Spring Institute 2014: Advanced Workshops for All

Make plans now to attend “Ahead of the Curve: Autism, Mental Health and PBIS,” CASP’s Spring Conference 2014, to be held March 13 and 14 at the Hyatt Regency Santa Clara.

CASP is offering flat-fee pricing for this event. The fees will include six hours per day of CEU-approved workshops, lunch and, on Thursday, an evening reception, featuring a poster session.

The highlight of the event will be an evening with Joey Travolta, founder and creative director of Inclusion Films. Travolta, a former special education teacher, and Inclusion Films, trains young adults with autism and other learning disabilities in the movie business. Several films produced by Inclusion Films have been nominated for awards and have been presented on the film festival circuit.

For more information on Inclusion Films. (http://www.inclusionfilms.com)

This special dinner will be held Friday, March 14, at the Hyatt. See the CASP website soon for reservation information.

CASP SPRING INSTITUTE SPONSORS:

MHS
Bring a Friend to CASP, Win Next Year’s Membership

Time is running out. But if you get a school psychologist to join CASP by December 31, 2013, you will be entered into a contest for a free 2014 membership. This is how it works.

CASP membership fees are increasing in January. To enter the contest to get your next year free, simply get someone to join CASP before December 31. They will pay the current $142.00 fee, you get a chance at five free memberships – a value of $765.00 each.

This is what you do: Refer a fellow school psychologist, trainer or person in a related profession to www.casponline.org. Click on Membership. Ask your colleague to fill out the online form. Be sure he or she fills out the part that says: Referred by. That is the part that gets you into the contest.

What will your friend get for their $142.00? Deep discounts to the Spring Institute 2014, to be held March 13 and 14, 2014, at the Hyatt Regency in Santa Clara. The theme is Ahead of the Curve: Autism, Mental Health and PBIS, and will feature experts in all those fields. Contemporary School Psychology Journal four times a year instead of three. Membership fees. Since that time, the statewide organization defeated a move to only allow licensed psychologists to call themselves “psychologists,” became the stakeholder group for Licensed Educational Psychologists before the Board of Behavioral Sciences, and continued to represent school psychologists before the state Legislature, regulatory agencies and on the local level. All while bringing its members the latest information, programs and services in school psychology.

The Board of Directors decided the fee increase would cover a general increase in the cost of running the association, as well as the added costs of publishing the journal four times a year. The increase to regular members will allow the student membership fee to remain at $50 per year. Retired membership fees will increase to $65.00.

The Contemporary School Psychology Journal will be published four times a year, starting in March 2014. All CASP members will continue to have free access to the Journal, which will be published online by Springer Publishing. Dr. Michael Hass and his army of associate editors and reviewers are still in charge of the content for the peer-reviewed journal, bringing you articles that can mean a difference in the way you do your job. The journal will be available on a wider scale and available in more university libraries throughout the U.S. and overseas. All CASP members will continue to have access to the Journal, new and past issues, through the Springer website.

Register for CASP membership by December 31 and avoid the rate increase.

Convention 2013 a Grand Success

More than 500 students, educators and practicing school psychologists attend CASP Convention 2013, held November 7 and 8 in Newport Beach. The reviews are in and many were impressed with the quality of the presentations.

“I had high expectations and the quality of the workshops was even better than expected.” – Jorge, practicing school psychologist

“Totally what I expected. The presenters were of high quality and the location was fantastic.” – Angelica, student

“The topics were interesting and relevant to the needs of school psychologists.” – Beverly, practicing school psychologist.

Dr. Scott Poland kicked off the two-day event with a keynote speech that centered on lawsuits filed as a result of school crises – and how to avoid them. “Bullycide” – when parents of suicide victims attempt through legal channels to hold schools accountable for the suicide of their child – is one of the newest terms in the debate over the who can be held responsible for the actions of students. The outcomes of these cases have varied widely, meaning that school psychologists must be aware of what can happened long after the crisis seems to be over.

Many attendees spent the convention in the two-day NASP PREPaRE workshop, featuring Drs. Melissa Reeves and Stephen Brock as instructors. Other crisis-related and positive behavioral support workshops were well attended. Students gained presentation experience at the paper and poster sessions, and volunteered to monitor the workshops. CASP would like to thank them for their participation and look forward to their continued volunteerism on behalf of the association. The CASP Crawler, although sparsely attended, was enjoyed by those who bid on silent auction items from the affiliates and enjoyed refreshments. The affiliates set up their displays in small rooms while participants visited and had their “passports” stamped. The proceeds from the event went to the

continued on page 12

Stevan Haas and his army of associate editors and reviewers are still in charge of the content for the peer-reviewed journal, bringing you articles that can mean a difference in the way you do your job. The journal will be available on a wider scale and available in more university libraries throughout the U.S. and overseas. All CASP members will continue to have access to the Journal, new and past issues, through the Springer website.

Winners of the five free 2014 year memberships will be announced in January.

Judy Chiasson, PhD, Human Relations, Diversity & Equity Office of the Los Angeles Unified School District (center) was the guest speaker at the Cultural and Linguistic Diversity Networking Breakfast. Pictured with her are second-year scholarship winner LaShante Smith-Copeland, CLD Co-Chairs Troy Xavier Leonard and Monique Arbbcule, and Boa Xiong, the other second-year scholarship winner.

Stephanie Bernal, a graduate student at Chapman University, joined the ranks of the California School Psychology Foundation Cultural and Linguistic Diversity Scholarship winner at CASP Convention 2013. Bernal, left, and Vi Tnng Nguyen, from San Diego State University, who could not attend, were named the 2013 winners. They join LaShante Smith-Copeland and Boa Xiong, whose scholarships were renewed for a second year, as outstanding student members. Also pictured is Troy Xavier Leonard, CASP’s CLD chairman.
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The Power of Personal Narrative in School Psychology

By Christine Toleson, CASP President

“It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.”
- Nelson Mandela

“Eighty percent of success is showing up.”
- Woody Allen

This year we lost a great leader with an incredible personal narrative, Nelson Mandela. As I reflect on his great accomplishments I am moved by the stories that people are sharing about their experiences meeting this great leader. My theme this year for the presidential address at the 2013 CASP Convention was the Power of Personal Narrative in School Psychology. Personal narratives elucidate a person’s strengths. Hidden inside every “problem narrative” is a story of strength and resilience, and we live our lives by stories or narratives that we have created through our experiences (source: Institute for Research and Innovation in Social Sciences).

What this Means?

“Strengths-based approaches inclusive...of personal narratives...” value the capacity, skills, knowledge, connections and potential in our students (IRSS). Being professional does not always mean having all of the answers.

At the 2013 CASP-CON we came together in workshops and presentations to explore how they relate to the narratives of our own experiences reaching out to students and trying to unlock the potential of their lives. To illustrate the power of personal narratives I gave the following example: The Los Angeles Unified School District (second largest school district in the known universe) solicited personal narratives from staff, parents, and stakeholders that were presented in public service announcements broadcasted on the PBS station KLCS for the Come Out for Safe School Initiative. The initiative was a wonderful program to support our LGBTQ students who still face hurdles even in a state that is known for tolerance and diversity. It is instructive that one of the most powerful tools advancing acceptance and equality has been the “coming out story,” a personal narrative, whether told by Ellen DeGeneres on television, the gay teacher, relative, or the straight ally.

As school psychologists it is our mission to assess and explore the personal narratives that each student brings to school. We look for the strengths to promote, the barriers to overcome and relate the strategies to succeed to the students’ experiences so they can understand how to create a positive future.

A little humor can never hurt. Woody Allen said that 80% of success is showing up. I wish I had said that but he showed up ahead of me. Eighty percent of getting to the heart of student narratives is asking the right questions and listening. Are you still listening?

What’s your personal narrative, what aspects of your practice can you share with your colleagues in our never ending search for new ideas and best practices?

The NASP Report

By Margaret A. Sedor, NCSP, NASP Delegate, California

As I write this, it was one year ago tomorrow, our nation experienced the tragedy of a school shooting in Newtown, Connecticut. Among those who lost their lives was a member of our national family of school psychologists, Mary Sherlach.

I’m sure each of us can remember where we were when we heard the news and the images that filled our smart phones and televisions for months to follow. This year, many of the families of Newtown plan to spend their holidays away from home, the media and to capture their own private moment in reflection of this anniversary.

I invite all of you to keep them in our thoughts and prayers and continue our united work to advocate for mental health services in the schools.

Many of the parents who lost a child on that day, along with NASP President Sally Baas, participated this week in a Congressional Briefing for School-Based Mental Health. I challenge each of us to commit ourselves as leaders in the schools of mental health wellness to engage in one action of advocacy this month!

The discussion of school-based mental health services has long been evident throughout history. The need of students for mental health services continue to grow yet, the funding, resourcing, and services have diminished. We know students perform better in school when they receive social-emotional supports. Educators are now beginning to address the barriers to learning by developing schools that provide a cohesive and integrated continuum of interventive and preventative services to promote healthy development. School psychologists are specially trained to connect mental health to learning and behavior and are instrumental in creating a continuum of services that meets the needs of students.

The National Association of School Psychologists (NASP) identifies school psychologists as mental health professionals who help children and youth overcome barriers to success in school, at home, and in life.

NASP states that mental health is not simply the absence of mental illness, but also means having the skills necessary to cope with life’s challenges. If ignored, mental health problems can interfere with children’s learning, development, relationships, and physical health. The mission of NASP embeds the importance of mental health role of school psychologists: “To represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth.” Mental health is incorporated within the NASP strategic plan and the 10 domains identified within the NASP 2010 Model for Comprehensive and Integrated School Psychological Services; commonly referred to as the NASP practice model. (NASP, 2010). NASP strongly believes that.

I recently attended the NASP Executive Council meeting and the Strategic Planning Meeting in which we identified three strategic areas of focus, professional advocacy, competence, and leadership. I would love to hear of the incredible steps each of you are doing in the field in these areas, you can email me at margaretsedor@gmail.com. I look forward to seeing each of you at our National Conference which will be held in Washington, D.C. February 17-22, 2014. On Tuesday, February 18th NASP is hosting an advocacy day in which each state is scheduling appointments with their state representatives. Brent Duncan, NASP Advocacy Program Manager; Stephen Brock, NASP President-Elect; and myself will be there as well. If you are unable to attend the convention, I encourage you to meet with representatives at their local offices to share with them the need for school-based mental health services.
**Mini-Grant Application**

**DO YOU HAVE AN IDEA THAT WOULD TAKE ABOUT $500 TO CARRY OUT, BUT CAN’T GET FUNDING FROM YOUR SCHOOL OR SCHOOL DISTRICT?**

Apply for a CSP Foundation Mini-Grant today! Go to www.casponline.org and click on CSP Foundation. From the drop down menu, click on Mini-Grant application. Mini-Grant applications are accepted and funded throughout the year.

Connie Hilton, a school psychologist with the Oak Grove School District in San Jose, was the latest to win a $500 MiniGrant. Approved by the Foundation Board in November, the grant was used to pay for science camp for five students who otherwise would have been left behind because of a lack of funding.

MiniGrants can be used for such things as science camp, parenting programs, special art therapy programs and many, many others. Apply today at www.casponline.org and click on CSP Foundation.

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**Spring Institute 2014**

**March 13 & 14, 2014 | Hyatt Regency Hotel, Santa Clara**

To retain their leadership as mental health professionals in the schools, school psychologists need to stay ahead. They are the on-campus sources of information on mental health issues. Spring Institute will offer several workshops to keep you ahead of the curve. New information on autism, PBIS and other mental health issues will be the focus of this springtime event.

On Friday, March 14, Spring Institute will also feature dinner keynote speaker Joey Travolta, creative director for Inclusion Films. Born into a show business family, Joey Travolta began his career as a performer in 1978 as a recording artist. A year later, he made his acting debut in movies and added theater to his resume. Then came television appearances. But before all that, Joey Travolta worked as a special education teacher in New Jersey.

At Inclusion Films, Joey merges his passion for working with individuals with special needs with film by creating workshops and camps that educate students about film making. Joey’s unique teaching style and expertise enables those with special needs alongside their typically developing peers to have to learn about production and their own creativity. Once a side project to his feature films, Joey has cultivated Inclusion Films into a growing network of programs supporting individuals with special needs—his greatest professional achievement thus far.

Inclusion Films Workshop seeks to promote the creative skills and strong work ethic of film makers with developmental disabilities, ultimately allowing them to become more independent, self confident, and well-rounded individuals.

Visit the CASP website to register, or for additional information | www.casponline.org
School Discipline Styles and Student Perceptions of School Safety: A Latent Class Analysis

By Ashley M. Mayworm, Jill D. Sharkey, & Rebecca Parker
University of California, Santa Barbara

In response to concerns about school safety, administrators, teachers, and other school personnel have adopted a variety of different discipline policies, all with the aim of reducing school violence and increasing school safety. However, great controversy exists regarding these different approaches toward school discipline, with some arguing for strict, zero-tolerance approaches, and others for a more individualized approach. One of the styles of school discipline that has been studied recently in the school psychology and education literature is authoritative discipline, which is grounded in the parenting style literature developed by Diana Baumrind. In this article we discuss the current literature on school violence and safety and how authoritative parenting theory applies to these ideas. We also provide results of a pilot study that used an advanced latent class approach to support the classification of school discipline approaches into the styles described in the parenting literature and if those classifications differentially predicted student perceptions of school safety. We conclude with a summary of approaches to school discipline that should be promoted and implemented by school psychologists at the schools where they work based on the literature review and supported by our findings.

School Safety and Violence

A safe school is one in which the students feel comfortable, supported, understood, and have the ability to perform their best academically. The school environment is very important for positive student outcomes. Schools that have a safe climate have higher attendance rates and higher academic achievement, and lower dropout rates (Osher, Dwyer, Jimerson, & Brown, 2012). When students feel connected to their school and have positive relationships with their teachers, there are fewer discipline issues (Osher et al., 2012). Students who have positive views of their school and feel comfortable there also report liking school more and having positive relationships with fellow students (O’Malley, Katz, Renshaw, & Furlong, 2012). Research has clearly demonstrated that a safe and positive school environment leads to positive outcomes for students, including both academic and social/emotional outcomes.

Schools have attempted to address the issue of school safety in a variety of ways. For example, some have approached it from a punitive standpoint, by enforcing zero-tolerance policies for student misbehavior. However, findings on the impact of punitive approaches suggest that it is not effective in reducing school violence (Mcintosh, Fisher, Kennedy, Craft, & Morrison, 2012) in part because such strategies make students feel uncomfortable, misunderstood, and targeted by school staff. Skiba, Shure, Middleberg and Baker (2012) discuss alternative methods of discipline that are more effective for reducing school violence. School-Wide Positive Behavioral Interventions and Supports (SWPBS) is a tiered system to support prevention of behavior challenges, and give extra support to those who still need it after the universal prevention efforts. Social Emotional Learning (SEL) is another alternative discipline method that teaches students how to be empathetic, make reasonable decisions, and be effective when interacting with others. Restorative Justice has goals of repairing relationships and fixing harm done by one person to another by holding the offender responsible for his or her actions and allowing victims to express feelings about the occurrence. All three of these alternatives have evidence that they decrease misconduct in the schools (Skiba et al., 2012). They may be effective because of their ability to both support students and hold high expectations and enforce rules, which are traits associated with an authoritative style of discipline.

Authoritative Parenting

Baumrind (1968) described three types of childrearing that are widely discussed in the fields of psychology and education; these are authoritative, authoritarian, and permissive parenting styles. These types of parenting are differentiated by their balance of two constructs – responsiveness and demandingness (Bear, 2010). Parents who are authoritarian are high in demandingness and low in responsiveness, whereas permissive parents are low in demandingness and high in responsiveness; high levels of both demandingness and responsiveness characterize authoritative parents (Bear, 2010). Research conducted by Baumrind (1996) found that the most effective parents were those who had an authoritative approach to discipline, as they were able to respond to the needs of their children by being responsive and supportive, but also expected good behavior and were firm, fair, and consistent in their rules (Bear, 2010). Much research has replicated Baumrind’s work, providing a general consensus that authoritative parenting is an effective approach to childrearing.

Current Study

Despite the important impact that authoritative discipline can have on student learning and school safety, no known studies have used latent class analysis (LCA) to identify the most appropriate classes of school discipline based on degree
Job Satisfaction of California School Psychologists
By Paneet Badhesha and Marilyn Wilson
California State University, Fresno

Happy employees are more invested in their jobs and resistant to burn-out. Previous studies have investigated factors related to job satisfaction for school psychologists. Brown, Holcombe, Bolen, and Thomson (2006) researched a group of school psychologists from the southeastern United States that were implementing an expanded service model and found the majority expressed satisfaction in serving students and being involved in a variety of activities at their jobs. However, this study showed that school psychologists wanted to spend more of their time in activities like intervention, professional development, and networking. A number of other studies have also shown that the expansion of the roles of school psychologists can increase their job satisfaction (Curtis, Hunley, & Grier, 2002; Proctor & Steadman, 2003; VanVoorhis & Levinson, 2006).

Other factors aside from the roles of a school psychologist can contribute to overall job satisfaction. A key factor is the school psychologist-to-student ratio, which is recommended to be 1:1,000 for traditional models and 1:500-700 for comprehensive and preventive models according to the National Association of School Psychologists (NASP, 2010). Several national studies have shown that working in a setting that has more than 1,000 students to one school psychologist relates to less job satisfaction (Miranda & Olivo, 2008; Proctor & Steadman, 2003; VanVoorhis & Levinson, 2006). A large number of student cases can lead to an unmanageable workload, which can increase stress at the workplace. In addition, it is more difficult, if not impossible, to change to the expanded service model desired by many with large student to school psychologist ratios (NASP, 2010).

Several surveys of school psychologists have found that they experienced more job satisfaction if they enjoyed working with their colleagues and fulfilling their work duties (Hosp & Reschly, 2002; Reschly & Wilson, 1995; VanVoorhis & Levinson, 2006). Brown et al. (2006) and VanVoorhis and Levinson (2006) also found that school psychologists experienced most satisfaction through performing social services that had positive moral value. VanVoorhis and Levinson (2006) found other factors that contributed to job satisfaction including the opportunity to work independently, supervision components, and job security. The majority of school psychologists in VanVoorhis and Levinson’s study (2006), 85%, were satisfied or very satisfied with their jobs. Job satisfaction is important to study because if school psychologists enjoy their job, they are likely to stay in the profession and be effective. No previous studies have examined job satisfaction of California school psychologists.

Methodology
A sample of 172 California school psychologists was collected through the CASP website, CASP regional affiliate members, a few districts across the state, and one school psychology graduate program’s alumni. A survey consisting of an informed consent form and questions pertaining to demographics, roles, and job satisfaction was administered via Survey Monkey. The roles section was based on Reschly and Wilson’s (1995) survey and indicated the number of current and preferred hours spent in each role per week. Respondents were instructed to base both actual and preferred roles on a 40 hour week. The dependent variable, job satisfaction, was measured by the Job Satisfaction Scale (JSS) that was developed and used by Reschly and Wilson (1995) from the items of the Job Descriptive Index (JDI; Smith, Kendall, & Hulin, 1969). The JSS scale consists of 25 items that cover the content of the JDI and its five scales: work, supervision, colleagues, promotion, and pay. It was predicted that reported low school psychologist-to-student ratios and more hours spent per week in expanded role services (intervention and consultation) would positively correlate with JSS scores.

Results and Discussion: Respondents reported spending over 40 percent of their time on assessment but desired to spend much less time in that role. Conversely they wanted to devote more time to intervention and systems consultation. California school psychologists indicated moderate levels of overall job satisfaction with a mean of 3.6 on a 5-point Likert scale. Practitioners expressed most satisfaction with colleagues and moderate satisfaction for work, supervision, and pay. Practitioners were neutral about the promotion aspect of their jobs. Practitioners’ self-report of overall job satisfaction and the five components of job satisfaction are presented in Table 2.

The Pearson correlation data showed a small negative relationship between student ratio and job satisfaction (r=.122), indicating lower ratios were linked to higher job satisfaction as predicted; however, the correlation was not significant. There was a significant positive relationship between current hours spent in intervention and job satisfaction (r=.240, p<.01), as hypothesized. Additionally, there was a significant positive relationship between current hours spent in problem-solving consultation and job satisfaction, r=.169, p<.05). The data also showed a significant negative relationship between current hours spent in assessment and job satisfaction, r=.252, p<.01.

Another finding was the mean student ratio of 1:1137 for California school psychologists, which is slightly less than the national ratio of 1:1383 (Curtis, Castillo, & Gelley, 2012). Both ratios are continued on page 10

TABLE 1, Current and Preferred Hours in Each Role Per Week

| Role                          | Current hours M (SD) | Preferred hours M (SD) | t-test  
|-------------------------------|----------------------|------------------------|--------
| Psychoeducational assessment  | 16.6 (9.8)           | 9.8 (6.2)              | 12.9** |
| Intervention                  | 8.5 (6.1)            | 12.3 (5.4)             | -9.1** |
| Problem-solving consultation  | 9.0 (4.8)            | 9.5 (4.0)              | -1.3   |
| Systems consultation          | 4.2 (4.5)            | 5.1 (4.0)              | -3.4** |
| Research                      | 1.7 (2.5)            | 3.3 (3.0)              | -7.2** |

Note. * *p < .01

TABLE 2, Job Satisfaction Scales

<table>
<thead>
<tr>
<th>Scale</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleagues</td>
<td>4.2</td>
<td>0.5</td>
</tr>
<tr>
<td>Work</td>
<td>3.7</td>
<td>0.7</td>
</tr>
<tr>
<td>Supervision</td>
<td>3.7</td>
<td>0.9</td>
</tr>
<tr>
<td>Pay</td>
<td>3.4</td>
<td>0.9</td>
</tr>
<tr>
<td>Promotion</td>
<td>2.8</td>
<td>0.7</td>
</tr>
<tr>
<td>Overall Job Satisfaction</td>
<td>3.6</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Note. The Job Satisfaction Scale items were scored on a 5-point Likert scale ranging from 1 – Strongly Disagree to 5 – Strongly Agree. Scoring was reversed on items indicating a negative attitude toward the job.
Discipline Styles

continued from page 6

of school structure and support. In addition, no studies have related all of those classes to levels of student perceived school safety. We conducted the current study as a pilot test to answer two research questions: (1) are there distinct classes of school discipline that reflect authoritative, authoritarian, permissive and uninvolved styles? and (2) are these school discipline styles predictive of students’ experiences of school violence and safety? It is hypothesized that using LCA we will find four distinct styles of school discipline based on degree of school structure and teacher support (i.e., authoritative, authoritarian, permissive, and uninvolved) and that authoritative school discipline styles will be associated with less school violence and greater school safety than any of the other styles.

Measures

Responsiveness and demandingness. Ten items measuring teacher support and school structure were included in the analysis. Four items measure teacher support (e.g., “students get along well with teachers,” “feels put down by teachers”) and six items measure school structure (e.g., “everyone knows school rules,” “misbehaving students get away with it”). All items were measured on a 4-point Likert scale ranging from (1) “strongly agree” to (4) “strongly disagree.” Eight of the items were reverse coded so that higher scores would indicate greater teacher support and school structure for all items. All items were dichotomized (agree and strongly agree = 1 and disagree and strongly disagree = 0). The two negatively worded items (labeled R) were not reverse coded and were dichotomized so that larger values indicated greater teacher support and school structure (agree and strongly agree = 0 and disagree and strongly disagree = 1).

Perception of school safety. School safety was measured with the item “1 do not feel safe at this school,” which was measured on a 4-point Likert scale (1 = “strongly agree,” 4 = “strongly disagree”).

Data Analysis Plan

Latent class analysis (LCA) was run using Mplus 7.0 (Muthén & Muthén, 1998-2011) statistical software to determine students’ school discipline class membership (based on the 10 dichotomized items measuring teacher support and school structure). The LCA approach is preferable over other approaches because it takes covariation between indicators into account and allows for measurement error. To determine model fit both fit statistics and conceptual knowledge should be used. The maximum log likelihood value must be replicated. If it is, the following model fit statistics should be examined: Bayesian Information Criterion (BIC), Adjusted BIC (ABIC), Bayes Factor (BF), Corrected Model Probability (cmP), and Bootstrap Likelihood Ratio Test (BLRT). The model with the smallest BIC and ABIC values indicates good model fit; for good model fit the BF should be greater than 1 (at a minimum). The cmP is the probability of the model being the correct model; a higher cmP indicates better model fit. In addition, the BLRT is a very accurate indicator of the true number of classes in LCA; the last class to have a significant p-value is indicative of best model fit. The two model parameters of interest in categorical LCA are the class-specific item probability (probability of an individual in that class endorsing the item) and the class probability parameter (relative size (percentage) of the population in each class).

Results

Descriptive analyses found significant (p<.01) bivariate correlations (small magnitude) for all pairs of items. Data were screened for outliers, normality, and missing values. Univariate and multivariate normality assumptions were examined and suggested that most items were negatively skewed. Maximum likelihood estimation with robust indicators (MLR), which is robust to violations of normality, was used.

Latent class analysis (LCA) was run to determine students’ school discipline class membership. The one-class LCA model was run first, and then models with one through seven classes were examined. Fit indices (i.e., BIC, LMRT, BF, and cmP) all indicated that the four-class model had the best fit (see Table 1). However, entropy was low for all models (0.59 for four-class model). Results of the four-class model (see Figure 1) showed that Class 1 (labeled “authoritative”) included 35.9% of the students; they had a high probability of endorsing both teacher support and school structure items. Class 2 (“permissive”) included 30.0% of students; they had a high probability of endorsing teacher support items and lower probability of endorsing school structure items. Class 3 (“authoritarian”) included 21.3% of students; they had a moderate likelihood of endorsing support and higher likelihood of endorsing school structure. Class 4 (“uninvolved”) comprised 12.8% of students; they had a lower probability of endorsing both teacher support and school structure items (8 of 10 items below 50%).

To determine whether student perceptions of school safety differed across the four school discipline classes, between group comparisons of the mean school safety scores for individuals in each class were conducted using a Wald Test. Results indicated that individuals in the authoritative school style class had the highest mean on perceived school safety, followed by permissive, authoritarian and uninvolved, in that order. In addition, the authoritative class was significantly higher on mean school safety than both the authoritarian (p<.001) and uninvolved (p<.001) classes. The authoritarian also had a significantly higher mean school safety score than the uninvolved class (p<.05). See Table 2 for means, chi-square scores, and p-values for all comparisons.

Discussion

The present study examined whether distinct classes of school discipline style (based on student reports of teacher support and school structure) exist. Using LCA, results suggested that there are four classes of school discipline that are conceptually similar to authoritative parenting theory. That is, the four classes represented authoritative (high support and high structure), authoritarian (low support and high structure), permissive (high support and low structure), and uninvolved (low support and low structure) school discipline styles. The largest proportion of students were in the authoritative school discipline class, with the fewest in the uninvolved discipline class.

TABLE 1, Fit Indices for LCA Models with 1-7 Classes

<table>
<thead>
<tr>
<th>Number of classes</th>
<th>Log likelihood</th>
<th>BIC</th>
<th>ABIC</th>
<th>p-value of BLRT</th>
<th>p-value of LMRT</th>
<th>BF</th>
<th>cmP</th>
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<td>-</td>
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Note: BIC = Bayesian Information Criterion; ABIC = Adjusted BIC; BLRT = Bootstrap Likelihood Ratio Test; LMRT = Lo-Mendell-Rubin Adjusted Likelihood Ratio Test; BF = Bayes Factor; cmP = Correct Model Probability.

FIGURE 1. Four-class LCA model.
Discipline Styles

Next, comparisons were made between the mean school safety score of students in each of these four classes. Findings indicated that there are significant differences in student perceived school safety for students who describe their schools level of structure and support differently. More specifically, the authoritative class, characterized by a high probability of endorsing both school structure and school support items, had the highest levels of perceived school safety, which were significantly higher than both the authoritarian class and uninvolved class. The authoritarian class had a significantly higher level of perceived school safety than the uninvolved class. Results suggest that students who do not perceive structure or support from their school (uninvolved) are the worst off in terms of feeling safe at school. Students who perceive their school as having structure but not support (authoritarian) feel safer than those without either (uninvolved), but fare worse than those with only support (permissive) or both support and structure (authoritative). And, overall, students who perceive their schools as having both structure and support (authoritative) feel the most safe at school.

However, there were several important limitations to the study, including the fact that the current method did not account for the non-independence of students who attend the same schools. In addition the LCA did not included important covariates that may be related to both perceptions of the school structure and support and school safety, such as gender, ethnicity, SES, and academic achievement. Our future work in this area will address these limitations by using multilevel LCA to determine whether the classes differ at the individual and school levels and including covariates (e.g., socioeconomic status, gender). In addition, we will examine how these school styles predict school safety and violence over time and use a more comprehensive school safety measure than the one in the present study, as in the present study.

| TABLE 2, Comparison of Perception of School Safety Based on Class Membership Using LCA |
|--------------------------------------|-----------------------------|-----------------|-----------------|
| Mean Perception of School Safety Scores | Mean     | Chi-Square | P-Value       |
| Authoritative vs. Authoritarian* | 3.495     | -           | -              |
| Authoritarian*                     | 3.025     | 169.365    | < 0.001        |
| Uninvolved*                        | 2.618     | 36.101     | < 0.001        |
| Permissive vs. Authoritarian*       | 3.303     | 0.019      | 0.891          |
| Authoritarian*                     | 3.025     | 0.039      | 0.843          |
| Uninvolved*                        | 2.618     | 0.271      | 0.603          |
| Authoritative vs. Authoritarian*    | 3.025     | -          | -              |
| Uninvolved*                        | 2.618     | 7.355      | 0.007          |

Implications for School Psychologists

The findings of this study are important to the field of school psychology, as they inform both school psychologists’ and other school personnel’s (e.g., teachers, administrators) understanding of the types of discipline styles that should be used in schools. School psychologists and other school leaders can use this information to help advocate for approaches to discipline that emphasize not only structure and high expectations, but also caring, supportive relationships within the school, which align with an authoritative approach to discipline and most likely lead to safer school environments for students. Some specific recommendation for school psychologists, include:

- Become involved in implementing and evaluating programs such as SWPBIS, SEL, and restorative justice, which may be able to promote an authoritative school discipline approach.
- Educate your schools about the benefits of implementing an authoritative approach to discipline at the school-wide, classroom, and individual level.
- Support parents in adopting an approach to discipline that integrates support and structure.
- Encourage and support teachers in:
  - Developing positive, supportive relationships with students.
  - Being fair, judicious, and consistent.
  - Combining punishment with positive discipline approaches; use positive techniques more frequently than punishment.
  - Highlighting student strengths and progress.
  - Encouraging students to take responsibility for their own actions and to repair any harm they caused.
  - Balancing high expectations for student success with patience for misbehavior.
  - Modeling and providing opportunities for students to practice moral problem solving, emotional regulation, and responsible behavior.

References

Workshops for New LEPs, Not-So-New LEPs and Those Wanting to Be LEPs

CASP will hold one day of LEP-related workshops on March 15 at the Hyatt Regency Santa Clara. All new LEPs must earn units in three subject areas during their first two-year license period; all others need Law and Ethics every two years. These units count toward the 36 hours of continuing education LEPs must earn every two years to keep licenses current.

Alcoholism and Other Chemical Substance Dependency

Howie Vann, a consultant to alcohol/drug treatment facilities and educational institutions where he presents in-service trainings on addictions and their effects on the family systems, will hold the two-day, 15-hour, Alcoholism and Other Chemical Substance Dependency workshop. Because of the length of this workshop, it will start on Friday, March 14, at 8:30 a.m. and end at 5 p.m., resuming at 8:30 a.m. on Saturday, March 15.

Child Abuse Assessment

The Child Abuse Assessment workshop will be held March 15 from 8:30 a.m. to 5:00 p.m. Lisa Lanman, LEP, is a school psychologist with the El Dorado County Office of Education, is the instructor for the Child Abuse Assessment workshop. She provides support for county autism programs, including staff training, support in classroom and regular evaluation of programmatic concerns related to students on the autism spectrum.

Law and Ethics/Legally Defensible Practices in Assessment

Carl D. Corbin, general counsel, of the public law firm School and College Legal Services of California, will instruct the two-part Law and Ethics/Legally Defensible Practices in Assessment workshops. The two workshops together meet the 6-hour requirement of Law and Ethics for LEPs. However, the two can be taken as one workshop or two, and new material will be presented. It will also be offered. It will be held Saturday, March 15 at 9 a.m. – noon, and from 1 p.m. – 4 p.m. Attendees may choose between one or both workshops.

Passing the LEP Exam/Setting Up Your LEP Practice

CASP is also offering courses for those who wish to obtain the LEP license and start private practices. Sean Surfas will be back to instruct workshop attendees on what to study for the Board of Behavioral Sciences LEP exam. That workshop will be held from 9 a.m. to noon, with the afternoon devoted to how to set up your LEP business once you are licensed. Attendees may choose between one or both workshops.

To register go to www.casponline.org and click on LEPs. All workshops, except the Passing the LEP Exam and Setting Up Your LEP Practice workshops qualify for BBS CEUs and NCSP CPD.

NEED TO FIND 36 HOURS OF CONTINUING ED?

Nearly every workshop offered at CASP’s conventions and conferences qualify for BBS CEUs and NCSP CPD credits. So are most of the online webinars. Check out the CASP website for more information: www.casponline.org

Job Satisfaction

continued from page 7

higher than the NASP recommended ratio of 1,000 for traditional practice and 500-700 for prevention and intervention service models. With these higher ratios, the refer-test-place model in place since 1976, and lack of knowledge, resources, and system reform in expanded services, California school psychologists are spending a majority of their time in psychoeducational assessment and are not advancing toward Response to Intervention (RtI) which is more feasible with lower ratios. These findings are consistent with past research indicating greater ratios positively correlate with more special education evaluations (Curtis et al., 2002) and lack of implementation of a more expanded service model (Fagan, 2008).

California school psychologists reported moderate overall job satisfaction, similar to national reports (Proctor & Steadman, 2003; Reschly & Wilson, 1995; VanVoorhis & Levinson, 2006). California school psychologists reported most satisfaction with colleagues, moderate satisfaction with work, supervision, and pay, and neutral about the promotion aspect of the profession. Past research has shown that school psychologists tend to experience more job satisfaction if they enjoy working with their colleagues and accomplishing their duties at work (Hosp & Reschly, 2002; Reschly & Wilson, 1995; VanVoorhis & Levinson, 2006). Practitioners from Reschly and Wilson (1995) reported satisfaction with work and supervision, were neutral about pay, and least satisfied about promotion. However, there are relatively few opportunities for administrative positions available for school psychologists. Some of these positions may require additional experience and education outside of school psychology, hindering advancement for school psychologists.

Ratios are another factor that can contribute to job satisfaction and effective delivery of services as shown in previous studies (Hosp & Reschly, 2002); lower ratios could allow practitioners to perform more expanded service roles, which can generate more job satisfaction and effective delivery of services to students. Nevertheless, it is important to note that California school psychologists did report moderate overall job satisfaction despite minimal use of RtI in California. Decreasing student ratios and increasing the use of RtI models in California schools may yield higher rates of job satisfaction in the future.

In terms of limitations, the sample size, while adequate, was relatively small. The participants from this study were over sampled in the Central Valley, which may serve as another limitation. Future research can assist in tracking roles, practices, and job satisfaction in the field of school psychology in California over time with larger samples. This research can provide a picture of school psychology in California today and possible trends.

References


Legislative & Budget Update:

By Jeff Frost, CASP Legislative Advocate

Representatives of the state Department of Education told SELPA directors in November that to be in compliance with federal law, the rule that allowed the 60-day special education assessment period to pause if school was not in sessions for five days or longer would end. However, a coalition of education groups is working on a solution to this problem, CASP, which is a part of this coalition, will email you when a solution is reached.

State Board Holds Lengthy Public Hearing on LCFF Regulations – More Concerns & Less Clarity Follow

Earlier this month, the State Board of Education held the first required public hearing on the draft regulations that will implement the Local Control Funding Formula (LCFF). Almost 200 people signed up to speak some of them coming by bus from Los Angeles on an all night drive. It might be the largest public hearing any state board has ever held. Due to the huge number of people that wanted to speak the Board cut the speaking time from the traditional 2 minutes to one minute per speaker. The lone exception to the 1-minute rule was for newly elected State Senator Holly Mitchell who was given 15 minutes. Her comments reflected a “sense of the Legislature” that also reflected the positions of the Latino and Black Caucuses.

The SBE agenda shows that the draft regulations would authorize school districts and county offices of education to utilize three options by which to demonstrate increased or improved services for unduplicated pupils as required by the LCFF statute. (Note: You can download the agenda item by going to www.cde.ca.gov. Then click on State Board of Education - Agendas - which will be in the upper left hand corner of the page.) These three options are:

1) Spend More – LEAs could spend more on services for unduplicated pupils in proportion to the increase in supplemental and concentration grant funds over the amount spent in the prior year.

2) Provide More – LEAs could provide more, or improve services for unduplicated services in proportion to the increase in supplemental and concentration grant funds. These services may include, but would not be limited to, expanding existing services, extending learning time, increasing learning options, or providing professional development opportunities.

3) Achieve More – LEAs could show progress by improvements in achievement for unduplicated pupils in proportion to the increase in supplemental and concentration grant funds. Districts may demonstrate an increase in achievement by providing evidence in the applicable state priorities referenced in the LCFF statute, including a description of the increase in achievement for unduplicated pupils in proportion to the increase in supplemental and concentration grant funds.

Virtually every speaker focused their comments on these three key options and whether they served as appropriate barometers of meeting the intent of the LCFF statute. Senator Mitchell directly attacked the draft regulations arguing that the intent of AB 97 was in no way reflected in the regulations. She argued that the draft regulations allowed for far too much local flexibility in how supplemental and concentration grant funds could be used. She argued that the Governor’s stated intent and the language of AB 97 was clear that targeted funds should follow the students that generated those funds.

She stressed that Democrats in the Legislature agreed to vote for the LCFF legislation ONLY after a compromise was reached in which the Governor promised to honor his commitment to equity for at risk students.

This testimony was strongly endorsed as most of the almost 200 speakers who either represented by the many equity and social justice groups or were parents who were helped to attend the hearing by these organizations. The general sense of these speakers was that the three options outlined above provided far too much local flexibility and did not meet the statutory intent of ensuring that more funding and greater programmatic offerings would be targeted to unduplicated pupils. Many of these speakers argued for very strict requirements that the funding for unduplicated pupils would follow these students and could not be used for other, more general purposes.

Also testifying were the wide array of education organizations including CSBA, ACSA, CASBO, CTA and CFT. For the most part, these organizations supported the draft regulations and the general notion that the intent of the LCFF could and would be met by allowing the local board, with the input of local stakeholders, to adopt detailed Local Control Accountability Plans (LCAP). Some of the management speakers argued for the SBE to use the 2013-14 year as the base year to provide more flexibility on how funds can be targeted for comparison purposes thus giving more flexibility related to future planning.

The testimony and submitted letter from CTA is also noteworthy. CTA argued that the first two options of spending more and providing more were “inextricably linked by the LCFF already and cannot be unlinked by the regulations.” Their letter goes on to state that “at the same time, it clearly is not the intent of the LCFF to reinstate the categorical program model of tracking certain dollars to certain programmatic expenditures.” However, the CTA also strongly indicated that districts “should not look at base grants, supplemental grants and concentration grants as separate pots of money – they are all basic, unrestricted funding.” CTA goes on to state that they “strongly urge the SBE not to establish any fixed formula...”

After the speakers had concluded, many of the SBE members made comments that reflected the diversity and complexity of the debate. While it is easy to read things into the various comments, it was clear that the lengthy public comment period has caused the members of the board to re-think whatever preconceived ideas they may have had going into the hearing. It is also clear that the language of the “spend more, provide more and achieve more” regulations will be changed to reflect more stringent requirements and some level of decreased local flexibility. What is not known is just how much movement there will be.

What can we conclude from this multi-hour open forum? The answer is far from clear. Since that time, other members of the Legislature have weighed in and endorsed that “rethinking” of the proposed regulations, which are to be adopted next month. We will continue to monitor this issue closely and keep you informed.

In Federal News

Congress will soon begin the appropriations process, which allocates funds for federal grant programs. NASP, in collaboration with the American School Counselor Association, the School Social Work Association of America, the American Counseling Association, and the National Association of College Admissions Counselors, has been advocating for the funding of the Elementary and Secondary School Counseling Program. This is the only federal grant program that provides funds for schools to create or expand school counseling programs, including hiring school psychologists, school social workers, and school counselors.

California Representatives Michael Honda, Barbara Lee, and Lucille Roybal-Allred are members of the committee that will be determining funding levels for this program. Tell them of your support of this program. Go to the CASP website, www.casponline.org, and click on the Legislative button. The top two items will give you instructions and a sample letter that can be used to let them know of the importance of the ESSCP program.
Convention Success

CASP “For the Children” political action committee.

Be sure to mark your new calendars for CASP Convention 2014, to be held October 2 and 3, 2014 in San Diego. Calls for presentations will be available in early February. Also, be looking for nominees for the Sandra Goff Memorial Award, which recognizes one California school psychologists’ contributions to school psychology, and for the Nadine Lambert Outstanding School Psychologist award, in which on school psychologist from each region is recognized by peers for his or her works.

CASP would also like to thank the 2013 convention committee for its outstanding work on the November convention: Jeannine Topalian, chair; Michael Geisser, Beth Kauffman, Seble Gebremedhin, Mayra Santos, Beverly Williams, Neda Kramer, Thomas Ryerson, Michael Plew, Mary Barry and Angela Sikkenga.

The annual political action fundraiser took on a new look at Convention 2013 as a “CASP Crawler.” Affiliates from throughout the state decorated small meeting rooms and showed off their silent auction donations. Kim Robinson and May Lee show off Lodi Wine Country at the Delta Association of School Psychologist display.

And the winner is… Patrick Crain. The former CASP president won a trip to Maui that was raffled during the annual Awards Luncheon. The trip was donated by former president James Russell with proceeds going to CASP.

The annual convention is also a time for committees to get work done. The CSP Foundation met with Josie Woodson, Alnita Dunn, Sean Surfas, Ellen Murphy and Lynne Aung in attendance.

Representatives of Amen Clinics, Inc., explain their services at the Exhibit Hall at CASP Convention 2013.

There was much discussion as students presented their research in poster sessions at CASP Convention 2013.

Convention Chair Jeannine Topalian introduced CASP President Christine Toleson, whose presidential address, Power of Personal Narrative in School Psychology, was lauded by the audience.

CSP Foundation President Ellen Murphy, keynote speaker Scott Poland and CASP’s Crisis Group Chair Rich Lieberman pose at CASP Convention 2013.

Erika Zepeda, Melissa DiScala, Roger McCoy and Sarah Rodriguez enjoy a slice or two at the Student/Practitioner Pizza Party.

A Huge CASP Thank YOU!

Convention 2013 Exhibitors

First Investors Corporation
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Outstanding School Psychologists Awarded at Convention

At every annual CASP Convention, nominations are requested from each region for the Nadine Lambert Outstanding School Psychologist Award. This year, OSP awards were presented to winners from seven regions during the annual awards luncheon. Awards are presented by each region representative.

Not pictured: Mary Oates of the Central Unified School District was the recipient of the Outstanding School Psychologist Award for Region III. Ms. Oates was unable to attend the CASP Convention to receive her award.

Region II: Janine Bauman of the Franklin McKinley School District receives her award from Region II Representative Stephanie Halluck.

Region IV: Jeanine Topalian was honored as the outstanding school psychologist for Region IV, which is made up of the Los Angeles Unified School District. Representative Seble Gebremedhin poses with Topalian, who was also the chair of the 2013 Convention Committee.

Region VII: Region Representative Kristin Makena awards Jessica Coleman, with the San Diego Unified School District, receives her Outstanding School Psychologist Award.

Region V: Jessica Silberling, a school psychologist with the Palos Verdes Peninsula Unified School District, was presented her Outstanding School Psychologist Award by Region V Representative Jackie Allen.

Region IX: Orange County Association of School Psychologists President Jenna Downey awards Region IX Representative Libby Barnish, a school psychologist with Green Dot Public Schools, with the Outstanding School Psychologist Award.

Region VIII: Sarah Rodriguez, region representative, presents Kristine Sourbeer, of the Simi Valley Unified School District, with the Outstanding School Psychologist Award.

School psychologists strive to improve the educational experience for all children. They are the school-based experts on many issues, including school violence, special education, learning disabilities, mental health and school and community-linked children’s health services. CASPTODAY, the quarterly newsletter of the California Association of School Psychologists, reaches about 2,000 school psychologists. It features informative articles and important information for the school psychologist. CASPTODAY offers the best opportunity to reach school psychologists in California to advertise your products and services. Place your ad in the next issue! Deadline for the Winter 2013 issue is January 20, 2014.

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MEMBERSHIP CATEGORIES  (Please Check One)

☐ Status Change (Check here if this is a membership category change.)

☐ Regular Member - $142.00. Regular Members are persons who (1) are credentialed school psychologists employed in California, OR (2) are Licensed Educational Psychologists.

☐ Retired Member - $60.00. Retired Members are persons who are retired (age 65+) from active employment in the schools and are not employed in any capacity that would qualify for membership in any other category.

☐ Associate Member - $142.00 (Please Check One)

☐ Credentialed school psychologist employed in a state other than CA.

☐ Credentialed school Psychologist who is on leave of absence to personal or professional reasons, such as pursuing an advanced degree.

☐ A member of an allied profession, interested in the activities of CASP.

Student Member - $50.00. Student Members are persons who are enrolled in a full-time training program leading to their initial credential in school psychology.

1st Year School Psychologist - $50.00. Members in this category are persons who are renewing CASP members that have graduated during the 2011-2012 membership year and working. Please let us know the following:

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After 01/10/2014 - CASP will not activate new payroll deduction requests for this membership year.

Pursuant to Education Code 45060, I authorized the above-named school district to withhold $14.20 per month from my salary for 10 months of each year beginning with the 10/2013 scheduled payroll for payment of CASP dues.

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Pursuant to Omnibus Budget Reconciliation Act of 1993 and provisions contained in the lobbying tax law, CASP is required to inform members that 10% of your dues payment is non-deductible as an “ordinary and necessary” business expense. Contributions of gifts to CASP are not tax deductible as charitable contributions. However, they may be tax deductible under the provisions of the Internal Revenue Code.

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