As a school psychologist I have found that many of the students, parents, and educators that I work with believe that intelligence is a “fixed” trait. However, as we learn more about the structure and function of the brain it is increasingly clear that the brain changes as we learn from, and adapt to, environmental demands. These changes in the structure and function of the brain in turn produce changes in behavior; and I use behavior to refer to any observable action including the demonstration of cognitive and academic skills. In the following article I discuss the topic of neuroplasticity citing the work Mark Rosenzweig and Michael Merzenich, two of the foremost researchers on the topic. Further, I discuss some implications of neuroplasticity on the practice of school psychology.

**Principles of Neuroplasticity**

Neuroplasticity is a term used to describe the brain’s ability to change in response to one’s experiences. Over the past 40 years Mark Rosenzweig and his colleagues at UC Berkeley have demonstrated that both the brain and behavior of laboratory rats change as a result of different environmental demands (Rosenzweig, 2003). Rosenzweig (2003) has found that laboratory rats exposed to greater social interaction and stimulating environments develop larger neurons, a greater number of dendrites, and increased branching of dendrites. Not only do changes occur in the brains of these rats, but their problem-solving skills improve as well, as demonstrated by their performances on spatial mazes. While a great deal of research has been done with laboratory rats, similar results have been demonstrated in all species for which research has been conducted, including birds, cats, monkeys, and humans (Rosenzweig, 2003). While Rosenzweig (2003) has cautioned against the overgeneralization of such findings, he concludes that “the variety of findings on plasticity are encouraging for education and for the recovery of function” (p. 536).

Consistent with the data presented by Rosenzweig (2003), Buonomano and Merzenich (1998) write that the brain is not a fixed entity but rather a dynamic structure that is continuously altered by one’s behavioral experiences. While reviewing decades of research on neuroplasticity, Buonomano and Merzenich (1998) speculate that plasticity at the level of the synapse underlies the plasticity of larger cortical maps. One of the mechanisms involved in synaptic plasticity is the process of Long-Term Potentiation (LTP) in which “simultaneous pre-and post synaptic activity results in the strengthening of the synaptic connection” (p. 154). In other words, the more

**It is increasingly clear that the brain changes as we learn from, and adapt to, environmental demands.**

continued on page 2
Webinars Added to CASP Website

Within the next few days, CASP expects to add three new webinars to its website, increasing the opportunities for school psychologists to earn CEUs and learn new skills from the comfort of their computers.

The new webinars were all video-recorded at CASP Convention 2011, held last April in Costa Mesa. All qualify for BBS CEUs and NCSP CPD hours.

California State University Sacramento Professor Catherine Christo is featured in “SLD Eligibility Decisions: Differences Among Models.” This discussion of SLD eligibility uses scenarios to provide examples of what three different approaches to eligibility mean as to students identified and as to services provided. Those approaches are response to instruction only, response and low achievement and a combined approach that includes cognitive assessment to determine a student’s pattern of strengths and weaknesses. The presentation will also provide information as to critical elements that must be in place to use any one of these approaches; and how information gathered during these different models can inform interventions.

This workshop qualifies for 2 hours of CEUs and/or CPD.

Dr. Christo is one of CASP’s most popular presenters. The program coordinator and the university assessment coordinator for CSUS consistently fills the room when presenting at CASP conventions and she is well known for her work in SLD eligibility, progress monitoring and other aspects of RTI.

For a detailed description of the available webinars, visit the CASP web site at www.casponline.org.

Changing Minds

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frequently the connection between two neurons is activated the stronger and more efficient that connection becomes. This rule is at the heart of Hebbian plasticity (based on the work of Donald Hebb, 1949) and Norman Doidge, in his New Hebbian plasticity (based on the work of Donald

Changes Itself

frequently the connection between two neurons

Developing a Change Mindset

Many of us grow up learning that our various skills, whether “intellectual” or physical, are fixed biological traits. However, as school psychologists we must work with students to unravel this myth. Transforming a student’s beliefs about the nature of intelligence, from a fixed entity to a set of modifiable characteristics, has a powerful effect on motivation and achievement. Carol Dweck, professor of psychology at Stanford University, and her colleagues have conducted fascinating studies illustrating the impact of a child’s perceptions of intelligence on academic and cognitive performance.

Mueller and Dweck (1998) found that 5th grade students who adopted an “entity theory” of intelligence, defining intelligence as a stable trait, were more likely to endorse performance oriented goals, attributed low performance to low ability, were less likely to persist in the face of challenge, experienced less task enjoyment after setbacks, and saw their performance decline after experiencing failure. On the other hand, students who held an “incremental theory” of intelligence, perceiving ability as a quality that is malleable through hard work and learning, exhibited greater task persistence and task enjoyment even in the face of challenge. Furthermore, when confronted with a setback, these students were more likely to attribute poor performance to insufficient effort or strategy use rather than low ability.

Blackwell, Trzesniewski, and Dweck (2007) examined the educational impact of an eight-week intervention program that taught students the modifiable characteristics of the brain. The researchers taught junior high school students that intelligence was a dynamic and malleable characteristic that reflected one's effort and strategy use. The students were taught “that learning changes the brain by forming new connections, and that students are in charge of this process” (p. 254). This was taught through readings, analogies, and examples, all of which were supported by activities and discussions.

Following the intervention, the students demonstrated knowledge of brain plasticity, and were more likely to endorse an incremental theory of intelligence. Three times more students from the experimental group were reported by their teachers to demonstrate improvements in motivation and performance as compared to students in the control group. Furthermore, while math grades of students in the control group declined from pre- to post-intervention measurements, those in the experimental group were able to maintain and even slightly improve their math grades.

Neuroplasticity and Academic Achievement

Adhering to the principles of neuroplasticity, Merzenich and his colleagues have developed interventions that capitalize on the brain’s ability to change in order to develop academic skills in children with learning disabilities. Tallal, Merzenich, Miller, and Jenkins (1998) found in two independent studies that children with language learning impairments showed marked improvements in language processing skills after four weeks of intensive computer-based language listening exercises. These outcomes were attributed to the plasticity of the brain and that the language training exercises created changes in the structure and function of temporal processing areas.
The recent grant from the CSP Foundation will assist with the activities of members of the recently founded organization, the Consortium to Advance School Psychology in Vietnam (CASP-V), who will travel to the country the first two weeks of August.

What you see on the outside does not always reflect what occurs on the inside, which can make it difficult to assess whether a youth is experiencing unhealthy episodes of anger.

The Anger Regulation and Expression Scale (ARES) will help you assess youth tendencies towards inward and outward expressions of anger, along with the range and duration of anger experiences.

Designed specifically for children and adolescents aged 10–17 years, the Anger Regulation and Expression Scales (ARES) is a multi-dimensional self-report measure of clinically dysfunctional anger.

- Based on more features and expressions of anger than any other youth measure
- Offers treatment and intervention suggestions
- Demonstrates strong psychometric properties with excellent validity and reliability
- Comprehensive computer-generated reports that describe anger experiences
- Includes validity scales that detect response bias and inconsistent response style
- A short version that can be used for screening and monitoring

![ARES](https://www.mhs.com/ARES)
A Message from the President

By Jenny Jones, CASP President

It is with excitement and healthy nervousness that I begin my CASP Presidency. It is such an honor to serve the school psychologists in this state as well as lead our Board. I am writing these words just days after our June CASP Board meeting (yes, I waited until the last minute to write this...school psychologists love deadlines). In this ongoing economic state, the Board continues to work to fulfill our mission statement:

It is the mission and goal of school psychologists to ensure that schools are responsive to the psychological needs of students and to help California’s children and youth attain intellectual, social, and personal competence.

The mission and goal of the California Association of School Psychologists (CASP) is to secure and sustain programs that support the profession of school psychology by providing for the educational and professional needs of school psychologists, advancing public awareness about the contributions of school psychologists, and enabling individual school psychologists to function effectively in the schools and communities in which they serve.

CASP has been providing member services to meet the focus of this mission statement plus much more for many years. With membership numbers declining as well as convention attendance, we must once again reflect back to our mission statement, determine and prioritize our goals, and then work together to compile an action plan. Recently stated at the June Board meeting was the following: "How will this provide a member benefit? Does this fit into our mission?" OK, maybe those weren't the exact words, but you get the point. As an organization, as a Board, as members of CASP, we need to hold tightly to our main goals. Therefore, at the Board meeting, we looked at the member feedback from the CASP 2011 Convention as well as recent surveys as we wanted to make sure we are providing the member services that are important to you.

At CASP, we want to continue to provide for the “educational and professional needs of school psychologists.” You will soon be receiving information about our upcoming Fall Colloquium where we will be focusing our attention on the topic of mental health. With the upcoming likely changes to AB 3632 funding and service providers, we want to ensure that school psychologists have the needed skills in regard to assessment, goals, and counseling services for our student who have more intense mental health needs. We are also aware of the many school psychologists who have a need for Continuing Education Units (CEU) for those with the LEP, BCBA and NCSP certifications/licenses. We are working to become providers for the Behavior Analyst Certification Board and make certain we have workshop content that falls under the specific areas of need for all of these important certifications.

Another part of our mission statement refers to “advancing public awareness about the contributions of school psychologists.” I would suggest to start planning now with your colleagues how you will be celebrating school psychology week, November 14th–18th. Suggestions for how to promote this week can be found on the CASP website under the Events section. In addition, our Legislative Chair and committee are working consistently to ensure that new laws and regulations have outcomes that are positive for our students.

Our mission statement also indicates “enabling school psychologists to function effectively in the school and communities.” At our Board meeting in April, the CASP Board accepted the NASP Practice Model as a foundational document for our organization. Our Board is initially focusing on the Mental Health component. If you have not yet read this document, you can find it on the CASP website under NASP Practice Model. As always, if you have questions that arise about crisis, assessment, ethics, etc., we have a specialist on our Board ready to answer your questions. Our Region Representatives are also there to help answer a question you may have. Call or email the CASP Office and they will be happy to help you find a person to answer your question.

The CASP Board is dedicated to this mission statement. However, we are unable to fulfill this mission if we no longer exist as an organization. While you may believe your one membership does not make a difference, it does. Each membership allows our organization to provide these member services to all school psychologists in this great state. Therefore, it has to be said, “if not you, than whom?” Please renew your membership or become a member for the first time. I look forward to our journey together through the new school year!

Contemporary School Psychology Journal Now Online
(Formerly The California School Psychologist Journal)

The 2011 edition of The California School Psychologist is now online in the Members Only area of the CASP website.

Contemporary School Psychology, formerly known as The California School Psychologist, is a refereed journal published annually by CASP. Contemporary School Psychology is devoted to contemporary issues in school psychology with the goal of publishing high-quality articles that link theory to practice. The journal is an appropriate venue for articles that: (1) critically review research on topics of general interest to school psychologists in California and nationwide, (2) report research relevant to practicing school psychologists, (3) present promising practices or programs that address the needs of children and youth, and (4) critically reflect on the professional of school psychology and the challenges faced by the profession.

It is also the intent of the journal to highlight the diversity of viewpoints in the profession and of the students, parents, and communities served by school psychologists in California and elsewhere.

The CSP Journal can be found at EBSCO, ProQuest, Gale, ERIC and in other library-based search engines.

This premiere issue has a special topic section on Innovative Applications of a Public Health Approach to School Psychology Practice, which includes five variations on how Response to Intervention is and can be used in the schools. They range from data-based decision making to using a three-tiered approach to selective mutism and includes a study on special education directors’ perspectives on RtI.

The 148-page issue also includes general articles on such topics as the Drug Abuse Resistance Education program (D.A.R.E.), working with Native American Youth, and the effects of chronological age on Hispanic Students’ school readiness. A general analysis worksheet that can be used to create behavioral change and a book review on “Proud and the Squid,” round out this issue.
A Message from the Executive Director

By Suzanne Fisher

This is the close of the final quarter of 2011 and the CASP Board of Directors continues to demonstrate extraordinary strength and resiliency. Despite the fiscal hurdles faced by CASP during this most recent year, we continue to hold the banner high for school psychology in California!

The membership campaign for the 11-12 year has been an outstanding success with over 467 members renewing at the discounted rate prior to the June 30 cut-off. After this date, the CASP membership rate increased to the regular rate. The official membership year is July 1, 2011 to July 1, 2012.

The final year-end meeting of the 2010-2011 CASP Board of Directors was on June 24 – 25 in Sacramento. Two-day discussions were held regarding the impact of the recession on CASP and the future school psychology in California. Offsite members dialed in via speaker phone, while more than 25 board members attended in-person. Topics covered included: a review of CASP fiscal matters; training needs for the future; the fast changing economy; an evaluation of the needs of all member categories; and the prevalence of new providers of CPD.

Post convention, several surveys were conducted defining the needs of CASP members. It was clear, that there is still a need for CASP and legislative representation of school psychologists, at the state and national levels.

The Board’s planning for the coming year included:

- Changing the date of the Annual CASP Convention to the Fall – this passed by overwhelming popularity.
- The annual CASP Convention needs an overhaul to meet more member needs, but is still is a strong training and exposition venue – in the final analysis, 616 members and non-members attended the 2011 CASP convention.
- The CASP website was named by members as their main source of information on CASP activities and school psychology updates.
- CASP members indicated that the regularity of CASP emails; and the hard-copy CASP Today kept them well-informed and engaged.

Jim Russell, our legislative chairperson, and our lobbyist were also recognized as highly important in our organization’s ongoing success – legislatively and politically.

While this time for change is moving us into unknown territory the CASP staff is encouraged and optimistic that we can weather this storm and emerge with a new vision for seasoned and new members. We can see that CASP is learning to adapt and modify to meet more member ‘needs’.

Our applications for federal grants are coming along and we expect a final answer will available later this summer. Moving forward in the coming months we are certain to be expanding our profit centers to include community education and outreach through federal and state grants utilizing one of our gifts as school psychologists – educating CASP members on the prevention, intervention, and post-vention related to suicide.

If approved, we will begin to develop a specialized training program for school psychologists working in public schools. The trainings will be led by the United Advocates for Children and Families (UACF)

As we await final grant approval (now expected in August 2011), we have also applied for the addition of another non-profit our Sacramento office, in 2012.

We can see that CASP is learning to adapt and modify to meet more member ‘needs’.

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.

Three New Webinars

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The third new workshop features a longtime CASP Board member and expert in school crises. Richard Lieberman teams up with Laura Dorko to present “Educators and Self-Injury: Focus on Intervention.”

With 15% of the student population engaging in self-injury at least one time, this is a phenomenon that most school psychologists will encounter at one point or another throughout their careers. This workshop focuses on current research regarding self-injury with special emphasis on etiology and intervention. The presentation will include the personal view of an 18-year-old girl who struggled with self-injury from 7th-12th grade. Her story is especially relevant to school psychologists and other educators as she describes how efforts were collaborated between her therapist, the school counselor, and her teachers in order to give her a plan when the urge to self-injure struck her within the school environment. She will also be available to answer questions posed by the audience after sharing her personal experience. Etiology and current response and intervention tools will be explored utilizing a unique etiology chart and the web site www.EducatorsAndSelfInjury.com.

Dr. Dorko, Psy.D., is a school psychologist for Lakeside Union School District and as an adjunct professor for the school psychology program at Alliant International University. Her doctoral work was focused on self-injury response and interventions for educators and resulted in the website EducatorsAndSelfInjury.com. Mr. Lieberman, NCSP, is a school psychologist and suicide prevention advocate for the Los Angeles Unified School District. He is also the chair of the CASP Crisis Group and is active in NASP school crisis committees. He has been invited to schools throughout the nation to work with communities dealing with school shootings and other crises.

This workshop qualifies for 2.5 hours of CEUs and CPD hours.

Be watching your email and the CASP website at www.casponline.org for these and other exciting CEU and CPD opportunities.

Law and Ethics workshops

Law and Ethics workshops for LEPs, NCSPs, and everyone else planned for October 1, 2011, at University of the Pacific in Stockton and Loyola Marymount University in Los Angeles. Watch the CASP web site and your e-mail for details.
Ventura County Association of School Psychologists

Membership in VCASP for 2010-2011 was 158 members – a record high! VCASP completed a very successful year of professional development opportunities that included Consultation with Hispanic Students – A Strength-Based Framework, presented by CSUN Associate Professor of School Psychology, Wilda Lajja-Rodriguez, Ph.D.; an all-day workshop on Bullying Solutions, with Wayne Sakamoto, Director of School Safety for Murrieta Valley Unified School District; and an all-day training on the Bilingual Assessment MODEL using CHC Theory, presented by Azusa Pacific School Psychology Director Pedro Olvera, Psy.D. and Lino Gomez-Cerrillo.

VCASP also honored three local psychologists for their contributions to the profession. The Nadine M. Lambert Outstanding School Psychologist Award was presented to Mary Truax, School Psychologists of the Oxnard School District, for her work with Response to Intervention and dedication to the Autism Program.

A special honor was presented to long-time CASP and VCASP leader, Ed Schlossman, who received the Outstanding Service Award. Ed has been deeply involved in local, state and national school psychologist associations for more than 30 years, serving in various positions within NASP, CASP, VCASP, and LASP including the job as association president of CASP and VCASP. Additionally, Ed has served as an administrator in both LAUSD and Simi Valley Unified School District.

VCASP’s local Mentorious Service Award Recipient was Candra Shiney-Norris, Ph.D., of Pleasant Valley School District. This award is in recognition of outstanding service and professional dedication of a colleague for service to students, administrators, community agencies, teachers, parents, and to the profession. Candra has worked as a school psychologist for more than 30 years, and is a leader in the field of autism and ED. In addition, she has served as a school psychology mentor and liaison with local mental health providers.

As Region VIII Representative, my goal for 2011-12 is to assist Lancaster in revitalizing its CASP Affiliate and increasing professional membership and collaboration.

Barbara D’Incau, Region VIII Representative

Orange County Association of School Psychologists

The Orange County Association of School Psychologists (OCASP) finished the year off with a bang. The final two workshops included an overview of the Autism Spectrum Rating Scales (ASRS) by Dr. Josie Woods & Psychopharmacology in the Schools by Dr. Lee Gialson. The workshops were a success with several participants reporting positive comments.

The end of the year board dinner was also a success. We welcomed the new leadership board for the 2011-2012 years. This year closes Vivien Phan’s term as president. Vivien provided great leadership and vision for professional development. Thank you for your time and dedication! Next year’s board will be led by Libby Barnish and Kate Felipe. OCASP is confident that that they will provide great leadership and awesome workshops. We have tentative plans for a workshop dealing with the topic of executive functioning. More details will follow.

Pedro Olvera, Region IX Representative

Foothills Association of School Psychologists

This past school year, the Foothill Association of School Psychologist (FASP) offered three professional development workshops. FASP has a strong board of 13 comprised of school psychologists, students, university professors and LEPS. In addition, FASP has a strong membership of 50+. Next year’s President is Carolina Castillo. FASP is looking forward to offering professional development workshops next school year.

Southbay Bay Association of School Psychologists

The Southbay Association of School Psychologist (SBASP) hosted the Leadership 2011 Awards Breakfast, June 9, at the Redondo Beach Unified School District’s board room. The Leadership Award recipients included, Susan Lee, Torrance USD, Elaine Semple, Torrance USD, and Lori Brummel, Redondo USD. In addition, Mary Ann Clark, Southwest SLEPA, was awarded the Distinguished Service Award. SBASP will be electing new officers for the next school year.

Greater Long Beach Association of School Psychologists

The Greater Long Beach Association of School Psychologist (GLBASP) offered an end of the school year celebration, June 10 at the Panorama on top of the Holiday Inn, Long Beach. About 40 participants enjoyed the panoramic view of the city, networking, and celebrating the end of the school year.

Below are photos of those who attended this end-of-the-year event.

GLBASP officers for the next school year, include: President Katy Tinsley, Secretary Heidee Sinowitz, Treasurer Ryan Burns, Technology Coordinator Shelly Cassidy, CEU Coordinator Bridgett Myers, and CASP Region V Representative Tom Sopp. GLBASP is planning a fall workshop addressing preventing, recognizing and responding to cyber bullying. For more information, please contact President Katy Tinsley at ktinsley@lbud.k12.ca.us

Tom Sopp, Region V Representative

Los Angeles Association of School Psychologists

The Los Angeles Association of School Psychologist, LAASP, had our end-of-the-year luncheon honoring Outstanding School Psychologists and retirees. The luncheon was well attended. The award recipients were: Celia Adame, Peter Adzhyan, Thomas Barbee, Cynthia Brockman-Colman, Theresa Edwards, Veronica Hernandez, Fabian Lamm, Troy Leonard, Elvy Rodriguez, Ute Van Dam and Perky Waterman.

Finally, our new president, Breanna Demall’s, theme for LAASP 2011-12 is “What Next?” The initial planning meeting has been set for August 12, 2011 to discuss what our goal and objectives will be for the upcoming year. Everyone interested in participating in LAASP is welcome to attend.

Seble Gebremedhin, Region IV Representative

Seble Gebremedhin, Region IV Representative
CASP TODAY • SUMMER 2011

CASP ONLINE

WORKSHOPS

Need continuing professional development?
Don’t have time to travel to get it?
Try the CASP online workshops!

CASP now has 15 webinars online that can be accessed from the privacy of your home or office computer. CEUs for LCSW/MFT and CPD for NCSPs are available for most of the webinars.

For a description go to www.casponline.org for more information on how you can watch and learn. CASP is currently offering the following webinars online:

1. SLD Eligibility Decisions: Differences Among Models
   Catherine Christo, PhD

2. Collecting and Using RtI Data at Each Tier
   Sarah Taino, PhD, NCSP, and Tricia Crosby-Cooper, PhD

3. Educators and Self-Injury: Focus on Intervention
   Richard Lieberman NCSP, and Laura Dorko, Psy.D.

4. A Model Approach to Conducting Assessment of Bilingual (English & Spanish) Students: A Psychoeducational Assessment Approach Grounded in CHC Theory
   Pedro Olvera, Psy.D., LEP and Lino Gomez-Cerrillo, M.A.

5. Promoting School Psychologists' Competence During Legally Challenging IEP's
   Doug Siembieda

   Jan Van Horne, M.A.

7. Navigating the Job Hunt and Thriving as New School Psychologist
   Kelly Graydon, PhD, Vhenus Belisle, Ed.S. and Pedro Olvera, Psy.D., LEP

8. Executive Function Challenges in Children: Assessment and Intervention
   Mary Joann Lang, PhD, A.B.P.N., B.C.B.A.-D., and David Morrison, Ed.D.

9. Investments That Pay Off: Selecting Interventions That Get Results!
   Jenny L. Jones, M.A., LEP, ABSNP

    Tricia Crosby-Cooper, PhD and Sarah Taino-Munton, PhD

11. All You Want to Know About Counseling Students: From Teaching Social Skills That Generalize to Using the Resiliency Model
    Chris Ellis and Christine Toleson

12. Stress, Trauma, and the Brain: How to Assess, Designate, and Serve
    Regalena “Reggie” Melrose

13. Assessing Students with Visual Impairments
    Betty Henry

14. Tips for Successfully Developing Legally Compliant IEPs
    Anne Sherlock

15. Suicide Prevention in the Schools: Best Practices
    Stephen Brock and Richard Lieberman

Charges apply. Extra charges for CEUs or CPD.

www.casponline.org
Legislative Report:
By James Russell, CASP Legislative Committee Chair
And Jeff Frost, CASP Legislative Advocate

State Budget Delivered On Time; Education Depends on Revenues

After a complete breakdown in talks between Governor Brown and Legislative Republicans, a long weekend of negotiation between the Governor and the majority-party Democrats delivered a 2011-12 Budget package that was approved by a legislative majority and signed by Brown before the June 30th Budget deadline. This marked the official end of Governor Brown’s “Plan A” budget based on tax extensions, which he had unveiled in January and had clung to ever since.

In place of taxes, the cornerstone of this Budget – which intends to hold K-12 school funding at the level of the Governor’s January Budget Proposal – is an increase in state revenues of $4 billion above the level projected in the May Revision less than two months ago. This revenue increase is a projection pinned on an increase to date of more than $1.3 billion over May Revision revenue estimates, and allows for a “balanced” budget to be pieced together without additional fiscal devastation. Inasmuch as this revenue premise is still uncertain, however, the proposal contains an automatic mid-year cut provision for school that would be triggered in January if this revenue scenario looks overly rosy at that time. Specifically, if the revenue bump looks in January to be less than $2 billion, automatic mid-year cuts would eliminate funding for home-to-school transportation, and reduce revenue limit funding by an amount equivalent to a decrease in the school year of 10 days. (This equates to about $200 million to $225 million per day, so the total revenue limit hit would be $2 billion or a bit more – in the neighborhood of $350/ADA). And this trigger will also contain language that is intended to empower local school agencies to accommodate a sudden revenue drop by authorizing local education agencies to unilaterally impose this shorter school year for 2011-12 without the need to collectively bargain the shortened school year or the consequent salary reductions.

If this trigger isn’t pulled, the Governor/Democratic Majority Budget package will fund K-12 schools at the level of the Governor’s January Budget Proposal – including the utilization of $2.1 billion in deferrals. In getting to this funding level, however, a two manipulations of Proposition 98 will be employed that will reduce the minimum guarantee without formal suspension (and – hopefully – with the Controller’s approval). The proposal calls for transferring billions in state sales tax revenue schools to local government, and then realigning costly services from the state to the local level. This will save the state billions in operations, and will decrease the Proposition 98 guarantee to less than $49 billion. (Because 2011-12 is a Test One year, a decrease in local property taxes actually reduces the Proposition 98 guarantee, instead of merely increasing the state’s liability for General Fund Backfill.) In recognition of this, the Budget Proposal calls for a November 2012 measure that will make schools whole for this realignment. And if that measure fails, an automatic continuous appropriation to Proposition 98 will be applied in its stead.

The second change to Proposition 98 is the removal of childcare programs. This exclusion means that more than $1 billion in childcare spending is now outside of the Proposition 98 responsibility, and as a result, the guarantee is being lowered by a like amount.

There are obviously major questions concerning this proposal. Will the revenue projections hold up so that the trigger doesn’t get pulled? Will the language allowing unilateral imposition of 10 furlough days – essentially abrogating local contracts at the local level? Will the sales tax shift and the consequent lowering of the Prop 98 guarantee be challenged in court? We will have more information on these issues, and others, as we are apprised.

Meanwhile, the California Teachers Association was able to add a line in the budget bill calling for no teachers to be laid off if budget assumptions are not met. We will keep you informed of how this could affect school psychologists.

CASP eScrip and Foundation
Remember to participate with the California School Psychology Foundation and donate with the eScrip program!

Donations will assist with the CSPF Mini-Grant program which promotes effective interventions that address both learning and social/emotional issues that impeded a child’s success and happiness while embracing individual and group differences in children.

The program provides financial support for projects designed to provide direct benefit to students in grades K-12. Projects much include children as participants and should promote the development of positive assets in children and youth. School psychologists who have a thorough understanding of the needs of students in their schools may apply for the grants up to $500.

eScrip is proven to be a fantastic resource for fundraising where participating business partners contribute a percentage of your grocery loyalty cards, credit card, and debit/ATM card purchases to the school, group or organization of your choice. You can donate when renewing your CASP membership, fill out a CSPF eScrip form or visit www.escrip.com to look up the CASP Foundation (group ID # 500000472).

Here’s How it Works
• You register any one or all of your existing grocery loyalty, debit and credit cards for use in the program.
• Participating merchants will make contributions to your chosen group, based on purchases made by you, just by using the cards you have registered.
• Your purchases are tracked and available to you online, allowing you to see just how much you are earning on the CSPF Foundation’s behalf!
Changing Minds
continued from page 2

The computer program employed by the researchers was designed to first establish a baseline of the child’s temporal integration rates, or their ability to discriminate between subtle acoustic changes within syllables and words. The objective was to then close the gap between the child’s current skills and more typical rates by gradually changing the auditory stimuli that the child is exposed to (e.g. from slower more deliberate speech segmentation to more typical speech rates). Tallal et. al. (1998) found that the program had the effect of “speeding up the temporal integration rates” of language learning impaired (LLI) children that participated in the studies.

The authors concluded from their data that “faster processing rates correlated significantly with improved ability to process individual speech sounds (phonemes) within words – a fundamental goal of both speech and language therapy for language impaired children, as well as phonological awareness training for reading impaired (dyslexic) children” (p. 198). Their initial program was then expanded to include seven computer-based training exercises designed to improve auditory processing skills and marketed under the name Fast ForWord (Tallal et. al. 1998). These researchers have since found the program to be effective in improving the language processing skills of children with language impairments as well as children with co-morbid central auditory processing disorder (CAPD), attention deficit/ hyperactivity disorders (AD/HD), reading disorders (dyslexia), and autism (Tallal et. al., 1998).

Conclusion
Advances in neuroscience over the past 30 years teach us that the brain is not a fixed entity but rather a dynamic structure that is continuously altered by one’s behavioral experiences. Active engagement in novel learning has been demonstrated to produce changes in the brain including new and larger neurons, greater numbers of dendrites, and increased branching of dendrites. Further, frequent activation of neural connections improve the strengths and efficiently of information processing.

As school psychologists, we must take active roles in promoting learning and behavioral changes in students experiencing educational difficulties. First, we can do this by promoting in students, as well as their parents and teachers, an “incremental theory” of intelligence in which “ability” is viewed as malleable quality that changes in response to active engagement in learning, hard work, and strategy use. Further, since we know that deficient cognitive processes change in response to targeted interventions, we actively advocate for the use of appropriate instructional strategies and provide students with ample opportunities to over learn skills needed to close the achievement gap between them and their typical learning peers.

References

James Bylund is a doctoral student at Alliant International University and a school psychologist with the San Diego Unified School District.
PERSONAL INFORMATION
Mr.    Ms.    Mrs.    Dr.    •    M.A./S.    PhD    LEP    (circle one)

☐ Check here if Home and Billing address are the same.
First Name: ____________________________ Last Name: _________________________________
Home Address: ______________________________________________________________________
City: __________________________________ State:  ____________ Zip Code: ______________
Billing Address: ______________________________________________________________________
City: __________________________________ State:  ____________ Zip Code: ______________

District: ____________________________________________________________________________
County Where You Work: ____________________________________ Region No.:_____________
E-mail: ______________________________________ W ork Phone: _________________________

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.

MEMBERSHIP CATEGORIES
☐ 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 2010-2011 membership year and working. Please let us know the following:
   Advisor's / supervisor's name:  _______________________________________________
   Advisor's / supervisor's e-mail: _______________________________________________
   Advisor's / supervisor's phone: _______________________________________________

PAYMENT OPTIONS I am interested in donating to the: *CASP charges $25. for all returned checks.

Would you like to join the:
CSP Foundation's eScrip Program? ☐ Yes ☐ No
If Yes, may we use the credit card below? ☐ Yes ☐ No

☐ PAYMENT IN FULL Membership Fee $ _____________
Check # ___________ Mini-Grant Donation $ _____________
(Payable to CASP*)
Visa / Mastercard CLD Donation $ _____________
Credit Card Number: ____________________________
TOTAL $ _____________
Billing Zip Code: ____________________________ Expiration Date ____________
Phone Number: (________) ____________—________
☐ CASP is authorized to use my credit card for payment of member dues.

☐ Payroll Deduction (Regular Members Only)

After 01/10/2012 - 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 10/2011 scheduled payroll for payment of CASP dues.
Social Security Number: _______________—______________
This information will only be used for processing this application.

Signature: ________________________________________________

Pursuant to Omnibus Budget Reconciliation Act of 1993 and provisions contained in the lobbying tax law, CASP is required to inform members that 15% 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.

Signature: ________________________________________________