

CASP TODAY



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INSIDE

Volume 62 - Number 2
Spring • 2012

FEATURES

- 1 Meet with the “Minds” at CASP’s 2012 Fall Convention
- 2 Spring Conference Featured New Sessions, New Concept
- 3 Congratulations to CASP’s New Board of Directors
- 5 School Neuropsychological Assessment of Children with Autism Spectrum Disorders
- 10 A Look at the Rtl Social-Behavioral Model in Urban Schools
- 13 Remembering Valerie J. Cook-Morales
- 13 Remembering Judy Ransdell

DEPARTMENTS

- 6 A Message from the President
- 7 A Message from the Executive Director
- 8 Legislative & Budget Update:
- 12 Affiliate Updates
- 15 CASP Officers
- 16 Membership Renewal Application

NEWS

- 2 New LEP Workshops Announced
- 7 New Deadlines for CASP Awards and Scholarships
- 9 CASP Webinars

Meet with the “Minds” at CASP’s 2012 Fall Convention

Nancy Mather. Sam Ortiz. Dawn Flanagan. Steven Feifer. George McCloskey.

These are just a few of the notable names in school psychology who have been invited to present during *Meeting of the Minds* sessions at CASP’s Convention 2012 to be held in Costa Mesa in October.



October 25 & 26, 2012
Costa Mesa, CA

The *Meeting of the Minds* is a group of practitioners, researchers, and interventionists from various organizations who are working together, presenting their ideas to school psychologists and other school-based mental health professionals throughout the nation. CASP was able to tap into this expertise for its inaugural Fall Convention.

CASP has found that more school psychologists are in need of continuing education, specifically in mental health issues, in the post-AB3632 era. Also, licensed educational psychologists now need 36 hours of continuing education, the number of nationally certified school psychologists in need of continuing professional development continues to grow and several CASP members had requested that the annual convention be moved to the fall. The CASP Board of Directors recognized this call for change, but also found that CASP members are in need of a continuing education event in the spring of

each year. If finances allow, CASP plans to hold an annual convention in the fall, followed by a spring conference each school year. This gives school psychologists two opportunities to not only improve their skills, but to network with colleagues.

Applications to present at this important event are available on the Events page on the CASP website at www.casponline.org Deadline to submit proposals is June 18, 2012.

Themed “School Psychologists: Leaders in Assessment and Mental Health,” Convention 2012 will be held October 25 and 26 in Costa Mesa. The *Meeting of the Minds* will be included in the program, that will also feature the expected workshops, papers, posters, panels and mini-skills workshops, as well as an exhibit

hall, awards, general session and networking opportunities.

Applications to present at this important event are available on the Events page on the CASP website at www.casponline.org. Deadline to submit proposals is June 18, 2012.

Expected to join the *Meeting of the Minds* group are Karen Apgar, Milton Dehn, John Garrut, Pat Lillie, Andrew Shanock and Dan Miller. The *Meeting of the Minds* gathers to synthesize the research regarding response to intervention, school neuropsychology, cognitive sciences, and dyslexia into a national model school district policy for specific learning disabilities.

See upcoming emails and check the CASP website for more Fall Convention 2012 news as it develops.



Spring Conference Featured New Sessions, New Concept

School psychologists from throughout California enjoyed mini-skills workshops, bid on excellent silent auction items and learned about the latest trends in school psychology at CASP's Spring Conference, held March 22 & 23 in Costa Mesa.

Keynote Speaker Dr. Kimberly Vannest spoke on tier two interventions and which to use where at the Thursday general session. The author and test developer's session was sponsored by Pearson.

Dr. Terry Gutkin took on America's mental health pandemic and whether school psychology will

come to the rescue during the March 23 Affiliates' Luncheon. In addition to the lively discussion a silent auction and information on CASP's 16 affiliates were on the menu. Dr. Gutkin's address was sponsored by Chapman University.

Other highlights: CASP President Jenny Jones' presidential address in which she related that "ideal day" (see her column in this issue of CASP Today), the Student/Practitioner Pizza Party, sponsored by the Hufstедler School of Education of Alliant International University, the chance to pick up new skills and continuing education

credits at the workshops and the introduction of mini-skills workshops. These 1.5-hour sessions featured school psychologists giving other school psychologists information about "what works" in their working environments. Everything from working with selectively mute students to how to take care of yourself in light of the pressures of school psychology was discussed in these popular sessions.

Here are photos from the two-day 2012 Spring Conference. 

continued on page 3



Keynote speaker Dr. Kimberly Vannest and CASP President Jenny Jones.



Spring Conference co-chairs Jaime Flowers, Stephanie Domzalski and Courtney Matz.



CASP President Jenny Jones and NASP President Dr. Phil Lazarus.

New LEP Workshops Announced

CASP has scheduled new workshops that LEPs can take to help meet the licensure renewal requirements for 2012 and 2013.

Three Alcohol and Other Chemical Substance Dependency Trainings are scheduled, as is one Law and Ethics/Legally Defensible Practices in Assessment. And, plans are in the works for Child Abuse Assessment workshops, as well as additional 15-hour alcohol and other chemical substance and 6-hour law and ethics workshops.

"CASP is continuing to assist LEPs meet the new licensure renewal requirements," said Jenny Jones, CASP president. "We hope they will think of CASP when they look for trainings to fulfill the biannual 36 hours of continuing education they now need."

To register for these workshops visit the CASP website at www.casponline.org and click on LEPs.

Starting with this renewal year, LEPs are mandated to take 36 hours of continuing education before renewing their licenses with the state's Board of Behavioral Sciences. LEP licenses must be renewed every two years. Most workshops offered by CASP at its annual convention and spring conference qualify for continuing education units for LEPs, LMFTs, LCSWs and LPCCs.

Counting toward the biannual 36 hours, LEPs must also take 15 hours of alcohol and other chemical sub-

stance dependency training, seven hours of child abuse assessment and six hours of law and ethics. The law and ethics must be repeated every two-year cycle, the other two do not. LEP can show that the alcohol and child abuse requirements were taken via university transcripts or through other venues in prior years. See the BBS website at www.bbs.ca.gov for details.

The alcohol workshops are planned for June 15 and 16 at the University of the Pacific in Stockton; and July 5 and 6 and August 27 and 28 at the Santa Clara County Office of Education. Howie Vann, a consultant to alcohol/drug treatment facilities and educational institutions who specializes in trainings on addictions and their effects on the family systems, will be the instructor for all three workshops.

The Law and Ethics/Legally Defensible Practices in Assessment workshop will be held June 1 at California Baptist University in Riverside. Carl B. Corbin, Assistant General Counsel, of the public law firm School and College Legal Services of California, is a former school psychologist and a licensed educational psychologist, will be the instructor.

Check the CASP website for more LEP workshops. Plans are underway and will be announced as soon as possible. 



CASP would like to thank the following sponsors for their participation in Spring Conference 2012:

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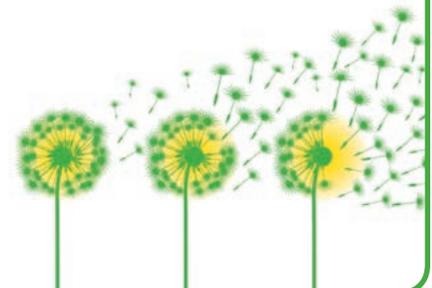


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To register for these workshops visit the CASP website at www.casponline.org and click on LEPs.

Congratulations to CASP's New Board of Directors



Christine Toleson, 2012-13 president-elect



Lisa Laird, 2012-13 secretary-treasurer



Stephanie Haluck, Region II Representative



Seble Gebremedhin, Region IV Representative



Barbara D'Incau, Region VIII Representative



Cynthia Osborn, Region X Representative

Christine Toleson, former Region IV representative and current Awards Chair, was voted the CASP 2012-13 president-elect in a tight race. In the other contested election, **Christi Erwin** was voted in as Region VI representative.

Other new faces on the CASP Board of Directors will be Secretary-Treasurer **Lisa Laird**, a former Region X representative, and **Cynthia Osborn**, who was voted in to take over the Region X seat. **Stephanie Haluck** will represent Region II. **Seble Gebremedhin**, Region IV representative, and **Barbara D'Incau**, Region VIII representative, will both return for second terms on the Board of Directors. Region IV is the Los Angeles Unified School District; Region VIII takes in a small area of northern Los Angeles County and runs north to include San Luis Obispo County.

All board members will take office on July 1. **Brandon Gamble**, current president-elect, will move into the president's seat while President **Jenny Jones** will become past president. That position is currently held by Patrick Crain.

A longtime Board member, Ms. Toleson works for the Los Angeles Unified School District as a designated school psychologist for the Fostered Youth Program. She and Tom Sopp, director of Psychological Services for the Southwest SELPA in Los Angeles County, vied for the top office. He currently serves as the Region V representative.

Lisa Laird, a school psychologist for the El Dorado County Office of Education, was unopposed for secretary-treasurer.

Region VI, which includes Riverside and San Bernardino counties, was the only region in which more than one person is running for office.

Successful candidate **Christie Erwin**, a school psychologist with the Riverside Unified School District, was opposed by Susan Zapasnik, a school psychologist for the Moreno Valley Unified School District.

Cynthia Osborn, who will represent Region X, is a school psychologist/administrator with the San Juan Unified School District. This region takes in Northern California's inland counties from San Joaquin County north to Oregon. Stephanie Haluck, who was the lone candidate for Region II, is a school psychologist with the Campbell Union High School District. This region includes the San Francisco Bay area, from Marin County south to include Monterey County.

All odd-numbered regions will hold elections for representatives next year. 

Photo Highlight from Spring Conference, Costa Mesa

continued from page 2, photos continued on page 11



Luncheon speaker Dr. Terry Gutkin of San Francisco State University, and CASP President Jenny Jones.



CASP Treasurer Roger McCoy taking in a poster presentation at CASP Spring Conference.



The ballroom was full for the CASP Affiliates' Luncheon and silent auction.



Students conversed with NASP President Phil Lazarus at the Student/Practitioner Pizza Party.



CASP President Jenny Jones' parents were her special guests for her presidential address.



CASP Legislative Chair Jim Russell making a point at the Student/Practitioner Pizza Party.

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School Neuropsychological Assessment of Children with Autism Spectrum Disorders

By Rienzi K. Haytasingh, Brandman University

Autism is now widely considered a disorder of brain development, and hence, one of neurological origin, (Minshew, et. al., 2005). When assessing students with autism spectrum disorders (ASD), an important goal of assessment is to move away from global neuropsychological descriptions to a more refined, precise documentation of an individual's functioning in various neuropsychological domains (Volkmar, 2005).

School neuropsychological assessments typically measure a wider variety of neurocognitive constructs such as sensory-motor functions, attentional processes, visual-spatial processes, language processes, memory and learning, executive functions, speed and efficiency of cognitive processing, general intellectual ability, academic achievement, and social functioning (Miller, 2010). The purpose of neuropsychological assessments can be to identify strengths and weaknesses, establish baseline functioning, document performance status and changes in performance, and help guide educational treatments and outcomes (Corbett, Carmean, & Fein, 2009). Today there is an increased interest in evidenced based school neuropsychological assessment and how the assessment itself can help students with ASD learn.

School neuropsychology continues to be described as an "emerging specialization" among the practice of school psychology (Miller, 2010). The interest in the biological basis of human behavior is not new to the school psychology profession, however it has been applied more recently in schools through assessment and intervention. The proper understanding of brain behavior relationships allows educators to select the appropriate research based interventions. School neuropsychological evaluation systematically assesses all the domains that effect school performance, while also considering how these domains interact with each other. The domains include: cognitive ability, attention, learning and memory, language, visual spatial ability, sensory motor ability, executive functioning, and adaptive skills. In addition to these domains, there is a great deal of value in conducting a thorough history of the child in the school neuropsychological assessment model. It is widely known that there are instances of children with ASD receiving several misdiagnoses before being correctly diagnosed. In addition to specific measures of these neuropsychological domains, there is a great deal of consideration about how the constructs are measured.

When discussing assessment and treatment for students with ASD, one of the biggest

challenges is the heterogeneous phenotype of behaviors. Variables such as developmental levels, chronological age, and cognitive skills must be considered when developing the evaluation approach. Lang (2010) emphasizes the consideration of individual differences in presentation that occur when evaluating children with ASD. To date, there is no lab test or medical test to diagnose autism; there exists no MRI test or genetic test to diagnose ASD. Instead the diagnosis is based on observable behaviors. In the school neuropsychological assessment model, attention and appreciation is given to the neurological underpinnings of the observable behaviors. The process of investigating the symptoms in connection with the overall functional capacity of the child and then breaking down the behaviors to neurocognitive issues that affect behavior must be considered (Lang, 2010). There are essentially three main areas that require attention when assessing ASD: reciprocal social interaction, communication, and behavior.

“ The purpose of neuropsychological assessments can be to identify strengths and weaknesses, establish baseline functioning, document performance status and changes in performance, and help guide educational treatments and outcomes. ”

The first core deficit among children with ASD is reciprocal social interaction. Although research reflects considerable heterogeneity among children with ASD in the presentation of their social behavior, some generalizations can be made which can be useful for both evaluative and treatment purposes (Loveland & Tunali-Kotishi, 2005). Specifically, when evaluating reciprocal social interactions a school neuropsychological assessment includes both qualitative and quantitative information about the nature and severity social interaction difference. Structured interview systems like the Autism Diagnostic Observational Schedule (ADOS) can be used to evaluate the quality of reciprocal social interaction in a clinical setting (Lord et.al. 2005). They can be very useful in pressing for specific behaviors. Outside the testing environment, direct observations by the examiner will identify how the child applies or uses reciprocal social interaction. The application of skills in a natural

setting is important in the assessment process, particularly in the area of everyday peer relations (Gamliel & Yirmiya, 2009). Students with ASD have difficulty applying previously learned skills because of the large array of variables in a natural environment (Volkmar, 2005). In evaluating the application of knowledge and skills, adaptive skill rating scales are important tools for quantifying the application of these skills in multiple settings. The gap in adaptive behavior will be observed when conducting the ecological or naturalistic aspect of the assessment, and will be very helpful for structuring the interventions. Much research has focused on the social problem-solving ability, considered to be associated with the social difficulties of individuals with autism (Gamliel & Yirmiya, 2009). Being deficient in solving social problems is one of the biggest reasons young adults with ASD do not sustain jobs. Assessment of "how" the child with ASD navigates through social situations is an important aspect of the evaluation.

The second domain that must be evaluated is communication, as communication is among the core symptoms of ASD. The characterization of communication skills is an essential task in evaluation (Paul, 2005). Communication includes not only the ability to speak and understand language, but also the ability to send and receive messages through nonverbal channels (Paul, 2005). Because of the wide range of differences in communication skills among students with ASD the examiner must first consider the appropriateness of the assessment method. Users of diagnostic instruments should be aware of the needs of their particular situation and population in order to make the most informed choice of instruments. In a school neuropsychological assessment, both verbal and nonverbal communication skills should be evaluated qualitatively and quantitatively (Lang, 2010). The careful evaluation of communication strengths and limitations can provide direction and guidance to evidence-based instruction and treatment.

When assessing language and communication in children with ASD, both qualitative and quantitative aspects of language expression and comprehension are evaluated (Tsatsanis, Saulnier, Sparrow, & Cicchetti, 2011). For example, atypical features such as echolalia, pronoun reversal, and scripted language can be observed during the assessment. Other aspects of language assessment include prosody, inflection, volume, and register. Nonverbal forms of communication such as gestures, eye contact, and the use of language for social communication should be identified during the evaluation. Additionally, understanding children's social perception skills is an important variable to evaluate. Social perception can be defined as the initial stages of processing that allow a child to accurately figure out or diagnose another person's intentions on the basis of their actions

A Message from the President

CASP Spring Conference “Ideal Day”

By Jenny Jones, CASP President



Note: This is the Presidential Address Jenny Jones presented at CASP's Spring Conference 2012, held March 22 and 23 in Costa Mesa.

So, ideal day. No worries, this will NOT be about sunshine, lollipops and rainbows. Nor will I ask anyone to do any meditation during the next 5-10 minutes or sing kum-ba-ya. However, I will ask you to do a little walk down memory lane

Last year at our annual convention, Patrick Crain, our president at the time, shared with you his kindergarten report card. While I could not locate my kindergarten report card, I was able to find my 2nd grade report card.

While a quick glance showed that I received mainly A's and did some great reading during the year, some of the other comments were interesting as well. I did receive B's all year in music (now how do you get a B in music in 2nd grade?).

Fast forward to college when my music teacher made sure that music was NOT my major in school...perhaps the B was appropriate.

So, my 2nd grade teacher, Mrs. Walker, indicated that I “could work on speaking louder” and that I “need to participate in discussions.” Mrs. Walker would be proud of me today as I stand in front of you speaking (hopefully loud enough). She would also be happy to know that I spend much of my time participating in discussions. Discussions about students, about meetings, about teachers, about teachers in meetings.... At times you might forget that many of us came into this job to work with students.

You know, those cute kids we might spend some time with here and there between paperwork and meetings and driving between sites.

In Cal State Northridge's school psych program, we had to write a paper entitled, “My Ideal Day” as a school psychologist. I actually kept this paper. Those who know me are not surprised that I kept it. Marian Shiff, my wonderful practicum professor, indicated in her still-attached notes that I should keep a hold of this paper and reflect back. I read it about five years into the profession. You remember that five-year mark don't you?

When you think about whether working at McDonald's would pay as much as being a school psychologist?

When I reviewed my paper again a couple of weeks ago, I definitely found some similarities with what I do now, but also some definite differences.

My paper talked about me being organized, and I have to admit I don't know what I would do without my phone, Outlook and my Franklin Covey Planner.

During my ideal day, I also arrived early to work, but back then I thought 20 minutes was early enough. Nowadays, it is closer to an hour before my first meeting.

My paper talked about working with a great team and I have to admit that I have worked with my current team at my main school site for six years and they are truly the best.

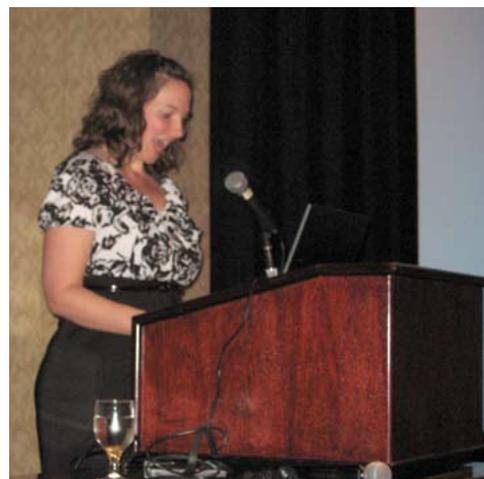
Funny enough, one of my last paragraphs in the paper actually stated, “Too bad a school psychologist has to go to sleep – imagine what they could achieve with the extra hours.” Who knew that as a school psychologist, this dream actually would come true...I can't even remember the last time I got enough sleep.

“ My paper talked about working with a great team and I have to admit that I have worked with my current team at my main school site for six years and they are truly the best. ”

So, what is different from my ideal day to reality?

Well, I had lunch in the teacher's lounge in my ideal day. I have to admit, I am not a frequent diner in the teacher's lounge. I remember having lunch on the first day of school a couple of years ago in the teacher's lounge. I had teachers coming to me with students they thought needed to be assessed...yep, kindergarten teachers.

In my ideal day paper, I was running many counseling groups, including social skills and bereavement. I am actually someone who likes running counseling groups. But my days are filled



with many other activities such as mentoring interns, consulting with schools on RtI and assessing students placed at NPS'. However, these other activities help make up my new “ideal day.”

So, what does this trip down memory lane teach us? Being a school psychologist is hard. And, it seems to get more and more difficult each year. More legal requirements, more tests to learn, more students that need our help with less resources available. So, what is a school psychologist to do?

Give up? Nope, “giving up” is not typically in our DNA. So, what should we do? I am going to borrow an exercise Michael Hass did with a group during our fall Colloquium called the Miracle Question. I might be changing things around a bit...I ask forgiveness from any hard core “Solution focused therapists.”

Suppose after this Spring Conference, you go home. Sometime in the evening you get tired and go to sleep. And in the middle of the night, when you are fast asleep, a miracle happens and you wake up having the ideal job description at your place of work. You wake up and your day planner is filled with meetings and activities in which you love to partake. Activities that help students. Activities you wish every day you could participate in. What would that look like? What would be in your day planner? What if your ideal day came true?

We've been discussing for many years the “expanding role of the school psychologist.” We talked about this with Response to Intervention... ways for us to get outside the testing kit. Well, not only do we have the possibility to expand our roles to include working with general education students on academic interventions, we also have the chance to be included in the discussion of how to help our students with the social, emotional and behavioral side of RtI. We have the chance to offer our thoughts about different types of social emotional curriculum.

Did you know that the NASP Practice Model has 10 areas or domains that encompass the job of a school psychologist? I will mention just a few:

- Data Based Decision Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Intervention and Mental Health Services to Develop Social and Life Skills
- School Wide Practices to Promote Learning

Which domains does your ideal day involve?

So, the question is how do we get there?

Well, the first step is admitting you have a problem. Seriously, the problem is that you are not using your talents. Share that problem with someone. What are some other steps?

If you want to provide service in another area, but don't feel as though you have the background,

A Message from the Executive Director

By Suzanne Fisher

Dear CASP Members:

Today is indeed a day to take note of in CASP history! It is with great joy that we celebrate our collective success!

The 2012 Spring Conference, Meeting the Social, Emotional, and Behavioral Needs of California's Students, was a resounding success in all areas, including in the training offerings and financial outcomes. While the conference was unable to offer all the features of a full CASP convention, we were able to respond to the collective demands of our members.

Held at the Orange County Hilton in Costa Mesa, the event was sponsored by Pearson, MHS, Chapman University, and Alliant International University's Hufstedler School of Education.

Based on the feedback, we did make many of the necessary changes in our offerings, created a more streamlined system for registration, and most importantly, added speakers/experts that were able to offer training that was more relevant to members and the families they serve.

As in any family, we were not able to meet every CASP member's need, but we will continue to strive to offer something meaningful to each segment our CASP family – no matter their focus today, tomorrow or next week. We will fine-tune our skills, as needed, in order to navigate thru the many economic and social changes, but despite this circumstance, we will continue as

school psychologists to do our very best for each child and family, each and every day.

We greatly appreciate your collective support, as we continue to struggle against the tide of confusion, desperation, and sometimes heartbreaking circumstances facing our nation, the world and many of our family and neighbors.

Update

We had 687 attendees at the conference and 199 for LEP Day – a grand total of 886. Keeping totals in perspective – in 2011 we had 617 attendees, and 2010 only 649.

Overall, attendance at the first statewide conference was strong, with attendance and participation from all membership categories: students, regular members, and retired.

The Mini-Skills workshops were a new featured activity at the conference and very popular with the attendees along with the addition of LEP trainings. The Spring Board of Directors Meeting

“ CASP will continue to revise the registration process and such items as the exhibit hall are expected to return to the Fall Convention. ”



and other committee meetings were also held along with the keynote and invited addresses; panels; posters; and specials events such as the student pizza party; and CASP Affiliate luncheon.

CASP President Jenny Jones delivered the morning keynote address and Dr. Kimberly Vannest, sponsored by Pearson, delivered a keynote address and afternoon workshop.

A frequent complaint from 2012 attendee evaluations was the lack of the Exhibit Hall, a more finely tuned on-site registration process, and additional free workshop trainings. We will continue to revise the registration process and such items as the exhibit hall are expected to return to the Fall Convention.

Next CASP event – School Psychologists: Leaders in Assessment and Mental Health, featuring the Meeting of the Minds will be held in Fall 2012 and led by incoming President Brandon Gamble. CASP is expecting many well known experts and authors such as: Dr. Samuel Ortiz, Dr. Karen Apgar, Dr. Dan Miller; and many more. Sponsors include Pearson, MHS, PAR, and Riverside Publishing.

Workshops highlighting the work done by some of the best minds in school psychology, autism, behavior, and pediatric neuropsychology, will lead the convention offerings. Many of our regular convention activities will be offered including: Exhibit Hall and trade show, member awards ceremony, Student/Practitioner Pizza Party, general session, CASP Board meeting, and more.

Save the Dates: October 25 – 26, 2012 for CASP Convention 2012: School Psychologists: Leaders in Assessment and Mental Health, featuring the Meeting of the Minds. 

New Deadlines for CASP Awards and Scholarships



With the move from a spring to a fall convention, so move the deadlines for CASP's annual awards and scholarships. **The new deadline is July 1 of each year.**

For nomination forms for awards, please go to the CASP website at www.casponline.org and click on Awards. For the Cultural and Linguistic Diversity Scholarship and for the Paul Henkin convention scholarships go to the CASP website and click on Students and then CSP Foundation Scholarships and Grants.

Know of a colleague who brings a little more to the table, works well with parents, students, teachers and administrators and always seems to be ahead of the curve? Nominate that person for the Nadine Lambert Outstanding School Psychologist Award. One person from each of CASP's 10 regions receives this award for going

above and beyond as a school psychologist.

If you know of someone who has made a mark statewide in the practice of school psychology, nominate him or her for the **Sandra Goff Memorial Award**. Named for CASP's first executive director, this "school psychologist of the year" award recognizes outstanding achievement in California in the profession.

The **Cultural and Linguistic Diversity Scholarship** was established to assist in meeting the need for increasing the number of culturally and linguistically diverse school psychologists. It is the intent of the California School Psychology Foundation, which funds the scholarship to promote opportunities for the recruitment of school psychologists responsive to the ethnic, cultural and linguistic backgrounds of the individual children who are part of the increasingly diverse population of California. This \$1,000 scholarship is renewable for up to three years.

Paul Henkin was a Los Angeles Unified School District school psychologist dedicated in his attendance to and presentations at workshops and conferences and encouraged his colleagues to do the same. He knew the power of continuing education. Mr. Henkin left a legacy to the California School Psychology Foundation – a scholarship fund to be used to send association members to the annual CASP convention. One graduate student and one newly credentialed school psychologist receive this prestigious scholarship, awarded annually. Awards are paid from the interest earned on the principle Mr. Henkin left to the CSP Foundation.

CASP has one other scholarly award, the **Michael Goodman Memorial Research Award**. This award recognizes the best research paper or poster presented at the annual CASP Convention. Information on this award is included in the call for presentations for the fall convention. **Deadline for this cash award is June 18.**

Legislative & Budget Update:

By James Russell, CASP Legislative Committee Chair

And Jeff Frost, CASP Legislative Advocate

2012-13 Budget Moving Forward

The discussion surrounding the 2012-13 State Budget is whether the Governor's proposed tax package for the November statewide ballot will pass. Should the taxes pass the Governor proposes to fund Proposition 98 at the same level as the current year and to start buying down the "Wall of Debt" that has been created with more than \$10 billion in deferrals.

Specifically, the budget assumes revenue that is subject to voter approval in the middle of the school year. Should the tax package pass the budget would be fully funded (presuming the various fund shifts and Prop 98 manipulations hold) and the only year-over-year cut to districts would be in home to school transportation which has been zeroed out of the budget for 2012-13. The Budget does not fund the COLA of 3.17% and instead directs new funding into drawing down \$2.4 billion of current deferrals which attacks the "wall of debt."

According to the administration, this pattern of drawing down the deferrals will continue over the life of the tax increase. Each year more of the deferrals will be paid down. In 2013-14, the \$2.4 billion paid down in the 2012-13 fiscal year will become available cash. This available cash will continue to grow as deferrals are drawn down.

What Does the "Plan B" Budget Look Like Should the Taxes Not Pass

Should the revenue from the proposed tax package not pass in November, the Governor's budget proposes to make K-14 cuts of \$4.8 billion. The administration indicates that the "Plan B" scenario would result in none of the \$2.4 billion in deferrals being bought back as the "Plan A" budget provides. Additionally, districts would see a reduction of \$2.4 billion in revenue limits cuts on January 1, 2013. This is approximately a \$370 per ADA reduction in mid-year for K-12 schools plus an additional \$80 per ADA cut to cover the school transportation restoration.

Transitional Kindergarten

The Governor proposes to change the new transitional kindergarten law, SB 1381, passed two years ago. As a result, there is a decrease of \$223.7 million in the 2012-13 budget to reflect the elimination of the requirement that schools provide transitional kindergarten instruction beginning in 2012-13. According to the Administration, these savings will be used to support other (unspecified) existing educational programs. The administration has sent a mixed message on this issue. They have created \$224

million in "savings" implying that the transition kindergarten enrollment dates will change but that funding for TK will not flow and that there is no requirement for districts to implement the program. In this regard, the Administration is stating that they are freeing districts from having to implement the mandate of establishing TK programs. However, they also indicate that districts are free to enroll early K students under current law. They are even proposing to alter current law to allow districts to be paid earlier than they would be under current law should they chose to enroll these students.

“ The Governor believes that the school finance system has become too complex. To remedy this, the Governor proposes to implement a weighted student formula that will provide greater flexibility in the use of education funding. ”

To this end, the administration has submitted trailer bill language that states that districts that choose to serve early K students - born after November 1 - can do so and will be paid for those students upon enrollment. Current law, EC Section 48000 (b), will remain in effect and will be expanded to allow for early enrollees to be paid at the beginning of the school year instead of when they turn 5 which is the practice under current waiver requirements. The apportionment for serving those students will remain in place under the Governor's proposal. In other words, districts can serve these students as well as students who are born in December or January and place them in a one or two-year Kindergarten program.

Weighted Student Formula & Categorical Consolidation

The Governor believes that the school finance system has become too complex. To remedy this, the Governor proposes to implement a weighted student formula that will provide greater flexibility in the use of education funding. All major state categorical funds (including K-3 CSR, Early Mental Health Initiative & counseling) will be consolidated (excluding federal funds such as special education) into one single funding source. This will include every categorical program

except child nutrition, special education, the Quality Education Investment Act (QEIA) and Proposition 49 programs. Districts will be able to use these funds based on pupil "weights" related to the costs of education specific populations of students. The formula will be similar to the one created by Dr. Michael Kirst, Supreme Court Judge Goodwin Liu and former Secretary of Education Alan Bersin as a part of the *Getting Down to Facts* effort. The formula is predicated on the percentage of free and reduced lunch and English language learners in districts. The formula will be phased in over a 5 year period of 80%/20% in year one and reducing to 20%/80% in year four, and full implementation in year five.

All changes in the funding amounts will be phased in over a five year period. The two controversial components of this proposal are: 1) the fact that, given the lack of new revenue, the program will create winners and losers and 2) there will be strong opposition to the elimination of some of the higher profile categorical programs. The administration intends to push for this reform whether the taxes pass or not. They also indicate that should the taxes pass that beginning in 2013-14, new Prop 98 revenue could be used to hold districts harmless under this funding methodology. There has been significant push back on this proposal from major education groups because of the creation of winners and losers and because the shift of education funding is a distraction from the passage of a tax measure in November. It is likely that any action on this proposal will be delayed into 2013.

Mental Health (AB 3632) Services for Students

The Governor's Proposed Budget for 2012-13 funds the mental health program at current year levels. However, the proposed budget changes the funding formula for providing educationally related mental health services for emotionally disturbed pupils from a weighted formula based on a students needs to a per ADA allocation with no regard for how many students with disabilities are being served.

The proposed budget includes \$420.962 million to provide educationally related mental health services for emotionally disturbed pupils, including out-of-home residential services for emotionally disturbed pupils, required by an individualized education program (IEP) pursuant to the IDEA and described by Education Code 56363. The Governor's proposal calls for the full \$420.962 million to be distributed to SELPAs (Special Education Local Plan Area) based on the average daily attendance (ADA) of the general education population served by that SELPA.

This is a change from how the funding was allocated in the 2011-12 fiscal year. In 2011-12, a portion of the funds for mental health services (\$167.60 million) was distributed based on a weighted formula or actual expenditures based specifically on the needs of the emotionally disturbed pupils. These services included:

CASP

ONLINE

WORKSHOPS



1 Building Capacity for RtI2: Practical Strategies for Sustained Outcomes **NEW**

Deeds Gill, Jennifer Gavolia,
Catherine Christo, PhD, LEP, Carin Contreras

2 SLD Eligibility Decisions: Differences Among Models **NEW**

Catherine Christo, PhD, LEP

3 Collecting and Using RtI Data at Each Tier **NEW**

Sarah Taino, PhD, NCSP, and
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4 Educators and Self-Injury: Focus on Intervention **NEW**

Richard Lieberman NCSP, and
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5 A MODEL Approach to Conducting Assessment of Bilingual (English & Spanish) Students: A Psychoeducational Assessment Approach Grounded in CHC Theory

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Kelly Graydon, PhD, Vhenus Belisle, Ed.S. and
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A Look at the RtI Social-Behavioral Model in Urban Schools

By Angela V. Sikkenga, M.A., Rebecca J. Lundeen, M.A. and Pedro Olvera, Psy.D., LEP, Azusa Pacific University

What does the research say?

It has been reported that 70% of children with emotional or behavioral disorders come from households with an annual income of under \$25,000. Research also indicates that children who live in poverty are 3½ times more likely to be expelled from school (Turnbull et al., 2002). Addressing the social-emotional functioning of urban students is a priority (Wilczenski & Cook, 2009; Pavri, 2010). The Response to Intervention (RtI) Social-Behavioral Model could be an effective tool in addressing this problem. However, there is a need for more research, specifically on the social-behavioral side of the pyramid amid urban populations. A recent search of the Education Resources Information Center (ERIC) using the terms “response to intervention,” “behavior,” and “urban” in peer-reviewed articles dated within the last 10 years yielded 34 results, as opposed to 879 articles using the search terms “response to intervention” and “behavior.” This demonstrates that there is significantly less research available on the use of a RtI model in urban school settings.

To further explore the needs of urban schools, the writers examined suspension and expulsion rates of urban and non-urban schools. They also surveyed urban teachers’ perceptions of student misbehavior and the extent to which it is influenced by their schools’ demographics. An urban school district was identified as meeting three of the following five criteria: the school resides in an urban environment as defined by the U.S. Census Bureau, the school has a high proportion of ethnically diverse students (non-white ethnic groups), the school has a high number of English-language learners, the school has a high proportion of socioeconomically disadvantaged students as determined by the number of students receiving free or reduced lunch, and/or the school qualifies for Title 1 funds and receives special services for low-achieving students in low-income areas (Ed-Data, 2011).

Using DataQuest (California Department of Education, 2010), suspension rates from the 2009-2010 school year in 10 urban elementary schools, 10 non-urban elementary schools, 10 urban high schools, and 10 non-urban high schools throughout Southern California were randomly selected and examined. Non-urban elementary schools had .62% suspensions on average as compared to 4.6% in urban elementary schools. The non-urban high schools that were examined, on average, had 3% suspensions compared to 6.2% in the urban high schools; the suspension rate more than doubles.

What do urban teachers think?

Sixty urban teachers were asked to complete an online survey and 20 responded (33%). While a sample of 20 is promising, it is limited and more data is needed to generalize findings. The survey consisted of 10 questions regarding

inappropriate student behavior in the classroom and their schools’ effectiveness in dealing with those inappropriate behaviors. The respondents consisted of urban elementary (95%), middle school (25%), and high school (5%) teachers with the majority having taught more than 10 years. Ninety percent of teachers responding to the survey reported that their school’s demographics (i.e. inner-city, low socioeconomic status) affect student behavior. One hundred percent of teachers agreed, to some extent, that significant instructional time is lost due to inappropriate student behavior. Sixty percent of teachers do not feel that resources are available to them when they’re trying to deal with inappropriate student behavior and only 35% of teachers felt that their schools effectively address student behavior. One hundred percent of teachers surveyed felt that they would welcome a school-wide RtI Social-Behavioral Model that addresses student misbehavior.

RtI Social-Behavioral Model

The National Association of State Directors of Special Education (2008) outlines core principles that must be a part of all RtI models (Batsche et al., 2008). The main principle of all RtI models is that all children can be effectively taught, including children in urban environments. However, urban schools may have different needs to address. Therefore, the RtI model must be tailored to each individual school. In order for the model to be effective, the school must intervene early and use a multi-tiered model of service delivery. Decisions should be made using a problem-solving method including: defining, analyzing, developing a plan, and evaluating the problem. Research-based, scientifically validated interventions should be used to the extent available. A key component to a successful RtI model is to monitor student progress and use the data to make decisions. The data collected should be used for three different purposes: screening, diagnostics, and progress monitoring (Batsche et al., 2008).

Tier I

A common organization of the RtI Social-Behavioral model includes three tiers which we can also apply to urban environments. The number of students that fit into each tier is dependent on the characteristics and needs of the individual students within each school. This is often determined by universal screening tools such as the School-wide Evaluation Tool (SET), the Student Risk Screening Scale (SRSS) and rating scales for emotional risk and social skills deficits like the Social Skills Improvement System (SSIS) or the Behavioral and Emotional Screening System (BESS). Student social-behavioral needs can also be determined by examining office discipline referrals (ODRs). Students with one or zero ODRs would generally represent Tier 1. Students with two to five ODRs would be considered at-risk or needing supplemental services at Tier 2. Students with six or

more ODRs are considered needing intensive and individual services (Turnbull et al., 2002). However, in a traditional RtI model, the emotional needs of 76% of an urban school’s general population will be met with Tier I interventions (Turnbull et al., 2002). Therefore, it is recommended that urban schools provide more universal interventions that reach more of their general population. These universal interventions must be preventive and designed for all students.

Universal interventions can include school-wide expectations, rules, and procedures. For example, the students should have access to character building, violence prevention, and embedded social skills curricula. Each school should implement school-wide positive behavioral interventions and supports that consist of making the school predictable, consistent, positive, and safe (Horner, 2011). To determine appropriate interventions that will best meet students’ needs at Tier 1, the team can utilize school-wide climate surveys, incident mapping, and a review of suspension rates (Joyce et al., 2011). Urban schools may want to consider violence prevention programs such as Second Step: A Violence Prevention Curriculum or PATHS: A Social and Emotional Learning Program. Progress monitoring tools can include: the Social Skills Improvement System (SSIS) and the Behavioral and Emotional Screening System (BESS).

Tier II

At Tier II, the team examines the data and seeks to provide at-risk students with more intensive services in the form of small groups and supplemental interventions. On average, about 15% of the urban student population’s needs are met at this tier (Turnbull et al., 2002). The team needs to use a problem-solving model to define the problem and implement the plan. The team should review records, complete observations, and conduct interviews and parent conferences to operationally define the referred problem and generate a hypothesis to explain why the problem is occurring. Interventions at Tier II can be given in a small group or individual format. Group interventions can include social skills, anger management, self-regulation training, and peer or volunteer staff mentoring programs. Individual interventions can include behavior plans, weekly behavior report cards, self-management strategies, and behavior reduction techniques. Urban schools may want to consider the following programs: I Can Problem Solve, Aggression Replacement Training, and Skill Streaming. Progress monitoring at this tier should include pre-observations to establish baseline data and repeated observations every other week. Pre- and post-counseling behavior screeners give educators standardized data, but use screening tools that are sensitive to change by showing incremental behavioral change over time (Joyce et al., 2011). Some examples of progress monitoring tools are the Behavior Assessment System for Children-II (BASC-2) or the Children’s Depression Inventory (CDI-2).

Tier III

About 9% of the urban student population will need individual, intensive services from Tier III (Turnbull et

Legislative Update

continued from page 8

individual counseling, parent counseling, social services, behavior intervention, psychological services, day treatment services, and mental health related residential treatment services. As a result, SELPAs were funded for the programs that they provided to help address the needs of these pupils.

Additionally, there is an effort to have policy makers change the State Plan for Mental Health to allow federal Medi-Cal funds to be accessed by school districts. Under the current state plan requirements these funds can only be accessed by the county mental health department. The possible change to the state plan is now being discussed as a part of the AB 114 Task Force efforts which are designed to smoothly transition the mental health program from the counties to school districts.

Revenue Initiatives Pending for November Ballot

Along with Governor Brown, there are two other viable initiatives that could be on the November statewide ballot. Below is the overview of these three measures:

The Schools and Local Public Safety Protection Act of 2012 (Governor Brown & CFT)

This measure, which is a new initiative based on a compromise reached by the Governor and the California Federation of Teachers, proposes a \$9 billion tax increase (an increase of \$2 billion per year from his original measure) by imposing a four-year, one-quarter-cent sales tax increase (down from the original one-half cent level of his original measure) and a seven-year income tax increase (an increase of two additional years) on those earning more than \$250,000 for individuals and \$500,000 for a married couple. Key features of this measure include:

- One-quarter-cent sales tax revenue would fund local government services based on the realignment passed in 2011.
- Income tax increases would raise approximately \$23 billion over five years for schools and would sunset in 2018-19.
- None of the new income tax revenue would expand education funding. But by buying down the \$10 billion in deferrals additional revenue each year it would be available for school districts to budget.
- Governor's plan would bring the overall state budget back into balance and would eliminate the on-going budget deferrals of the last several years.

Our Children, Our Future Local School Funding Act (Munger)

This proposal is authored by Molly Munger, daughter of Berkshire Hathaway Vice Chairman Charles Munger who runs the Advancement Project. This measure imposes a sliding scale income tax hike to raise \$10 billion for California schools. This initiative:

- Raises income taxes, starting at a 0.4 percent hike for those making \$7,300 and increasing up to 2.2 percent for those making more than \$2.5 million.
- During the first four years, 60 percent of funds go to K-12 schools, 10 percent to early education and 30 percent to reduce state debt and prevent further budget cuts.
- The 30 percent will be earmarked to cover state debt payments, first for state education bonds (for pre-K through university facilities) and then, if funds permit, for other general obligation bonds such as those for children's hospitals.
- These funds, called temporary support funds, would be administered through an Education Debt Service Fund.
- Would raise \$10 billion annually for education.

continued on page 15

Photo Highlight from Spring Conference, Costa Mesa

continued from page 3



CASP Research Chair Brian Leung and former CASP president Peter Duffy pose at CASP's Spring Conference.



Shirley Morano, Troy Leonard, Christine Toleson and Brianna DeMail were all part of the Los Angeles Association of School Psychologists group who attended the Spring Conference.



Student Kim Dieu taking tickets at the Affiliate Luncheon.



Region V Representative Tom Sopp and CASP President Jenny Jones.



Past president Michael Fulong and Research Chair Brian Leung.



Keynote Speaker Dr. Kimberly Vannest, CASP President Jenny Jones and CSP Foundation Chair Ellen Murphy, who also represented sponsor Pearson.

A special "Thank You" to those who volunteered their time to make Spring Conference a success!

A Look at the Rtl

continued from page 10

al., 2002). The team continues to use the problem-solving model to further define the problem. This can be done by examining Tier II data, including the effectiveness of the implemented interventions. Additional interventions at this tier include behavior management plans, increased teacher supports, more frequent individual counseling, and daily behavior supports (i.e. report cards, contracts, or incentive charts). Progress monitoring should be conducted daily or weekly by way of direct observation of target behavior and teacher rating scales (Pavri, 2010). The same progress monitoring standardized tools used in Tier II may be used in this tier. For students who continue to be unresponsive in Tier III, a formal functional behavior assessment (FBA) may be required. This tier may require multi-agency collaboration with mental health services, juvenile justice services, and social workers. If implemented with fidelity, the Rtl model is designed

to collect large amounts of data that can be used for a psychoeducational evaluation and can help the IEP team determine whether or not the student qualifies for additional services. It is important to remember that a pattern of behavior that continues, in spite of interventions specifically designed to change it, is a distinguishing feature of a student needing additional services (Gresham, 2005).

Practices & Needs of Urban School Psychologists

The literature also supports a perceived need amongst school psychologists to gain confidence in social-behavioral consultative practices. Researchers interviewed 86 school psychologists in urban schools. They were asked to rate their top activities and practices (Stoiber & Vanderwood, 2008, p. 272). The top 5 activities included intellectual and psychopathological assessment, individual and group consultation, primary/secondary prevention (including implementing programs designed to prevent academic or behavior problems in at-risk students), therapeutic interventions, classroom-based behavioral interventions (techniques for

improving students' social or behavioral functioning in the classroom), and functional assessment. Additionally, 69% of urban school psychologists surveyed prioritized classroom-based behavioral interventions as the most important perceived area of professional development. Given this information, training school psychologists in an Rtl Social-Behavioral Model may be appropriate.

If implementing an Rtl Social-Behavioral Model, the urban school psychologist needs to determine the specific needs of the school and implement universal, proactive interventions that are accessible to all students. Urban school psychologists need to advocate for preventative practices outside of special education. Through behavioral consultation practices and interventions that are research-based and data-driven, students that have been identified as at-risk can receive the support they need without resorting to more restrictive placements or interventions. In addition, school psychologists should strive to develop academic and behavioral consultation and collaboration skills in order to maximize service delivery in school systems. Most importantly, through developing these skills, school psychologists can feel confident in the services they are providing for students and schools. ❏

Affiliate Update

Los Angeles Association of School Psychologists

As we fast approach the end of the school year, each one of us is feeling the expectation of meeting deadlines for IEP, completing our counseling goals, making sure we consult with teacher's parents or administrators, and may other tasks that await our attention. Not only are we thinking about what we have to do within our schools, but there are additional factors such as the District's Reduction In Force, the state budget and possible additional responsibilities we may have to take upon for the next school year that has us thinking how will we manage.

As Breanna Demail, our LAASP president eloquently stated in the LAASP newsletter *"The situations we face today are the true tests of our character. School Psychologists are needed more than ever as the healers, thinkers and motivators. People are not expecting School Psychologists to be grappling with the same issues as the general population. But alas we are human. Consider taking time to be nostalgic. Think of better days, happier schools, children, families and administrators. It is not just funding that is missing. The energy and mood of the community and human spirit is wounded."*

That is why this year's CASP conference was just the place for many of us to network, collaborate, reconnect, see friends from other districts and continue to refine our professional skills so that we can go back to our schools re-energize and re-focused. During the conference, many school Psychologists I talked to really appreciated and enjoyed the conference, especially the LEP and mini-workshops. Additionally, I must to mention several School Psychologists from LAUSD presented workshops including select mutism, LGBTQ issues and addressing Mental Health assessments in urban environment.

If you missed the spring conference, CASP know how important it is to keep you updated with the latest

Shirley Morano, Retired school psychologist and Christine Tolson, 2012-13 president-elect



research, legislation, LEP preparation and continued CEU and many more. So, on October 25 & 26, CASP will be holding its annual CASP Conference in Costa Mesa.

On another note, LAASP had the pleasure of honoring Shirley Morano for her 40 years of dedication, contribution and leadership to LAASP and CASP as well as celebrate her 91st birthday. At the luncheon, many people shared their feelings about Shirley and here are some of ways she was described: strong leader, kindest, wisest mentor, wonderful person and friend, caring, amazing, life long learner, adventurer, has the power of persuasion, an advocate for LAASP and CASP, unfamiliar with downtime and an amazing photographer. I want to personally thank you Shirley for being such a wonderful mentor, advisor and friend.

Finally LAASP Upcoming events for the remainder of this school year are:

May 23rd: Central West – LAASP Presentation for Support Unit Central West's Professional Development 2:00-2:30pm. All members are invited to the 3:30-5:00pm LAASP General Meeting, location to be announced.

June 9th: OSP Award and Retiree Luncheon – Café Bizou, 91 N. Raymond Ave., Pasadena. 11:30am–2:30pm. Those to be honored as outstanding school psychologists are: Katie Doyon, Carol Drainudel, Anne Kaplan, Pablo Lizarraga, Karen Menzie, Nicole Mock, Dalia Sedrak, Jeannine Topalian, Beverly Williams and Sharon Williams. Retirees are: Maxine Alpert, Andrew Dungan, Alnita Dunn, Liliana Esteve, Anne Kaplan, Cheryl Krauss, Judith Lipkin, Scarlet Mupo, and Linda Von Dulm.

Seble Gebremedhin, Region IV representative ❏

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Remembering Valerie J. Cook-Morales

February 24, 1950 – February 11, 2012

By Carol Robinson-Zañartu, San Diego State University

School Psychology has lost a visionary and a leader, who broke new ground in conceptualizing service delivery to diverse students, and training for diverse school psychologists.

Valerie Cook-Morales held a Ph.D. in school psychology from Columbia University, two master's degrees (M.A. in psychology; M.Ed. in psychology and reading), and a B.S. from Valparaiso University where she completed double majors in elementary education and psychology. Valerie joined the faculty at the University of Nebraska-Omaha from 1975 to 1978, and was on the faculty of the Psychology Department at George Peabody College/Vanderbilt University 1978-1985. Since 1985, she had been on the faculty of San Diego State University's School Psychology Program, its Director from 1991 to 2008, and most recently, Chair of SDSU's Department of Counseling and School Psychology.

Dr. Cook Morales' leadership helped shape local, state and national levels of professional policy, was influential in bringing SDSU's graduate program national recognition for its work in multicultural school psychology, and made a profound difference in the professional careers of multitudes of graduate students now practicing as school psychologists, educational leaders, and faculty members, many of whom might not have been able to attend graduate school or to envision the profound differences they would come to make without her support and innovations. She specialized in educational equity – from kindergarten through graduate school – from individual child decisions (nondiscriminatory assessment) through program design and school system organization (segregation-desegregation-re-segregation).

She was previous APA Division 16 Vice President for Social & Ethical Responsibility & Ethnic Minority Affairs; and a founding member of APA Division 45 (Study of Ethnic Minority Issues) and of National Association for Multicultural Education (NAME). She was previously co-chair of the California Association of School Psychologists (CASP) Task Force on Alternative Assessment and chair of the Ethnic & Multi-

cultural Affairs Committee, and was an active member of CASP's and NASP's Multicultural Affairs Committees. She was a member of APA's Task Force on Children & Youth with Severe Emotional Disturbance.

Her advocacy in the area of equity for African-American children became nationally visible in the early 1980s with collaborative publications on segregation within desegregated schools and on the relationships of community response, race relations, academic achievement and re-segregation. For over 20 years she was an active consultant on nondiscriminatory assessment to school districts across the country, from New York, Chicago, Nashville and Omaha, to numerous school districts in California. One of her earliest efforts after joining SDSU's faculty was to write a grant to support school psychologists and faculty member to develop a base in equitable knowledge, skills and service for African American youth in schools. Throughout the late 1980s she was active in shaping California school psychology response to the *Larry P.* decision, publishing several articles and leading a state-wide task force on *Alternative Assessment*, for which she received an award from the CASP. She served as a mentor on these issues not only within her department and college, but nationally in two formal venues. As a mentor and National Advisory Council Member to *Linking Academic Scholars to Educational Resources (LASER)*, an OSEP-funded project at the University of South Florida, she helped promote research endeavors by and grants to "minority universities" nationwide, mentoring young university professionals of color. She also served as a consultant and mentor to the *Alliance 2000* (now *Monarch*) OSEP-funded project, committed to supporting the development of personnel preparation grant proposals at "minority universities" nationwide.

Dr. Cook-Morales' groundbreaking and inventive work in the area of culturally affirmative grant-writing, policy



development, and partnership work with schools led to her having been awarded over \$16.7 million in federal funding (OSEP & OBEMLA/OELA) since 1985 for 21 innovative personnel preparation projects focused on issues of equity. Her grants supported innovations not only in student development, but in curriculum, in partnership, and in mentorship, supporting students year after year to team with faculty to make professional presentations, to break new ground, and to publish their work. Because she has such a long and creative history of conceptualizing issues and supporting the professional development of not only pre-service but of in-service bilingual school psychologists, she has been referred to by some as the "mother of bilingual school psychology." Dr. Cook-Morales mentored dozens of professional presentations across the state and nation in this area, and influenced how individuals and districts think about bilingual school psychology.

Dr. Cook-Morales worked systemically and collaboratively. She worked tirelessly. She collaborated with colleagues both within her department and across departments in training ideas, grants, and in publications to envision trans-disciplinary shifts in effective service in schools. Her graduate students from our earlier days in the program often called her tough, relentlessly demanding and impossible to please; it was after they were out in practice that they talked about the remarkable difference she had made in their lives. Many of her more recent students came to call her "Mom" – demanding and tough as nails, still, but mom. She was generous with criticism and with ideas, with encouragement, and seeing the gem inside the students they sometimes did not see themselves. She was generous with personal advice, a home cooked meal, and even sometimes a place to stay and work. Dr. Cook-Morales challenged and provoked us. She nurtured our creativity and potential. She will be missed immediately by hundreds, but remembered by far more.

Dr. Cook-Morales was remembered at the luncheon during the meeting of the Trainers of School Psychologists on February 21, 2012 in Philadelphia. A memorial was held in San Diego on February 26. San Diego State University has set up the Valerie Cook-Morales Memorial Fund to be used to further her work. Donations can be made via the website <http://giveonline.sdsu.edu/giving/> or sent directly to: *The Campanile Foundation*, 5500 Campanile Drive, San Diego, CA 92182-1968. 

Remembering Judy Ransdell

By Shirley Morano, Retired school psychologist, Los Angeles Unified School District

Los Angeles Unified School District school psychologist Judy Ransdell passed away on February 20. She had suffered with brain cancer for several years.

She was a graduate of San Fernando State College where she received her teaching credential and a Master's degree in education. She began her long professional career in the Los Angeles Unified School District in 1962 as a teacher. During the next few years as she taught school she worked to complete her classes and eventually became a school psychologist.

Ms. Ransdell became involved with LAASP and CASP

almost from the start of her transfer into psych services. She was treasurer of LAPPSC a group that served to unite various professional organizations in LAUSD and on the LAASP Board as a liaison from that group. She was Region IV Representative on the CASP Board and served on the LAASP Board as the liaison to CASP. In 1985 she served as chairperson for the CASP Convention that was held at the Biltmore Hotel. After that she served as the liaison for future CASP convention committees. She became the Site Selection Chair for Southern California for future CASP conventions. She worked with Loeb Aronin to develop a Crisis Intervention committee for CASP.

She helped to write the procedural guides for both CASP and LAASP. She became a senior psychologist and later a specialist in the Gifted/Talented Program. She was professionally knowledgeable and willing to spend a lot of time working for the profession of school psychology.

She began volunteering in her community even before she retired in 2001. She had become a puppy raiser and breeder dog owner for Guide Dogs of America. It was not unusual to visit her in her office and see a play pen next to her desk with a puppy inside. Later, after she retired, she became a dog therapy volunteer at Northridge Hospital with her last dog, Chloe.

A memorial service was held on March 17 at the Wayfarers Chapel in Palos Verdes. Judy was held in high esteem by her colleagues and her family and will be missed by all who knew her. 

School Neuropsychological Assessment

continued from page 5

(Volkmar, 2005). When obtaining historical and developmental information, the evaluation should include an interview with the parent. The use of the Autism Diagnostic Interview (ADI) is a thorough means to obtaining complete historical accounts of development and behavior (Lord, C., & Corsello, C., 2005). The interview or semi-structured observation of the student is a critical piece in a neuropsychological evaluation.

The third domain of importance is behavior. Restricted and repetitive behaviors can dramatically impact individuals with ASD, especially in daily living. These behaviors can present with different degrees of severity and consequently impact the ability of the child to benefit from instruction. While repetitive behaviors are often observed in younger children with ASD, stereotyped or ritualistic behaviors are present in older or more developed children (Loveland & Tunali-Kotishi, 2005). In a school neuropsychological assessment, consideration is

given to the severity of these behaviors, which may change the course of or the procedures used in the evaluation. Although repetitive and ritualistic behaviors are not unique to ASD, they are among the most troubling features of the syndrome

from the standpoint of parents, teachers, and peers (Loveland & Tunali-Kotishi, 2005). These behaviors can also include fascination with a particular object, motor mannerisms, or ongoing preoccupation with parts of objects or toys. These fascinations can cause attention to be restricted thereby causing children to miss important information in their environment. In the school neuropsychological assessment, rating scales can be meaningful for assessment of the presence and degree of the behaviors in multiple environments. Evaluation of the environment and how the child interacts in that environment will yield important education considerations, especially for reducing or management of the impeding behaviors. There are a number of different features within each domain that differ from child to child in severity and frequency. Diagnosis is only one part of the assessment process. In other words, we should always be careful when describing the features of the diagnosis in that those features are only part of the individual with ASD. The diagnosis is meant to capture features of the child not the entire child.

There is a significant amount of variability in cognitive skills among children with ASD, and

this warrants a more comprehensive approach to interpret the results (Tsatsanis, et al, 2011). There are three important considerations when interpreting cognitive measures for children with ASD because of the variability in skills (Tsatsanis et al. 2011). First, when describing a "global score," extreme caution must be used because of the variability in skills. Second, the examiner must consider that while there are many tests that measure similar cognitive skills, it is the way in which these skills are measured that varies. For example, there are differences in the level of language skills required, level of structure, degree of complexity, extent of social demands, use of timed task, and level of motor involvement (Tsatsanis, et.al., 2011). Third, the variables that children with ASD demonstrate may optimize or diminish performance on standardized measures.

When evaluating cognitive ability in students with ASD, it is important to consider the variety of different cognitive skills that go into the overall cognitive functioning. Today it is generally accepted that the construct of cognitive functioning is not a unitary construct. This gives way to the importance of a school neuropsychological approach where the examiner looks at all the construct

“*Diagnosis is only one part of the assessment process ... we should always be careful when describing the features of the diagnosis in that those features are only part of the individual with ASD.*”

both independently and interdependently. At present approximately 45% of individuals with ASD reflect cognitive functioning in the expected range for age, while 70-75% of individuals with ASD fall in the below expected range (Tsatsanis, et. al., 2011). This large variability in cognitive functioning among individuals with ASD requires a very careful approach when measuring these functions, and identifying strengths and weaknesses.

Although described as "emerging," school neuropsychological assessment can be a very meaningful approach to the assessment of students with ASD. The idea of ascertaining information about a child for both diagnostic and treatment purposes should not seem unattainable. ASD is a prevalent disorder that affects individuals, families, communities, and society (Lang, 2010). The approach of a school neuropsychological assessment is both qualitative and quantitative, and can lead to evidenced-based treatments (Miller, 2010). With the increased evidence in support of neuropsychological correlates in children with ASD, an assessment approach that is based on the interaction between brain and behavior relationships seems essential. The fundamental approach of school neuropsychological assessment for students with ASD should be to describe the functional nature of neuropsychological characteristics. Ultimately the school neuropsychological assessment is a process, not a product. 

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From the President

continued from page 6

spend some time researching. Read a book. Attend a workshop. Google it.

Talk with your principal, your supervisor, your director and share how you can help. Make sure to tie it in to how this will help improve API scores. That tends to get people's attention.

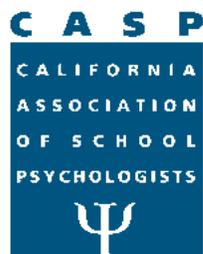
Step out of your comfort zone. I did this as a practice two summers ago. I was working on improving myself and one exercise was to step outside my comfort zone each week.

Week #1 – walk with snakes. I didn't actually walk WITH a snake, but I did take a hike where there tends to be snakes and I actually looked for bugs and other critters.

So, how can you step outside your comfort zone? Ask your principal if you could start a counseling group at lunchtime. Join your school site council to offer guidance on how intervention monies can be spent. Offer to run a parent education training. Eat with the teachers in the teacher's lounge and ask how you could be of assistance (pace yourself, you might not want to do this one every week).

From 2nd grade to my "ideal day" to today. It has been an amazing journey. So has yours. If you take one thing away from today's talk, please take away an idea, a seed of a possibility, to make tomorrow your ideal day.

Thank you for your time and attention. Ψ



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Legislative Update

continued from page 11

New State Legislation Introduced

CASP has taken positions on several bill that have been introduced in 2012. These bills include:

AB 1857 (Fong) – This bill authorizes school districts to provide education programs that promote healthy relationships and prevent teen dating violence to pupils in grades 7 to 12. Additionally, the bill authorizes school districts to work in partnership with parents, caregivers, and youth, domestic violence, sexual assault, or other appropriate community-based organizations. CASP supports this bill as an appropriate approach to a real and growing health and safety problem.

AB 1880 (Lara) – This bill changes the definition of "teen relationship violence" to "dating abuse" and a dating partner for purposes of the Inter-agency School Safety Demonstration Act. The bill also makes specified findings and declarations and states legislative intent regarding dating abuse. The bill requires middle schools and high schools to develop specific policies to prevent and respond to dating abuse. While CASP supports the intent of the bill, it opposes the mandated costs associated with the development of local programs.

AB 2097 (Hill) – This bill amends existing law that requires an individualized education program team to consider whether an individual with exceptional needs requires assistive technology devices and services. The bill authorizes a local educational agency or special education local plan area to retain, sell, or otherwise dispose of an assistive technology device, including, but not limited to, giving the device to the individual with exceptional needs to whom it was assigned. CASP opposes this bill because it has the potential to create problems for how best to utilize these valuable assistive devices.

SB 1238 (Price) – This bill extends existing law providing for the licensure and regulation of psychologists by the Board of Psychology for an additional 5 years. CASP supports this bill because it is critical to ensure appropriate oversight to the profession.

SB 1381 (Pavley) – This bill revises existing law referring to mental retardation or a mentally retarded person to refer instead to intellectual disability or a person with an intellectual disability. The bill would also specifically state that this change in law would not alter any services or the eligibility for services. CASP supports this change in terminology. Ψ

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Mr. Ms. Mrs. Dr. • M.A./S. PhD LEP (circle all that apply)

Check here if Home and Billing address are the same.

First Name: _____ Last Name: _____

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Renew your CASP membership by **June 30** and you will receive the **discounted price of \$130**

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On July 1 the price goes back up to \$142.

Remember, the discounted price ends on July 1. Students are still just \$50 for the year. *Payroll deductions do not qualify for discounted price.

Are you an LEP? Be sure to include that information while renewing. CASP will continue to offer mandatory workshops for LEP licensure renewal. More information on LEPs to come.

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. **\$130.00* register by June 30, 2012**

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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:

Advisor's / supervisor's name: _____

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PAYMENT OPTIONS

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CASP is authorized to use my credit card for payment of member dues.

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After 01/10/2013 - 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 10/2012 scheduled payroll for payment of CASP dues.

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This information will only be used for processing this application.

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