly nuanced anger modes, including how to differentiate between them and treat them appropriately. He will demonstrate through role-play, videos, and discussions.

##### **Session Outcomes**

By the end of this session participants will have:

- Understand the different conceptualisations of anger within Schema Therapy
- Understand more about the Angry Child mode and ways to work with this.
- Understand overcompensatory anger and how to approach working with someone in these modes.

##### **Presenter Information**

Chris Hepworth is a Clinical Psychologist and accredited advanced Schema Therapist, trainer, and supervisor. He's been working in the field for over thirteen years. He has a private practice in Perth, Western Australia, and is also the Clinical Lead on the DBTeen Program in Western Australia. Chris mainly works with individuals with personality disorders, particularly Borderline Personality Disorder and trauma. In addition to being trained in Schema Therapy, Chris has been coordinating and delivering Dialectical Behaviour Therapy (DBT) programs for several years. EMDR and other cognitive-behavioural therapies also inform his practice.

Chris also provides in-person and online training in Schema Therapy in Australia and abroad.

The Australian Psychology Society, Lifeline WA and Schema Therapy Training are among the many respected organisations for which Chris provides training or consults. He has also appeared on the podcast **What's the Schemata?** Discussion on how to integrate DBT skills into schema therapy.

##### **Career Highlights**

- Advanced Schema Therapist, Supervisor and Trainer
- Supervisor Trainer for the APS
- National and International Trainer on Schema Therapy and DBT

## Workshop 11



### *Separated Parents on School Grounds – Shielding Staff and Students from Conflict*

**Tiffany Rochester**

#### **Session Outline**

The dynamics of separated and separating parents cause immense stress and distress for children and can take up considerable school staff resources when conflict risks entering the school grounds. This interactive and experiential workshop is designed for psychologists seeking to deepen their understanding and skills in managing school relationships with separated

parents, especially in cases involving acrimonious parental relationships or complex legal/ethical matters. There will be an opportunity for clinicians to engage in Q&A, intervention demonstrations and case reflection.

#### **Session Outcomes**

By the end of this session participants will have:

- Policies and procedures that establish a clear framework for successful school psychologist engagement and treatment with this population.
- A clinical assessment tool to assist in the conceptualisation of parental dynamics and its implications for treatment planning and management within the school, including suitability for in-school support, private practice referral, and when it's time for more specialised support.
- Navigating ethical challenges unique to these cases, including consent, parental responsibility, parental involvement, confidentiality, risk assessment and legal complexities.

#### **Presenter Information**

Tiffany holds a Bachelor of Psychology and a Masters in Clinical Psychology. She has been practicing for over twenty years and has always worked with complex families within a systems framework. This has included families of serious, repeat juvenile offenders, and families raising children with disabilities or neurodivergence. For the past decade, she has specialised in supporting and resourcing separated families including high-conflict families involved in the Family Court System. In 2022 she launched her Co-Parent Coaching business, Co-Parenting Companion, helping separated parents to co-parent collaboratively with simplicity and ease.

#### **Career Highlights**

2024 Finalist, Women Changing the World Awards

2023 Social Impact Award, Therapists Rising

2021 Families in Conflict: Working with Complex and Challenging Relationships in Therapy. Pre-Conference Workshop, International Conference for Association of Contextual Behavioural Science

2019 Presidential Address: Leaning in and stepping out: Committed actions and opportunities for our bi-national chapter. Australian and New Zealand Association for Contextual Behavioural Science Chapter Conference

2014 Giving West/Perth Convention Bureau ASPIRE Conference Scholarship

2002 Andrea Fernandes Memorial Prize in Psychology

2001 Vice Chancellor's Commendation for Academic Excellence

## Workshop 12



### *Boundaries and Burnout: Are Blurred Boundaries Causing You To Burn Out?*

#### **Dr Joyce Chong**

##### **Session Outline**

Is doing too much causing you to burn out as a school psychologist? Boundaries are key to stepping off the burnout train and living a more sustainable life, yet we often fail to do so at a cost to our wellbeing. In this workshop we explore internal and external boundaries so that a more balanced and sustainable career can be achieved.

##### **Session Outcomes**

By the end of this session participants will:

- Have an understanding of the internal (perfectionism, people-pleasing, critical self-talk) and external barriers (assertive communication) to setting boundaries.
- Set up a plan for effective boundary setting incorporating practice of boundary-setting skills.

##### **Presenter Information**

Dr Joyce Chong has 20 years experience as a psychologist (19 as a clinical psychologist), is a board-approved supervisor and has worked extensively with high performers (academic and career) focusing on the topics of anxiety, perfectionism, and burnout. Dr Chong has a Bachelor of Science (Honours), Combined Master of Psychology (Clinical) / Doctor of Philosophy and Clinical Psychology endorsement.

##### **Career Highlights**

- Helping individuals with burnout to regain passion for their profession
- Working with organisations to creating open conversations regarding destigmatising mental health and adopting preventative care. In this space Joyce has supported organisations in various industries including mining and resources, first responder, research institutes, local government, and health.
- Contributing to policy and procedures supporting mental health in first responder organisations

##### **Published Books**

[Planet Burnout: How to decrease overwhelm and live a more sustainable life](#)

## Workshop 13



### *Unique Presentation of Food Allergy Anxiety: Therapeutic Insights and the BRAVE Program*

**Emma Warner**

*Co-facilitated by Monique Kerr*

#### **Session Outline**

The Psychosocial impact of children living with Food Allergy (Anaphylaxis), often described as a silent condition. Learn about the unique presentation of Food Allergy Anxiety (FAA) through therapeutic insights, evidence-based interventions (CBT) and Graded Exposure and hear about the Australia first Allergy BRAVE program to support this cohort, based here in WA.

#### **Session Outcomes**

By the end of this session participants will:

- Have an increased awareness of Food Allergy Anxiety (FAA)
- Increased capacity to identify FAA in a child with Anaphylaxis.
- Differentiate FAA from other disorders such as ARFID.
- Learn about the effectiveness of CBT and Graded exposure and get practical generalised tips in both therapeutic interventions
- Learn about and how to refer students to the fully funded BRAVE program.

#### **Presenter Information**

Emma previously worked as a Senior School Psychologist and is a Board Approved Supervisor. Emma co-founded the Allergy Support Hub in 2018 and now works there full time as Principal Psychologist and Director. Emma has a Bachelor of Psychology, Graduate Diploma in Education (School Psychology), is a member of the APS and an Associate Member of the Australasian Society of Clinical Immunology and Allergy (ASCIA).

#### **Career Highlights**

- Co-Founding the Allergy Support Hub in 2018 with Monique Kerr
- Presenting with Monique at the ASCIA Conference on FAA in 2023, putting mental health on the map in Allergic condition
- Becoming Telethon Beneficiaries and current engagement in a collaborative project with Perth Children Hospital to develop a resource for families leaving ED with a diagnosis.
- The Allergy BRAVE program, to address anxiety is the first of its kind in Australia

## Workshop 14



### *Complexities in Diagnosing Intellectual Disability and Neurodiversity in CaLD and Refugee Students*

**Karen Lee Seymour**

#### **Session Outline**

A significant number of students attending WA schools hail from a background other than English placing our state as one of the most culturally diverse in Australia. Students from CaLD and refugee backgrounds are often referred to school psychologists for significant learning and behavioural difficulties, including assessment of intellectual disability, social, emotional, and behavioural challenges, and developmental differences. Diagnosing intellectual disability, learning difficulty, or autism in students from CaLD backgrounds presents several intricate factors and complexities, where it is critical the school psychologist approach the assessment with cultural awareness, a comprehensive understanding of various influences, and with a multifaceted approach that considers the complex interplay between biology, experience, and culture.

Accurate diagnosis is a nuanced process that requires careful consideration of various factors which include understanding that different cultures have unique norms and practices that influence behaviour, communication, and development, developmental history and background. Symptoms of trauma which can overlap with ID or autism, adding another layer of complexity to the diagnostic process, adaptive functioning, behavioural observations, as these may be typical in one culture but atypical in another, linguistic and second language considerations, and family dynamics.

#### **Session Outcomes**

By the end of this session participants will:

Have an understanding that an informed assessment process ensures accurate diagnoses and appropriate interventions. This session aims to provide school psychologists with the necessary understanding, skills, and tools to navigate the complexities involved in evaluating CaLD and refugee children effectively and making accurate differential diagnoses.

#### **Presenter Information**

Karen is a psychologist with over 35 years of experience working with children, adolescents, adults and families within the education and mental health settings. She has extensive experience working with and supporting refugee, humanitarian, and CaLD students, which remains her passion and which she considers to be a career highlight spanning 24 years.

#### **Career Highlights**

Karen was awarded the Inaugural Research Psychologist of the Year in 2013 and the School Psychologist of the Year in 2018, simultaneously achieving Advanced Skills School Psychologist accreditation. She has regularly provided specialist consultation and support to the SPS, in “all things CaLD,” developed and presented essential learning to her colleagues in the Graduate Induction Programme for 10 years.

Karen has successfully written and had published two chapters of work regarding the complexity of evaluating CaLD and refugee students when they are acquiring a second language providing a greater understanding of the multiple factors that must be considered in the assessment process, and the journey to becoming a culturally competent school psychologist. Karen presented her work at the 121<sup>st</sup> American Psychologists’ Association Conference in Hawaii in 2014.

Karen’s dedication to becoming more knowledgeable and skilled in identifying and supporting neurodiverse students (and adults) led her to become an endorsed autism assessor, a member of the

WA Autism Diagnosticians' Forum, and in more recent times a Board Member, where she is sharing her expertise in the CaLD domain.

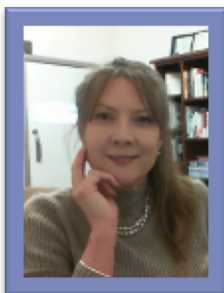
#### **Published Books:**

Seymour, K. L. (2014). An integrated approach to the assessment of the refugee student. In A. B. Clinton (Ed.), *Assessing bilingual children in context: An integrated approach* (pp. 265–304). American Psychological Association. <https://doi.org/10.1037/14320-012>

Ortiz, S.O., Seymour, K.L. (2017). The Culturally Competent School Psychologist. In: Thielking, M., Terjesen, M. (eds) *Handbook of Australian School Psychology*. Springer, Cham. [https://doi.org/10.1007/978-3-319-45166-4\\_5](https://doi.org/10.1007/978-3-319-45166-4_5)

Karen Lee Seymour's "An Integrated Approach to the Assessment of the Refugee Student" has enriched the field by providing a nuanced and comprehensive framework for assessing refugee children. Her emphasis on cultural sensitivity, trauma-informed practices, and a collaborative approach ensures that these children are evaluated in a manner that acknowledges their unique experiences and challenges. This work stands as a crucial resource for practitioners, enhancing the accuracy and empathy of assessments and contributing to better outcomes for refugee students. (Cambridge University Press & Assessment) (BioMed Central).

## **Workshop 15 (30 max participants)**



### *Parent-Focused Interventions for School Anxiety and Refusal* **Lisa Studman & Sarah Papaalias**

#### **Session Outline**

School refusal is a growing issue and closely linked with anxiety. Anxiety has increased in recent years due to ongoing stressful life events including Covid-19, natural disasters and cost of living pressures. Parents report feeling overwhelmed, in need of support and do not feel confident managing children's anxiety. School psychologists play an important role in helping families learn about, and gain access to, evidence-based parenting programs and services. Early intervention and prevention are crucial to helping children develop emotional regulation and resilience to manage school related anxiety.

#### **Session Outcomes**

By the end of this session participants will:

- Gain further understanding of the factors that may contribute to school refusal, with a focus on anxiety.
- Explore the evidence base for parent-focused interventions to prevent and manage school related anxiety, with a focus on multi-tiered systems of support in schools.
- Explore programs available to parents for free online through the Triple P – Positive Parenting Program, and how school psychologists can provide preventative, targeted, and intensive parenting support in school communities where anxiety and school refusal is a concern.

#### **Presenter Information**

Lisa is a Clinical & Educational/Developmental Psychologist with a Masters (UWA) and PhD (Curtin University).

Sarah is a registered school psychologist with a Graduate Diploma of Education (UWA) and Graduate Certificate in Autism Diagnosis (UWA).

### **Career Highlights**

Lisa currently works with Triple P International developing programs, training, and disseminating evidence-based parent support programs. She is co-author of Stepping Stones Triple P for parents of children who have developmental disabilities. Her research primarily focused on models of family adaptation. Lisa also works in private practice supporting a wide range of children, adolescents, and adults with mental health concerns.

Sarah is a School Psychologist Consultant with the Department of Education and supports statewide delivery of parent-focused interventions, specifically Triple P. She has worked in primary and secondary school settings in the Perth Metropolitan and Kimberley regions of WA. She is particularly passionate about culturally responsive practice, building the capacity of parents and school systems, and promoting effective partnerships between schools, families, and wider communities. Sarah was awarded the SPAWA Early Career School Psychologist of the Year in 2017.

## **Workshop 16**



### ***Practical Ideas for Neuroaffirming Therapy*** **Sandhya Menon**

#### **Session Outline**

This session examines neuroaffirming practices amongst school psychologists and offers different ways that clinicians can incorporate this into their everyday work. Examining intake, assessment, therapy and resources, this workshop focuses on looking at what's in the toolkit.

#### **Session Outcomes**

By the end of this session participants will be able to understand more about the following:

- Exhibit an increased awareness of neuroaffirming practice across various areas of practice
- Reflect on implementation of neuroaffirming practice in their own workplace
- Develop an awareness of different tools available
- Apply changes in language use to their report writing abilities

#### **Presenter Information**

Sandhya is an experienced practitioner (MPsych (Ed&Dev), PGDipPsych, BA (Psych)) working with autistic/ADHD children and their families to help support them in leading an authentically neurodivergent life. She offers strategies, education and tools that work with the way your brain works, rather than against.

Sandhya is on a mission to help spread neuro-affirming information to families, schools, and workplaces to help provide inclusive frameworks and pedagogies for better mental health outcomes for neurodivergent individuals.

#### **Career Highlights**

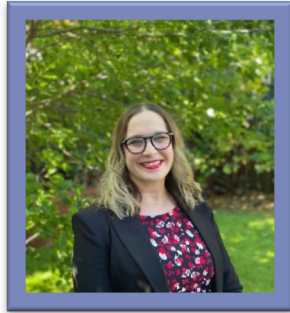
- Flown internationally to deliver 4-day workshop in Malaysia
- Conference speaker at Reframing Autism, Autism from the Inside Out, Yellow Ladybugs and VIC ADHD Conference
- 10,000+ books sold internationally
- The times children dress up as her books for Book Week

**Published Books:**

Sandhya has two published children books:

[The Brain Forest](#)

[The Rainbow Brain](#)

**Workshop 17*****Giving Away Expertise Through Consultation:  
School Psychology and the Consultation Model***  
**Shannon Stevens****Session Outline**

During this session, participants will explore theory around consultation in school psychology. Evidence and research of consultation in school psychology will be explored as well as consultation as a service delivery model in Catholic Education (CEWA). Shannon will draw heavily on the

work of Professor Daniel Newman and participants will be able to hear real examples of the model in action, as well as have a chance to practice the model and rehearse some skills with their peers. Participants will be able to take away some practical skills and tools that they can apply in their practice.

**Session Outcomes**

By the end of this session participants will be able to:

- Learn about consultation in school psychology and why consultation is a good model for school psych service delivery
- Understand Daniel Newman and Sylvia Rosenfield's model of school psychology consultation.
- School specific examples of the model in practice
- Build practical skills- be able to practice and use the model and take away practical skills.

**Presenter Information**

Shannon is a school psychologist who has worked in education for over 17 years and is a keen advocate for the profession. Shannon loves to learn and is passionate about the promotion of the wellbeing of young people in schools and the wider community. She has experience working across the Department of Education, Catholic Education, and Independent school systems, in primary, secondary and boarding contexts. Shannon is a registered teacher and has also completed her Master of Psychology (Counselling) at Curtin University, and Masters of Applied Positive Psychology and Coaching Psychology (MAPPCP) at the University of East London. Shannon is a Past President of the School Psychologists Association of Western Australia (SPAWA) and is the current president of the Australian Psychologists and Counsellors in Schools Association (APACS). Shannon is currently a lead psychologist at Catholic Education WA.

**Suggested reading, if interested:**

Building Competence in School Consultation, A Developmental Approach

By: Daniel S. Newman, Sylvia A. Rosenfield

## Abstract Presentation 18a



### *Therapeutic Crisis Intervention in Schools (TCIS) and Trauma-Informed Positive Behaviour Support (TIPBS) in a CARE School: A Case Study.*

**Stella Smith**

#### **Session Outline**

Therapeutic Crisis Intervention - in Schools (TCI-S) is a therapeutic system for working with students to develop systems of care to respond to challenging behaviour in the school setting. TCI is used internationally across 584 sites including child protection organisations, juvenile detention sectors, mental health settings and more recently within specialist and mainstream school settings. At TCI's core lies the principle that successful resolution of a child's crises depends on the environments and the staff's therapeutic and developmentally appropriate response. When embedded within a framework of Trauma-informed Positive Behaviour Support (TIPBS) and utilizing trauma-informed strategies from the Berry Street Education Model (BSEM), results in a whole school therapeutic response to challenging behaviour. The combination of these approaches emphasizes prevention of crises and prioritizes the use of data to evaluate impact, thus enhancing mental health service delivery and sense of safety within a school system. This presentation will summarise the innovative trauma-informed implementation within a WA CARE school that integrates the TCIS system with TI-PBS to promote student and staff safety, enhance a culture of non-violence and support overall improved student and staff wellbeing.

#### **Session Outcomes**

By the end of this session participants will be able to:

- Understand how to apply evidence-based systems and models in a school setting with a trauma-informed and neurodiverse lens
- Increase knowledge of trauma-informed systems, frameworks, and models in the education setting
- Increase knowledge of strategies and skills to use in schools to reduce challenging behaviour

#### **Presenter Information**

Stella Smith is a senior school psychologist and trainer and has worked in a range of roles specialising in behaviour consultancy, systemic behaviour therapy, counselling and mental health across the metropolitan Perth and rural regions of Western Australia. Stella works as a consultant with Cornell University in the US and trains TCI nationally and internationally. Stella received an Infant Mental Health Scholarship in 2012 to explore Reflective Practices between infants and parents in Australia and the Anika Foundation Scholarship in 2019 to support research into adolescent depression and suicide. Stella holds a Masters in Education and is completing her PhD in teacher burnout and school responses to crises.

#### **Career Highlights**

Stella started her career as a teacher and then school psychologist in the Mid-West region of WA. She moved into a CAMHS Education Liaison Teacher role and then progressed into the Department of Health as a Multi-Systemic Therapy Clinician and then as a CAMHS practitioner in the Pilbara and Kimberley regions. She then came back to Perth and worked as a Principal Consultant and Lead School Psychologist introducing Trauma modules for school psychologists and TCIS into the School of Specialised Behaviour and Engagement (SSEN: BE) within the Department of Education. Stella now works across DoE and AISWA schools as a Consultant Supervisor to support students with complex needs.

## Abstract Presentation 18b



### *The Hidden Disability: Lived Experience of FASD in Schools*

**Katherine Kerimofski**

#### **Session Outline**

Fetal Alcohol Spectrum Disorder (FASD) is a neurodevelopmental condition caused by prenatal alcohol exposure (PAE). Early diagnosis and intervention are the most cost-effective methods for reducing the impact of FASD, as well as secondary impacts associated with FASD, such as mental health problems, contact with the justice system, inappropriate sexual behaviour, educational disengagement, and unemployment. Individuals with FASD face a significant number of barriers in education, from a lack of funding for their disability, to a lack of understanding from the teachers, school psychologists and staff in how best to support them. The Department of Education suggests that school psychologists may conduct individual assessments and explore the possibility of a FASD diagnosis for students referred for engagement, behavioural and/or learning support. However, our research suggests that most Australian psychologists are not confident in their ability to conduct the psychometric assessments that form a diagnostic assessment of FASD, and most psychologists are not regularly asking about PAE. We interviewed parents and caregivers of children with FASD about their experiences in the school setting. Many spoke of their role in advocating for their children and being the ones to educate the school staff about FASD and how best to support their child. Recognition of FASD is growing in Australia, however, further work is required to improve school psychologists' understanding of and confidence to complete assessments and support students with FASD and their families. We hope to share our findings to support increased understanding of FASD and FASD assessment in schools.

#### **Session Outcomes**

By the end of this session participants will be able to:

- Have an understanding of FASD as a diagnosis based on the Australian Guidelines
- Have an understanding of the impact of prenatal alcohol exposure (PAE)
- Have an understanding of the psychometric assessments involved in FASD assessments
- Have an understanding of lived experience of parents, caregivers, and individuals with FASD in the school system
- Understand the potential role of a school psychologist in supporting a student with FASD (including identification, referral options, and behavioural support)

#### **Presenter Information**

Katherine is a Psychologist who is a Doctoral Candidate at the University of WA. Katherine worked as a School Psychologist for the Department of Education from 2017 to 2023, and has completed her Bachelor of Arts (Hons, UWA), Graduate Diploma in Psychology (University of Melbourne), Bachelor of Psychology (Curtin), Graduate Diploma of Education (UWA) and Graduate Certificate in FASD Diagnosis and Assessment (UWA)

#### **Career Highlights**

- Working as a School Psychologist in the North Metro region, with lots of complex assessments and behaviour.
- Having my first paper published!

# Your Chance to Win!

**If you are a member, purchase your registration to the 2024 SPAWA conference and select to enter the draw by COB July 19<sup>th</sup> for your chance to win!**

**1<sup>st</sup> Prize:** 2024 conference registration refunded, and free parking for the day/s of attendance at the 2024 conference.

**2<sup>nd</sup> Prize:** Free parking for the day/s of attendance at the 2024 conference.

**3<sup>rd</sup> Prize:** A copy of “Planet Burnout” by our keynote speaker, Dr Joyce Chong.

**\*Winner will be drawn by July 31<sup>st</sup> and winners will be contacted via email. Winners must be a current SPAWA member at time of ticket purchase.**