

SPRING LECTURE SERIES 2020
Washington Association of School Psychologists
Webinar (4/10/20)

The Identification of Emotional Disturbance: Addressing Disproportionality

Brief Bio:

Dr. Stephen E. Brock is a Professor, and the School Psychology Program Coordinator in the College of Education at California State University, Sacramento (CSUS). His professional preparation includes undergraduate and graduate degrees in psychology, and a Ph.D. in Education (with an emphasis in psychological studies) at the University of California, Davis, where he researched Attention-deficit/Hyperactivity Disorder. University courses taught have included Educational Research, Functional Assessment of Behavior, Preventive Psychological Interventions, Psychology in the Schools, and Human Development and Learning.

A Nationally Certified School Psychologist (NCSP) and Licensed Educational Psychologist (LEP), Dr. Brock worked for 18 years as a school psychologist with the Lodi (CA) Unified School District (the last 6 of which included assignment as Lead Psychologist) before joining the CSUS faculty. As a school psychologist he helped to develop the district's school crisis response protocol, served on an autism specialty team, and specialized in functional behavioral assessment.

Dr. Brock's academic work has included study of school-based crisis intervention; system level school crisis response; suicide prevention, intervention, and postvention; ADHD; functional behavioral assessment; violence prevention; threat assessment; reading; and autism and other developmental psychopathologies. His curriculum vita lists over 275 publications (including 11 book titles) and over 300 invited or refereed state/national/international conference presentations.

Abstract:

This one day professional development webinar is designed to increase participant understanding of State and Federal (IDEA) definitions of and criteria for the special education classification of "emotional disturbance" (and associated definitions of social maladjustment). It will also consider the causes of, and begin to identify solutions too, the problem of disproportionality. From this session it is anticipated that participants will improve their ability to conduct emotional disturbance eligibility evaluations.

