Learn in the morning; play in the afternoon. Bring your family and explore the San Jose area after class.

<table>
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<th>Concurrent Workshops:</th>
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<tr>
<td><strong>Tuesday, June 17 through Friday, June 20 • 8:30 a.m. – 12:30 p.m.</strong></td>
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<tr>
<td><strong>STRAND 1</strong></td>
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<tr>
<td>Instructors: Brent Duncan, Ph.D., Ray Easler, Ph.D., Shelley Hart</td>
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<td><strong>STRAND 2</strong></td>
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<td>Instructors: Bev Long and Sherry Fritts, Ph.D.</td>
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<td><strong>STRAND 3</strong></td>
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<td>Instructor: Jan Paulus</td>
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<td><strong>STRAND 4</strong></td>
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<td>Instructor: Dyana Vukovich</td>
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<td><strong>SPECIAL SESSION:</strong></td>
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<td><strong>Friday, June 20 through Saturday, June 21 • 9 a.m. – 5 p.m.</strong></td>
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<td>NASP's PREPaRE, School Crisis Intervention and Recovery Training Curriculum, for the Certification of Advanced Training and Specialization (CATS)</td>
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<tr>
<td>Instructors: Melinda Susan and Richard Lieberman</td>
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<td><strong>Saturday, June 21 • 9 a.m.</strong></td>
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<td>The Licensed Educational Psychologist Workshop</td>
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<tr>
<td>Instructor: Sean Surfas, Ph.D.</td>
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Each workshop in Strands 1 through 3 meets the qualifications for 16 hours of continuing education credits for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences, License No. 1599. The CATS workshops and the LEP workshop do not qualify for BBS continuing education credits.

**STRAND 1**

**Comprehensive Strand Regarding Children and Youth with Emotional and Behavioral Problems**

It is estimated that approximately 20% of students have a diagnosable emotional disturbance, however, less than one-third of the children who are emotionally impaired to the point of needing mental health intervention receive any services. Further, 70% of the children receiving intervention will receive it in the schools. This comprehensive strand will address this under-identified and under-served population.

The first day will explore the use of a preventative and public health approach to the identification of the social-emotional competencies needed for student success, and ways for schools to organize, coordinate, deliver, and evaluate social and emotional services for all children. Days two and three will focus in-depth on the criteria used to define Emotional Disturbance for special education eligibility. Specific instruments used in the assessment process and how to interpret those instruments, as well as components of a legally defensible assessment and report will also be addressed. The final day will include a discussion about bipolar disorder, an increasingly diagnosed disorder in children that psychologists may be asked to evaluate in the context of an emotional disturbance.

Presenters: Brent Duncan, Ray Easler, and Shelley Hart

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The Wyndham Hotel, San Jose, is the host hotel for CASP Summer Institute 2008. The hotel is located at 1350 North First Street, San Jose, California 95112. For reservations please phone: 408-453-6200 or 877-999-3223. CASP has negotiated a room rate of $154 per night, single or double, excluding taxes and possible parking and other surcharges. Be sure to state that you are with the California Association of School Psychologists to receive this special room rate.

For more information on CASP Summer Institute 2008, or to become a CASP member, call 916/444-1595.
STRAND 2

Beyond Autism 101: Building Your Autism Toolkit
School psychologists will be equipped with solid, research-based best practices in five critical areas of autism intervention. In addition to the trainings, participants will receive lists of resources that they can use in supporting classroom teachers. This workshop will feature:

- Principles of providing structure and sensory issues: Focus will be on the principles of providing a high degree of consistent, yet flexible structure for students with autism. Students in Special Day Classes as well as students in General Education will be addressed. Typical sensory issues observed in students with autism will be discussed, as well as effective supports that can be implemented by educators in classrooms.
- Communication issues: Communication profiles and needs of students along the whole range of the spectrum – from those who are nonverbal to those who have Asperger Syndrome – will be discussed. Concentration on the principles that school psychologists need to support educators and parents.
- Social issues: Social characteristics and needs of students on the spectrum will be considered, as well as social supports and formal social skills training. A framework for determining which students are most likely to benefit from formal training will be shared.
- Behavior issues: A flexible, yet powerful process that school psychologists can use to guide educators through the unique behavioral needs of students on the spectrum will be presented.

Presenters: Bev Long and Sherry Fritts

STRAND 3

The Role of Neurodevelopmental Assessment and Intervention in the Era of RTI
In the era of Response to Intervention, the implementation of neurodevelopmental assessment and intervention has become two fold. First, school psychologists will be doing fewer assessments but doing more definitive assessments that lead directly to intervention ideas. Second, school psychologists will be able to assist the school team at a pre-referral level by utilizing neurodevelopmental concepts through informal means of observation and interviews.

This workshop will focus on a practical understanding and implementation of neurodevelopmental concepts both through informal methods of observation and interview and utilization of the standardized assessments of NEPSY-II, PAL-II, and D-KEFS. Ways to conduct classroom observations with consideration for the student’s neurodevelopmental strengths and challenges will be considered. Focus will be placed on increasing the meaningfulness of Student Study Team meetings by considering the student’s neurodevelopmental strengths and challenges. The role of students’ neurodevelopmental strengths and challenges in their social/emotional development will be considered with emphasis on utilizing this understanding in the development of behavior plans and for planning interventions with children with autism spectrum disorders.

All aspects of the workshop will lead to the development of useful and effective interventions with students. Participants will leave with useful ideas to incorporate into their student study team formats, into behavior plans, into assessments, and into interventions developed through consultation with the school team. This workshop will be appropriate for both those new to neurodevelopmental assessment and for those more experienced in this area.

Presenter: Jan Paulus

STRAND 4

Assessment of English Language Learners, for the Certification of Advanced Training and Specialization (CATS)
Note: This workshop is the mandated course for the Certification of Advanced Training and Specialization in the Assessment of English Learners. Information about applying for the CASP-sponsored certification will be included in the workshop.

As the student population in California continues to grow more diverse, school psychologists have begun to question whether their approaches toward assessment are adequate for all students, especially English language learners. This workshop is aimed at providing participants with the background knowledge and skills necessary to appropriately assess English Learners using best practice techniques, including RTI, and complying with all legal mandates.

The workshop incorporates the following information:
- Historical Context in the Assessment of English Learners
- Impact of Cultural, Linguistic, and Educational Factors on Learning
- Training and Working with Interpreters
- Tier II Data Collection and Intervention Planning
- Tier III Assessment
- IEP Development for English Learners
- Report Writing
- Final Case Study Review

Like other CATS programs, there are requirements to qualify for this workshop. First, applicants must have a valid credential in school psychology. Secondly, applicants must have the equivalent of two years of experience as a school psychologist. Additional requirements for the actual certification include documentation of 15 hours of post credential training in the following areas (minimum of 3 hours in each area) during the past five years:
- Second Language Acquisition
- Educating English Learners
- Culturally and Linguistically Diverse Perspectives
- Bilingual Assessment

Competency will be determined by submission of two comprehensive reports of English Learners that will incorporate content learned in the training. Applications for certification will be distributed at the workshop.

Presenter: Dyana Vukovich

Special Session
Friday, June 20 & Saturday, June 21,
(Cannot be taken with Strands 1-4 or the LEP Workshop)

NASP’s PREPaRE, School Crisis Intervention and Recovery Training Curriculum, for the Certification of Advanced Training and Specialization (CATS) Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals.

This two-day workshop provides a review of the crisis intervention and recovery element of the PREPaRE School Crisis Prevention and Intervention Training Curriculum. Specifically, this workshop is designed to provide school-based mental health professionals with the knowledge, and to begin to develop the skills, needed to meet the immediate needs of students and staff following a school associated crisis event. The PREPaRE model suggests that, as members of a school crisis team, school-based mental health professionals must be involved in the following hierarchical and sequential set of activities. First, the mental health professional strives to prevent those psychological traumas that can be avoided and prepares for those that cannot. Second, once a crisis event has occurred, school-based mental health professionals initially focus on helping to reaffirm
This PREPARE Workshop is appropriate for any individual who will be filling the role of crisis intervention specialist. This includes school mental health staff (e.g., school psychologists, social workers, counselors, and nurses), administrators, and other individuals whom the team has identified as appropriate providers of psychological first aid. Additionally, this workshop can be very helpful for community-based mental health practitioners who may work with the school crisis team and/or be brought in to the school assist in response to a crisis.

This satisfies the requirement of the mandated workshop for the Certification of Advanced Training and Specialization in School Crisis Prevention, Response and Intervention. Applications for the certification will be distributed at the workshop.

Presenters: Melinda Susan and Richard Lieberman

Saturday, June 21
9 a.m.

The LEP Workshop

The difference between being a public school psychologist and a private LEP is that you get to choose the cases that come across your desk. You are bound to law and ethics, but not necessarily policies of particular districts. Plus, you can work for other districts as a consultant, increasing your earning potential.

This workshop will assist you in developing a practice that is both exciting and fun while maintaining the highest level of professional standards and ethics. The first half of this workshop will concentrate on the overview of the exam and strategies for test taking. Test content and a task list, created directly from the Board of Behavioral Sciences task and knowledge list, will be discussed, as will basic testing measures, academic intervention, intelligence/alternative cognitive measurement, and behavioral assessment and intervention. The second half will focus entirely on setting up a practice. How to find space, how to contract, how to collect fees via insurance when possible, HIPPA information, rate scales, reduced fees, missed services, HIPPA informed consent, andashing and office space, and much more. Upon leaving the workshop, participants will be prepared to study for the exam and have a very strong understanding of what is required to open up a private firm.

Presenter: Sean Surfas

PRESENTERS

STRAND 1 • Comprehensive Strand Regarding Children and Youth with Emotional and Behavioral Problems

Brent Duncan, PhD, NCSP, is director of the School Psychology Program at Humboldt State University. From 1992-1996 he was Principal Investigator for a California study regarding exemplary school-based programs for emotionally disturbed students. A CASP Board member from 1995-2005, Dr. Duncan was CASP President in 2002-2003, and is a current member of the National Association of School Psychologists’ Government and Professional Relations Committee.

Ray Easler, PhD, is director of Special Education in the Valley Center-Pauma Unified School District since 2004. Prior to that, he was a school psychologist for the Riverside SELPA. He is a graduate of the University of South Carolina; his dissertation was focused on emotional disturbance and the socially maladjusted. He has more than 25 years of experience in psychology and mental health working with both children and adults.

Shelley R. Hart, MA, NCSP, is currently pursuing her doctorate at the University of California, Santa Barbara. She is a credentialed school psychologist who worked previously for several years in northern California schools. She has presented for the last four years at both the state and national level on various topics and is currently lead author of the book Assessing, Identifying, and Treating Bipolar Disorder at School.

STRAND 2 • Beyond Autism 101: Building Your Autism Toolkit

Bev Long, MA, has worked at the Diagnostic Center, Central California, since 1980 in a number of capacities: diagnostic classroom teacher; speech pathologist with residential students; speech pathologist on transdisciplinary diagnostic team; and education specialist on transdisciplinary team. Since 1989 she has taught classes at Fresno Pacific University on language development and disorders and Brain-based research in the special education department. She currently presents in-service trainings throughout the Central Valley and at regional conferences and conventions. Her trainings cover a diverse range of topics including Autism, Literacy, Behavior, Social Skills, Severe Disability issues and Preschool issues.

Sherry Fritts, PhD, is Assistant Director at the Diagnostic Center, Central California, a division of the California Department of Education. Prior to that, she served as a school psychologist in the Clovis Unified School District, with efforts focused on assisting children and adolescents with special needs in the areas of emotional disturbance, autism, and severe mental or physical disabilities. Dr. Fritts is the Region III representative on the CASP Board of Directors.

STRAND 3 • The Role of Neurodevelopmental Assessment and Intervention in the Era of RTI

Jan Paulus, MS, MA, has specialist level degrees in both School Psychology and Speech Pathology. She also holds a Marriage, Family Therapy license. Ms. Paulus has taught the Cognitive/Neurodevelopmental Assessment and Intervention Sequence in the School Psychology Program at Humboldt State University for 30 years. She has experience working in schools as a school psychologist, working in a hospital setting, working for the Regional Center, and currently is in private practice.

Strand 4 • Assessment of English Language Learners, for the Certification of Advanced Training and Specialization (CATS)

Dyana Vukovich, MA, NCSP is the lead psychologist in the Vallejo City Unified School District. She chairs the Northern California Bilingual Roundtable as well as the Multicultural Ambassadors Program for CASP. She has practiced as a bilingual psychologist for over 25 years and teaches a course on the assessment of English Learners for California State University, East Bay.

Friday and Saturday PREPARE Workshop

Melinda K. Susan, MA, NCSP, is a special education principal (former school psychologist) with the Sonoma County Office of Education. She also is part of the Sonoma County crisis prevention and intervention planning team and co-authored a county wide crisis response and recovery manual. She was the CASP Region 1 representative for four years and she currently serves as the CATS program chair. She is a certified PREPARE trainer and is part of the curriculum development work group. She is a California certified crisis responder, and she was on the threat assessment work group for the PREPARE curriculum. Ms. Susan has presented in the area of crisis, autism, emotional disturbance, mood disorders, and resilience. She is an adjunct faculty with the counseling department at Sonoma State University, and is currently authoring handouts for a NASP publication.

Richard Lieberman, MA, NCSP, is coordinator of the Suicide Prevention Unit serving the 1 million students and staff of Los Angeles Unified School District. Mr. Lieberman is a leading presenter and author on suicide prevention, self-injury, and crisis, and he serves as a lecturer in the School of Education at Loyola Marymount University. On behalf of the U.S. Department of Education and the National Organization of Victim’s Assistance (NOVA), Mr. Lieberman has been sent to school communities in the aftermath of tragedy and has participated on more than a dozen national crisis response teams. He is a founding member and current co-chair of the National Emergency Assistance Team (NEAT), the response team of the National Association of School Psychologists (NASP) and chairs NASP’s Crisis Prevention and Intervention workgroup CASP’s Crisis Specialty Group.

Saturday LEP Workshop

Sean Surfas, PhD, LEP, is in private practice and works with schools and agencies across the state, assisting individuals with developmental delays and autism. He works with local school districts for both direct service and to assist in developing educational programs to fit the child’s needs. Dr. Surfas’ private consultation group, T.O.T.A.L.: Treatment for the Autistic Learner, provides services for individuals with autism and developmental disabilities providing in home behavior support and community integration experiences. Dr. Surfas has given this workshop to over 500 attendees; about 70 percent of his workshop attendees go on to pass the LEP test, and many are now in part or full-time private practice.
2008 CASP Summer Institute Registration
REGISTER NOW! @ www.casponline.org
Or mail this form to: CASP, 1400 K Street, Suite 311, Sacramento, CA 95814
Registration Due by June 6, 2008

Name: _______________________________________________________________________________________
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                    □ Purchase Order# ______________________________
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If the purchase order is not submitted at the time of registration, you must provide a credit card number (VISA or Mastercard) if the purchase order is not received within 15 days of the event. With no purchase order, CASP cannot charge your employer. Instead, your credit card will automatically be billed for payment in full.

CASP Member ............... $290
Non Member ............... $500
PREPaRE Workshop
Friday and Saturday

Member  $325
Non Member  $550

LEP Workshop
Saturday Workshop (with or without a strand)

Member  $175
Non Member  $300

CASP Membership Fee ............... $142

TOTAL DUE: .................. $ ________

Not a member? Apply online at www.casponline.org and get the member discount!

Reimbursement requests must be postmarked or emailed by June 9, 2008 to be paid in full. Requests postmarked or emailed after June 9, 2008 will be charged a $25 handling fee. Send to CASP, 1400 K St., Suite 311, Sacramento, CA, 95814 or email to memberservices@casponline.org. Refunds will not be honored for any reason after June 16, 2008.