



MEETING Social, Emotional
AND Behavioral Needs
OF California's Students

March 22 & 23, 2012

Orange County Hilton, Costa Mesa

Preliminary Program & Registration Packet



Hotel Information:

[To Register Click Here](#)

Orange County Hilton, Costa Mesa
3050 Bristol Street
Costa Mesa, CA 92626
Tel: 714/540-7000
1-800-HILTONS
Rates: \$149 single or double

Self-parking: \$8/day
Complimentary shuttle from airport, every half hour from 5:30 a.m. – 11:15 p.m.
Shuttle service also to restaurants and local attractions, including Disneyland and major shopping malls, such as South Coast Plaza. See the hotel bell captain for more information.

Registration Deadlines:

Early registration deadline was March 2, 2012

Major discounts for CASP members ♦Join today!

Registration fees ♦ Daily Fees Available!

Late registration fees, March 3-14, 2012

Single Day Prices

CASP Members: \$150/day
Non-members: \$210/day
CASP Student Members: \$100/day
Student nonmembers: \$140/day

Two-day Prices

CASP members: \$195
Non-members: \$275
CASP Student Members: \$115
Student nonmembers: \$170

All registrations received after March 14 will be processed at the Conference. A \$20 handling fee will be added to all registration fees on registration forms received after March 14, 2012.

Workshops

CASP members: \$60
Non-members: \$90

Continuing Education Units and Continuing Professional Development Hours

LEP, LPCC, LCSW, LMFT: \$10/workshop
NCSP: \$10/workshop

Note: CASP is offering one workshop that is certified for BCBA credits. **W-08: The Social Compass Curriculum** is open for all attendees. But if an attendee would like to apply for the BCBA credits, they must pay for those credits (\$50 for 3 BCBA CEUs) at the workshop. The instructors, who are BCBA certified to offer this course, will collect the money at the workshop. See Page 12 for class description.

Strand & Topics Index

At the end of nearly each session description is a series of numbers and letters to indicate the Strand, Topic and Skill Level. Those numbers and letters are explained below:

Strand A: Behavior & Response to Intervention

Topics:

1. Behavioral Assessment, including working with culturally and linguistically diverse populations
2. Using RTI as a model for behavioral intervention
3. The role of executive functioning and FBA's
4. Providing effective accommodations at Tiers 1, 2 & 3
5. Functionally Equivalent Replacement Behaviors
6. Progress Monitoring & Intervention Fidelity

Strand B:-Mental Health

Topics:

1. Solution Focused Counseling
2. Evidence Based interventions for students with depression and/or anxiety concerns
3. Data collection for goal writing and goal monitoring
4. Consultation for students receiving counseling services
5. Addressing the needs of sexual minority youth in schools
6. Best Practices in working with students with internalizing disorders
7. Child Psychopharmacology: Essential Knowledge and Role of the School Psychologist
8. Suicide prevention and intervention

Strand C: How to Avoid OAH Hearings

Topics:

1. IEP meetings
2. Report writing
3. Ethical Decision Making in School Psychology
4. Overrepresentation in special education:
5. Toward more responsible assessment practices

Strand D: Mandated 2012-2013 LEP Presentations

Topics:

1. Law and Ethics
2. Child Abuse Prevention
3. Drug Abuse

Skill Level:

Beginning

Intermediate

Advanced



General Session

Thursday, March 22
4:15 p.m.

Keynote Speakers

Dr. Kimberly J. Vannest



Tier Two Interventions: Which Solutions Where?

Many students are at elevated levels of risk for behavior and emotional problems-how can we intervene and prevent these problems from developing into life-long disabilities."Tier-two" or targeted interventions brings prevention and intervention programming to students based on problem type but short of individualized or comprehensive assessment. This session will review targeted problem identification and treatment.

Kimberly J. Vannest, PhD, is a noted researcher and teacher in the area of interventions for students with and at risk of Emotional and Behavioral Disorders, progress monitoring and single case research design. She is the author of more than 80 books, research articles, and software programs, including the *BASC-2 Intervention Guide*. A former high school teacher in the North County of San Diego, California, she earned her PhD at Louisiana State University and worked for the Governor's office on K-12 school reform and as a state trainer in Positive Behavioral Supports. Dr. Vannest has earned a variety of awards for her teaching and service. She is currently an Associate Professor in the Special Education Program, in the Department of Educational Psychology at Texas A & M University.

Dr. Vannest's keynote address is sponsored by:



Immediately prior to Dr. Vannest's keynote, CASP President Jenny L. Jones will present her CASP presidential speech.



[To Register Click Here](#)



Friday, March 23

Affiliate Luncheon

**Keynote Speaker
Dr. Terry Gutkin**



[To Register Click Here](#)

**Addressing America's Mental Health and Education Pandemics:
School Psychology to the Rescue?**

Diagnosable education and mental health problems have risen to pandemic levels in America, including among our children and youth. Statistics documenting this reality abound. The ability of our nation to address this deepening crisis depends on systemic change at every level of our society. As our country struggles with these challenges, school psychology has the potential to be at the epicenter of helping to create meaningful progress. Achieving this goal, however, will require us to undertake fundamental changes in the way we (a) conceptualize education and mental health problems, and (b) deliver school psychological services. In particular, it is hypothesized that shifting towards ecological understandings of human behavior (both functional and dysfunctional) and restructuring our professional roles to be more consistent with public health perspectives will create the opportunities for school psychologists to achieve their full professional potential.

Dr. Terry Gutkin was born and raised in Brooklyn NY, received his BS in Psychology from Brooklyn College in 1968 and his Ph.D. in School Psychology from the University of Texas, Austin in 1975. Subsequently, he served as the Program Director for the APA and NASP/NCATE accredited MA, EdS and PhD school psychology programs at the University of Nebraska-Lincoln and as Coordinator of Doctoral Studies for Teachers College. In 2001, he joined the Department of Counseling (DoC) at San Francisco State University as its Department Chair. In 2004, he returned as a Full Professor to teaching courses in school-based consultation, classroom intervention, and research design. During his career Dr. Gutkin has written/edited numerous books (including *The Handbook of School Psychology*), authored nearly 100 peer-reviewed scholarly articles, and received numerous awards, including the Senior Scientist Award from the Division of School Psychology of the American Psychological Association (APA). He is a Fellow of the APA and the Association for Psychological Science, and has served as the Editor for *School Psychology Quarterly*, the official scholarly journal of the Division of School Psychology of the APA, and as the Founding Editor of *Computers in Human Behavior*. Dr. Gutkin's presentation is sponsored by:



CHAPMAN UNIVERSITY
COLLEGE OF EDUCATIONAL STUDIES

**Join the CASP Affiliates as they present Dr. Terry Gutkin
Friday, March 23, 12 p.m.**

\$30

Luncheon and Silent Auction to benefit CASP's Political Action Committee

Workshops

[To Register Click Here](#)

Thursday, March 22
8:30 a.m. – 11:30 a.m.

W-04

Transforming the Difficult Child: The Nurtured Heart Approach

Howard Glasser

Author and Co-Executive Director of The Children's Success Foundation

Parents & teachers often find themselves struggling with the intensity of a challenging child. Faced with uncontrolled anger, aggression, defiance & disrespect, most adults react by increasing the severity of normal parenting or classroom management methods. Unfortunately, these interventions regularly make the situations worse. Many of these children end up diagnosed & medicated because there has not been an approach that consistently helps them to use their intensity successfully. Join us for this workshop and leave with a powerful understanding & skill set that you can use immediately to help all children to fully engage life in positive ways, ignite greatness & flourish.

Participants will learn to:

- Describe and utilize concepts that yield full understanding of the dynamics of a challenging child.
- Explain why conventional methods of parenting, therapy and teaching often fail with intense children, despite the best of intentions.
- Shift a challenging child to using his or her intensity in successful ways, even if the child is diagnosed with ADHD, ODD or is difficult in other ways.
- Apply techniques to create successes that are more powerful and more extensive than traditional approaches.

Howard Glasser is the founder of Children's Success Foundation & creator of the Nurtured Heart Approach. He has authored seven books, including *Transforming the Difficult Child*, currently the top-selling book on ADHD. Howard's work is used with amazing success in hundreds of thousands of homes & classrooms around the world.

Strand B, Topic 6, Skill Level All.

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Thursday, March 22

[To Register Click Here](#)

8:30 a.m. – 11:30 a.m.

W-10

Strategies for Individual Counseling with LGBTQ Students

Emily Fisher, PhD

Associate Professor

Loyola Marymount University

Kelly S. Kennedy, PhD

Assistant Professor

Chapman University

School-based mental health professionals have the opportunity to support LGBTQ students during a potentially stressful time of life. By becoming more knowledgeable about LGBTQ identity development, by recognizing the phenomena of oppression, discrimination, and homophobia/biphobia/transphobia, and by viewing students as whole people comprised of many characteristics (with sexuality and gender identity being one part), school psychologists can better support LGBTQ students. Listening, validating, and normalizing experiences are critical, along with helping students navigate the disclosure process and ensuring that students stay safe from others and themselves. Most of all, professionals can instill a sense of hope that students will successfully navigate the challenges of adolescence, and will feel happy and confident in themselves. Unfortunately, few school psychology training programs fully prepare practitioners to conduct counseling with LGBTQ students. The primary goal of this workshop is to supplement practitioners' counseling skills and prior knowledge of the LGBTQ population in ways that enable them to gain the competency needed to provide competent counseling services for LGBTQ students.

Emily S. Fisher, Ph.D. is an associate professor in the School Psychology Program at Loyola Marymount University in Los Angeles, California. She received her doctorate in Counseling/Clinical/School Psychology from the University of California, Santa Barbara. She currently teaches courses on counseling and the treatment of emotional and behavioral disorders. Dr. Fisher's research focuses on supporting students' social and emotional development, working with teachers to promote inclusive and culturally-responsive classroom practices, and helping school personnel work effectively with lesbian, gay, bisexual, transgender, and questioning students and families. Dr. Fisher maintains close connections with local schools and districts as a consultant.

Kelly S. Kennedy, Ph.D. is an assistant professor in the School Psychology and School Counseling Programs at Chapman University in Orange, California. She received her doctorate in Counseling/Clinical/School Psychology from the University of California, Santa Barbara. Dr. Kennedy currently teaches school psychology fieldwork (practicum), group counseling, multicultural counseling, assessment, research methods, and statistics. Her research focuses on improving school-based practices in multicultural competence and data-based decision making.

Dr. Kennedy is a member of the Consortium for the Advancement of School Psychology in Vietnam (CASP-V), and is the associate editor for *Contemporary School Psychology*.

Strand B, Topic 5, Skill Level Advanced

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Thursday, March 22

[To Register Click Here](#)

8:30 a.m. – 11:30 a.m.

W-11

Minorities' Access to Quality Mental Health Services in Schools

Brandon E. Gamble, Ed.D., NCSP

Assistant Professor

California State University Long Beach

The purpose of the presentation is to share information from a mixed method study about the efforts of school-based mental health providers to ensure that “minority” students gain access to quality mental health services. “Empowerment and mental wellness” will be defined and utilized to promote school psychologists’ agenda to overcome ongoing challenges such as the achievement gap and disproportionality in services. Site-based mental health services are a key part of the participants’ work as school psychologists, as is ensuring access to high quality services for all students. Graduate students surveyed 60 school-based mental-health providers for an assignment to learn what those surveyed did to promote student and family access to mental health services. The presenter at the workshop will review the data from those surveys as well as recommendations based on the literature from NASP best practices. This session is for intermediate practitioners.

Dr. Brandon E. Gamble served families and students as a school psychologist in Long Beach, CA from 1998 till 2008. Since 2008 he has been a faculty member for the School Psychology program at Long Beach State University. Currently, he is the President-Elect for CASP.

Strand A, Topics 1, 2, 4; Strand B, Topics 2, 4, 8; Strand C, Topic 4; Skill level Intermediate

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Thursday, March 22

[To Register Click Here](#)

8:30 a.m. – 11:30 a.m.

W-12

Autism Evaluations: Using Qualitative Interview Techniques to Individualize the Diagnosis

Marilyn J. Monteiro, Ph.D.

Psychologists are increasingly expected to be proficient in diagnosing children with suspected forms of autism at the preschool, elementary, and middle school levels. Standardized assessments alone limit their ability to effectively describe individual children and leads to a risk of misdiagnosis. This is especially the case when identifying milder forms of autism and autism in girls. Workshop participants learn to integrate the use of qualitative information to enhance their diagnostic skills. Through lecture and case presentations participants learn to: conduct a diagnostic student interview that elicits a nuanced qualitative behavior sample; integrate the use of a “neuro-atypical” conversation into the standardized battery using sensory toys and topics; and use non-technical language to discuss autism spectrum differences in an accessible framework.

Marilyn J. Monteiro, PhD, a licensed psychologist specializing in autism spectrum disorders, is the author of *Monteiro Interview Guidelines for Diagnosing Asperger’s Syndrome (MIGDAS)*, an evaluation protocol for verbal children with suspected autism spectrum disorders. Her book, *Autism Conversations*, links qualitative assessment methods to best practice in autism diagnosis and intervention.

Strand A: Behavior & Response to Intervention, Topic: Behavioral Assessment, Skill Level Index: Intermediate-Advanced

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Thursday, March 22

[To Register Click Here](#)

1:00 p.m. – 4:00 p.m.

W-05

A Solution Focused Approach to Counseling and Mental Health Interventions

Michael Hass, PhD
Professor
Chapman University

Solution Focused Brief Therapy (SFBT) is a flexible approach to counseling that focuses on building solutions from clients' resources and strengths. It is collaborative, positive and future orientated. This workshop will introduce participants to SFBT and the interviewing skills necessary to establish rapport, collaboratively establish specific goals, identify client strengths and resources, and develop out-of-session tasks.

Participants will:

- Understand the “common factors” research on effective counseling and psychotherapy.
- Understand the role of non-evaluative listening skills such as attending, observing nonverbal behavior, asking open-ended questions, summarizing, and paraphrasing in establishing working relationships with clients.
- Develop a “future focus”
- Assist clients to develop realistic and achievable goals and action plans for successfully achieving those goals.
- Identify “exceptions” to a problem and leverage these exceptions for client change
- Match communication and tasks to a client's readiness for change.
- Match tasks to common psychosocial problems
- Evaluate progress towards goals

Michael Hass, PhD, is a professor of Counseling and School Psychology and coordinator of the School Psychology program at Chapman University. He teaches courses in assessment, counseling methods, and mental health issues in the school. He received his school psychology training at California State University, Northridge and earned an interdisciplinary doctorate in Social Relations from the University of California, Irvine. Dr. Hass has worked in public schools as a School Psychologist for over 25 years. During much of this time, he also had a private practice as a psychotherapist and educational psychologist. His research interests include assessment, school mental health, strength-based approaches to counseling and psychotherapy, and resilience. Dr. Hass is current editor of the journal, *Contemporary School Psychology*.

Strand B, Topic 1, Skill level beginning-intermediate

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Thursday, March 22

[To Register Click Here](#)

1:00 p.m. – 4:00 p.m.

W-08

BCBA CEUs Available!

The Social Compass Curriculum

See Below for details

LouAnne Boyd

Christina L. McReynolds

Karen Chanin

Autism Coordinators, North Orange County SELPA

“The Social Compass” is a competency based training during which participants will learn how to correctly implement the curriculum, *The Social Compass Curriculum, an evidence based intervention package for students with Autism Spectrum Disorders*. This curriculum integrates behavior change procedures such as defining targeted skills in observable and measurable terms, using instruction, rules, modeling and imitation to explain desired outcomes, prompt hierarchies to teach new skills and differential reinforcement to increase target skills. Speakers will explain, model and offer guided practice in the use of this tool. Participants will be asked to demonstrate understanding and correct implementation of the steps to a social skills lesson as outlined in, *The Social Compass*:

Step 1: Explain goal and visual support

Step 2: Social compass story:

Step 3: Model and rehearse

Step 4: Role play and reinforce

Step 5: Generalization & Self Monitoring

OBJECTIVES

Participants will learn to state target outcomes (desired social skills) in observable and measurable terms

Participants will use instruction and rules to teach new skills

Participants will use imitation and modeling to teach new skills

Participants will use prompt hierarchies and fading to guide role play of new skills

Participants will use behavior change procedures to teach new skills and skill maintenance

Participants will use differential reinforcement when providing feedback on target skill

Participants will learn to teach self-monitoring systems in the acquisition of social skills

Participants will make decisions on proceeding with new skills based on data.

Christina McReynolds is a Nationally Certified Behavior Analyst, (BCBA). Her educational credits include Bachelor’s degrees in both Literature and Communications, a Master’s of Science in Education and credentials in Educational Leadership, Special Education, and Early Childhood Special Education. She is also certified in Behavior Intervention Case Management, Crisis Intervention, and Behavioral Intervention for Individuals with ASD. She has 14 years of experience working with individuals with disabilities and is a respected specialist in behavior

and autistic disorders. Throughout her career she has worked as an in-home, 1:1 interventionist, a special education teacher and a consultant For Autistic Disorders.

LouAnne Boyd is a Nationally Certified Behavior Analyst, (BCBA), and an autism coordinator for the North Orange County SELPA, where she consults to five districts on best practices for educating the full spectrum of students with autism. She is also an instructor at California State University, Fullerton, where she teaches extended education courses required for the Added Autism Authorization Certificate.

Karen Chanin is a school psychologist and behavior analyst. She currently supports the North Orange County SELPA as their Autism Program Specialist and has over 13 years of experience working with children who have special needs. She holds a Master's of Science in Counseling: Pupil Personnel Services with Advanced Specialization in School Psychology. Her experiences in working with children diagnosed with autism include providing in-home and at school behavioral services, 1-1 support in the classroom, supervising staff working with children at home and at schools, training teachers, other staff members and parents on ABA strategies, consulting with teachers, conducting assessments, and training others in autism specific assessments.

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.

FOR THOSE WHO ARE APPLYING FOR BCBA UNITS THROUGH THIS WORKSHOP:

Please leave your BCBA certification number in the license box when registering online. The instructors, who are BCBA CEU providers, will collect the \$50 fee for BCBA credits at the workshop. Cash or checks only, no credit cards, on site.

If using a purchase order please call CASP at 916/444-1595.



Thursday, March 22

[To Register Click Here](#)

1:00 p.m. – 4:00 p.m.

W-18

Mental Health Issues with People with Intellectual Disabilities

Sandra Watson

Chief of Clinical Services

&

Thomas Gathers

Mental Health Liaison

South Central Los Angeles Regional Center

The problems of individuals with intellectual disabilities are many. However, individuals who are among this group and function at a higher level can have a host of difficulties that are uniquely their own. They often realize from an early age that they are “different” and are unfortunately oftentimes singled out to be bullied and ridiculed. As these individuals grow and mature, they are faced with other social difficulties. What happens when they are ready to date? Will they marry and have a family? What type of work will they have or what about college? There are also questions about how much family support will they have for their choices and whether their choices are really realistic. Uncertainty over these issues can cause depression and anxiety.

Participants in this workshop will: 1) Learn about the characteristics of those with high functioning intellectual disabilities; 2) Understand some of the mental health issues that might affect this population; 3) Learn how parents, guardians, and others factor into the issues faced by this population; 4) Learn how we (mental health professionals, regional center, and others) can help.

Dr. Sandra Watson holds a Master’s in Education with an emphasis in Counseling from California State University, Dominguez Hills, as well as a Doctorate in Clinical Psychology from the California School of Professional Psychology. Dr. Watson has worked for various mental health agencies providing psychological assessments and therapy. In May of 2009, Dr. Watson assumed the position of lead psychologist at South Central Los Angeles Regional Center (SCLARC) providing a broad spectrum of clinical services related to intake and eligibility, the coordination of mental health services for the consumers, and consultation to case management. Dr. Watson has recently been promoted to the position of Chief of Clinical Services where she oversees the staff and clinical teams which are responsible for the assessment and coordination of health care services for SCLARC consumers.

Thomas Gathers, Mental Health Liaison, has been a member of the Clinical Services Division staff at South Central Los Angeles Regional Center (SCLARC) since 1977. As the mental health liaison, Mr. Gathers primary function is the coordination of service provisions for the Developmental Disabled consumer with co-occurring mental health issues. In this capacity Mr. Gathers has established and maintained liaison and consultative relationships with Los Angeles Department of Mental Health and numerous private and contracted community mental health agencies.

Strand B, Topic 6, Skill Level Advanced

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Thursday, March 22

[To Register Click Here](#)

1:00 p.m. – 4:00 p.m.

W-09

Identification and Assessment of Victims of Trafficking and Commercial Sexual Exploitation

**Anne-Michelle Ellis, Coordinator
San Bernardino County Coalition Against Sexual Exploitation**

**Deborah Donnelly, LCSW
San Bernardino County Department of Behavioral Health**

This workshop is designed to give a broad overview of human trafficking, narrowing in on the commercial sexual exploitation of children and its different forms. In addition, it provides a background to understand the factors that contribute to the initial recruitment and ongoing victimization of young people by traffickers. Identification and assessment of victims is addressed and the training session concludes with a focus on appropriate and effective response, national and local resources that are available.

Anne-Michelle Ellis is the first coordinator for the San Bernardino County Coalition Against Sexual Exploitation. She previously worked for Operation SafeHouse, a shelter for runaway and homeless teenagers in riverside, as a childcare worker, grantwriter, fundraiser and education and employment coordinator. She also worked for Third level Crisis Intervention Center in Traverse City, MI, as a crisis hotline counselor and community resource manager.

Deborah Donnelly, LCSW, has been employed as a clinical therapist in the San Bernardino County Department of Behavioral Health for the past eight years. During this time, Ms. Donnelly has worked within the Juvenile Justice Program, providing services to the minors detained in the county's Juvenile Detention and Assessment Centers. She has assisted with the development and implementation of both the Forensic Adolescent Services Team and gender-specific programming within the juvenile justice centers.

Strand B

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Friday, March 23
8:30 a.m. – 11:30 a.m.

[To Register Click Here](#)

W-02

The Power of Groups: Solution-Focused Counseling in the Schools

Leslie Cooley, PhD
California State University, Sacramento

This workshop addresses how to plan and lead successful school counseling groups from a solution-focused (SF) approach. The purpose of this presentation is to give the practitioner whose training was “thin” an opportunity to learn how to be more effective with school counseling groups. A model for a series of solution-focused meetings will be outlined. Case examples will be woven into the discussion with opportunities for participants to make clinical decisions. Participants will leave the workshop with: a clear idea of the reasons to do group counseling, knowledge about a solution-focused approach to groups, skills at adapting group activities to make them consistent with a solution-focused approach, more confidence in the ability to provide this important service.

Leslie Cooley, PhD, is a professor at California State University Sacramento, school psychologist and licensed clinical psychologist. Dr. Cooley worked as a school psychologist for 20 years before becoming a school psychology trainer. She has been an advocate for the group counseling in the schools, lead groups at all levels K-12, and currently teaches group process.

Strand B, Topic 1, Skill Level Advanced

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Friday, March 23

[To Register Click Here](#)

8:30 a.m. – 11:30 a.m.

W-03

Legally Defensible Practices in Behavior and Discipline

Carl D. Corbin

Assistant General Counsel

School and College Legal Services of California

The objectives of this presentation will be to review the laws and regulations under both the federal Individuals with Disabilities Education Act (“IDEA”) and California law governing behavior and discipline for special education students with a focus on appropriate completion of a manifestation determination meeting. The workshop will be delivered through use of a Power Point presentation along with supplemental materials to include excerpts from legal decisions. The presentation will not be an in-depth discussion on how to draft an appropriate behavior support plan or behavior intervention plan.

Carl D. Corbin, Assistant General Counsel, of the public law firm School and College Legal Services of California, is a former school psychologist and is currently a licensed educational psychologist and member of both CASP and NASP.

Strand C, Topic 1, Skill Level Intermediate

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Friday, March 23

SOLD OUT!!!

8:30 a.m. – 11:30 a.m.

W-13

Changing Students' Minds: Mindfulness-Based Interventions for Enhancing the Emotional Well-Being of Youth

Tyler L. Renshaw, PhD
Alpine School District, UT
Brigham Young University

Mindfulness-based interventions (MBIs) are a new, empirically-grounded, feasible approach for enhancing the emotional well-being of youth. This workshop introduces school psychologists to MBIs by reviewing (a) their theoretical foundations, (b) their empirical effectiveness, (c) practical applications for enhancing the emotional well-being of youth, and (d) further resources for professional development. Much of the workshop is devoted to developing foundational skills to implement MBIs in schools. Thus attendees will participate in various guided, experiential mindfulness practices (e.g., mindful breathing and mindful eating) as well as other, metaphorical experiential practices that are used to help youth gain an intuitive understanding of the core tenets of mindfulness practice (e.g., taking-your-mind-for-a-walk). Ultimately, participants will gain foundational knowledge and skills that will enable them to both implement MBIs within school settings and to continue a path of professional development with this pivotal intervention approach.

Tyler L. Renshaw, PhD, is a full-time school psychologist with the Alpine School District in Utah, as well as adjunct research faculty with the McKay School of Education at Brigham Young University. His current scholarly and applied interests are in integrating mindfulness-based interventions and positive psychology within schools.

Strand B, Topic 2 & 6 Skill Level Beginner

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Friday, March 23

[To Register Click Here](#)

8:30 a.m. – 11:30 a.m.

W-16

Risk, Interventions with evidence, and Progress Monitoring: A Comprehensive Three-Tier System of Support in Schools.

Kimberly J. Vannest, PhD

This session will review universal screening, targeted intervention, and progress monitoring for students at tier one, two, and three. Interventions for application in schools wide settings, classrooms, small group and individual targets will be reviewed in the context of matching student assessment profiles or risk to interventions with evidence.

Kimberly J. Vannest, PhD, is a noted researcher and teacher in the area of interventions for students with and at risk of Emotional and Behavioral Disorders, progress monitoring and single case research design. She is the author of more than 80 books, research articles, and software programs, including the *BASC-2 Intervention Guide*. A former high school teacher in the North County of San Diego, California, she earned her PhD at Louisiana State University and worked for the Governor's office on K-12 school reform and as a state trainer in Positive Behavioral Supports. Dr. Vannest has earned a variety of awards for her teaching and service. She is currently an Associate Professor in the Special Education Program, in the Department of Educational Psychology at Texas A & M University.

Dr. Vannest is the keynote speaker on Thursday, March 22 at 4:15 p.m.

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.

Dr. Vannest's workshop is sponsored by:



Friday, March 23

[To Register Click Here](#)

2:00 p.m. – 5:00 p.m.

W-06

Crossing State Lines: A Journey of Two Psychologists who have Teamed to Conduct Assessment of Students Unilaterally Placed by Parents Outside of California

Robyn Moses

SELPA administrator

West Orange County Consortium for Special Education

&

Hillary Bryan

School Psychologist

Huntington Beach Union High School District

Participants will learn of the experiences of two school psychologists who have travelled together outside CA to conduct initial assessments of students unilaterally placed by parents in residential treatment centers. The presenters will share their experiences with different types of RTCs, coordinating with RTC staff, reviewing files to plan assessment processes, selecting tests and conducting the comprehensive assessments in a constricted time-frame to efficiently maximize financial and time resources. Participants will learn to identify pertinent background information to guide the focus of the assessment, select tests/measures, conduct onsite interviews, assess using a team approach, and interpret results during the evaluation process so as to maximize the limited window of time while out of state and conduct a defensible, comprehensive assessment.

Robyn Moses is a School Psychologist and Licensed Educational Psychologist who is currently a SELPA administrator for West Orange County Consortium for Special Education, which includes the Huntington Beach Union High School District (HBUHSD). She served as the liaison to the County Health Care Agency under AB3632 and is now assisting the districts in developing their own assessments and services for students' educational mental health needs.

Hillary Bryan has worked as a school psychologist for 32 years and currently is a Special Programs Psychologist in the HBUHSD working with students eligible as emotionally disturbed, with residentially placed students returning to district and on cases when parents have unilaterally placed their students in more restrictive settings.

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Friday, March 23

[To Register Click Here](#)

2:00 p.m. – 5:00p.m.

W-17

AB3632 is Gone: Solutions Created by an Urban District and the Role of Psychological Services

Alnita Rettig Dunn, PhD

Monique Arbuckle, MA

Beth Kauffman, MA

Annmarie Serrano, MA

Larisa Pikover, PhD

Los Angeles Unified School District

Participants will achieve skills needed to create the role that psychological services will play in their district in the absence of AB3632 services. Utilizing electronic slides, examples of district bulletins and reference guides, assessment formats, and case development outlines, participants will learn how to (a) Specifically discern the legal basis for utilizing psychological services in Educationally Related Mental Health Services (ERMHS), (b) Develop defensible cases for ERMHS referrals, (c) Create a structure for peer review of ERMHS cases, and (d) Monitor for over-representation or disproportionality.

Descriptions of the following service delivery models are presented:

- Counseling as a related service: For students whose behavioral and emotional needs affect their ability to benefit from the special education program and are manifested primarily at school;
- Educationally Related Mental Health Services (ERMHS) as a related service: For students whose behavioral and emotional needs are documented to be stronger in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at school, at home, and in the community;
- Nonpublic school/residential treatment center (NPS/RTC) placement: For students whose behavioral and emotional needs are documented to have existed over a long period of time and to a marked degree in frequency, duration, and intensity; affect their ability to benefit from their public or nonpublic special education program (including counseling services and targeted interventions); and are manifested at school at home and in the community, and
- Process for continuing services for students currently eligible for services under the provisions of the former AB3632: Involves the identification of students currently receiving services, notification of parents, holding IEPs, and distribution of student case loads to district providers.

All presenters are with the Los Angeles Unified School District. **Alnita Rettig Dunn, PhD**, is the director of Psychological Services; **Monique Arbuckle, MA**, and **Beth Kauffman, MA**, are

psychological services coordinators; **Annmarie Serrano, MA, and Larisa Pikover, PhD**, are psychological service specialists with the district.

Strand B, Topic Interventions, Skill Level Intermediate

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



Friday, March 23

SOLD OUT!!!

2:00 p.m. – 5:00 p.m.

W-14

Antisocial Behavior in Youth: An Etiological Understanding

**Sean Surfas, PhD BCBA-D LEP
Founder and Owner
TOTAL Programs**

This presentation will discuss etiological understandings of antisocial behavior based on the work of Patterson (1983) and Kazdin (1987). Furthermore we will discuss how it is imperative that behaviorist work with in school and community settings in order to facilitate behavioral change to reduce risk factors in these youth which will later impair both their lives and the community at large. The audience will leave with a knowledge of pathways to antisocial behavior and how to intervene through various behavioral technologies leading to strong socially valid outcomes.

Sean Surfas, PhD, LEP, is the principal owner of T.O.T.A.L.: Treatment for the Autistic Learner, a private consultation group that provides services for individuals with autism and developmental disabilities providing in home behavior support and community integration experiences. Dr. Surfas works with schools and agencies across the state, assisting individuals with developmental delays and autism, and with local school districts for both direct service and to assist in developing educational programs to fit the child's needs. Dr. Surfas is also involved in home/school-environmental/curriculum design; classroom programming for regular education, independent study, and special education students in both homogeneous and inclusive settings; staff mediation and individual behavioral self-management consultation; parenting skills; crisis intervention strategies; development and implementation of ecobehavioral modification procedures; classroom programming for the student with academic and behavioral learning differences (disabilities) and staff development in-services; expert witness for mediation and fair hearing procedures for students with learning and behavioral challenges.

Strand A, Skill Level Intermediate

Course meets the qualifications for 3 hours of continuing education credit for MFTs, LPCCs, LEPs and/or LCSWs as required by the California Board of Behavioral Sciences, under PCE 1599, California Association of School Psychologists. Course also meets requirements for 3 hours of continuing professional development hours for NCSP requirements under Provider No. 1025.



CASP SPRING CONFERENCE 2012

Paper Presentations Mini-Skills Workshops Posters Panels Discussions Invited Addresses

CASP's Spring Conference 2012 includes a wealth of mini-skills workshops, papers, posters, and panels. Your registration fees allows you to attend as many of these presentations as you wish. The following is the tentative schedule for these exciting professional development opportunities.

[To Register Click Here](#)

Thursday, March 22
Morning
Legislative Update
9 a.m. – 10:30 a.m.



The end of AB 3632 and the start of AB114, what that means for your district and your job and other legislative issues will be discussed during this session.

Jim Russell, CASP Legislative Chair, will lead the discussion.

Paper Presentations

8:00 a.m. – 8:50 a.m.

P-01: Thinking Outside the Box: a Less Conventional Way to Support Social-Emotional Development

Ashley Evans and Stacy Hachiya; Graduate Students; Brian Leung, PhD, Professor
Loyola Marymount University

9:00 a.m. – 9:50 a.m.

P-02: Let's Assess Mental Health, Not Just Mental Illness

Michael Furlong, PhD, Professor, University of California, Santa Barbara

10:00 a.m. – 10:50 a.m.

P-06: Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in Schools: a Three-Tiered Approach to Intervention

Arezu Iranipour, Graduate Student, Chapman University

Thursday, March 22, 2012

11:00 a.m. – 11:50 a.m.

P-04: *Power of Play*: Playground Strategies to Facilitate Pro-Social Play Activities and the Development of Conflict Resolution and Problem Solving

Shane Jimerson, PhD, Professor; Amy Gillespie, Aaron Haddock; Graduate Students; University of California, Santa Barbara

Mini-Skills Workshops

8:00 a.m. - 9:30 a.m.

M-18: Making Counseling Count

The field of school psychology is moving towards a data based decision model (Merrel, Erwin, and Gimpel, 2006). Implementing data based decision making in all service delivery areas is important and this includes direct instruction service (DIS) counseling and psychological services. This will insure that practitioners monitor progress on interventions and continue to problem solve when intervention do not work (Merrel, et al., 2006). Best practice is a combination of short-term goal directed counseling in a data based decision model, which will replace practices such as checking in with a student once a month (Bruce & Hopper, 1997).

Jaime Flowers, school psychologist, Fullerton Joint Union School District; Stephanie Domzalski, LEP. Strand B, Topic 4, Skill Level All.

9:30 a.m. – 11:00 a.m.

M-15: Assessing African American Students: An Authentic Assessment Model (AAM)

Due to the confusion in the field regarding the assessment of African American students and the need to clarify California Department of Education's (CDE) position, the Diagnostic Center Northern California has developed an Authentic Assessment Model (AAM) as a framework from which these assessments can be conducted. Participants will leave with a clear understanding of CDE guidelines regarding the assessment of African American students. Participants will be introduced to the AAM for assessing African American students. Note: Because of the high interest in this topic, this Mini-Skills workshop will also be presented on Friday, March 23, at 2 p.m.

Renee Dawson, Assistant Director and School Psychologist at Diagnostic Center Northern California

11:00 a.m. – 12:30 p.m.

M-11: Promoting Positive Peer Relationships: A Collaborative Approach to Reducing Bullying

There is a need for effective and feasible interventions that can be implemented as universal prevention programs to reduce bullying and promote positive peer relationships. The purpose of this presentation is to present one such program – Promoting Positive Peer Relationships (P3R). P3R is a brief, empirically grounded, film-based classroom resource. This resource aims to enhance middle school students' knowledge and attitudes of bullying, with initial research indicating its effectiveness in promoting positive attitudes that reduce bullying behaviors.

Rachel Stein, Matthew Ruderman, Skye Stifel; Students; University of California, Santa Barbara. Strand A, Topic 2, Skill Level Intermediate.

Thursday, March 22, 2012

POSTERS

9:30 a.m. – 11 a.m.

R-03: Mock IEPs: Gateway to Meeting the Social, Emotional and Behavioral needs of California's Students

Dr. Jackie Allen, Chair of the University of La Verne School Psychology Program; Dr. Veronica Runnels, Assistant Professor of Education, University of La Verne; Joyce Plascencia, Teacher, Garden Grove School District and Trainee in School Psychology at the University of La Verne; Shannon Watkins, Trainee in school psychology program, at the University of La Verne. Strand A, Topic 4, Skill Level Intermediate.

R-04: Anatomy of a SMART Social-Emotional Goal

Kymberly Doane, M.Ed., Santa Monica-Malibu Unified School District/UC Santa Barbara; Amanda Fox, M.Ed., Hope School District/UC Santa Barbara; Rachel Yu, M.Ed., Lafayette School District/UC Santa Barbara; Karina Ortega, M.Ed., Escondido Union School District/UC Santa Barbara. Strand B, Topic 3, Skill Level Intermediate

R-13: Responsive Classroom and its effect on classroom behavior in an Elementary Classroom Setting

Amy Gritters, school psychology practicum student, Azusa Pacific University. Strand A, Topic 1, Skill Level Beginning

R-05: The Relationship between Behavior Management Training and Teacher Perceptions of Behavior Management Ability

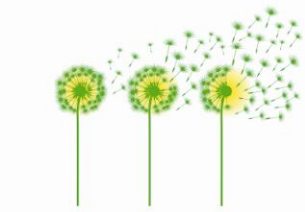
Mark S. Inman, school psychology intern, Azusa Pacific University. Strand A, Topic 1, Skill Level Beginning

R-07: Anxiety in Elementary-aged Students: How to Guide your Counseling Sessions by using Behavioral Treatments

Shandi Pleitez, school psychology student, Loyola Marymount University. Strand B, Topic 2, Skill Level Intermediate.

R-08: Evaluations of the Effectiveness of an Adventure-based Counseling Intervention on Elementary Aged Students with Behavioral Concerns

Melissa Hollister Quigley, school psychology student, Fresno Pacific University. Strand B, Topic 1, Skill Level Beginning



**Be sure to purchase your tickets for the
Student/Practitioner Pizza Party
Thursday, March 22
11:30 a.m. -1 p.m.
Only \$15 for pizza and a beverage
Share ideas and experiences at this unique gathering of
students and professionals. Meet the future of school
psychology; learn from those who are working in the
schools.**

**Student/Practitioner
Pizza Party Sponsored by:**



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**Thursday, March 22
Afternoon & Evening**

Paper Presentations

12:00 p.m. – 12:50 p.m.

P-05: Developing Effective Adult Transition Plans

Lance Havens, Jim Matthews, Kellie Tam; Students; Brian Leung, PhD, Professor; Loyola Marymount University

1:00 p.m. - 1:50 p.m.

P-03: Supporting Teacher Effectiveness in Handling Disruptive Classroom Behavior Through Process Consultation

Margaret Garcia' Associate Professor, California State University, Los Angeles

2:00-2:50 p.m.

P-09: Effects of Family Involvement on Externalizing Behaviors of Students across Publicly and Privately Funded Preschools

Rebecca J. Lundeen, Graduate Student, Azusa Pacific University; School Psychologist Consultant, Los Angeles County Office of Education Head Start Division; Intern, Ocean View School District. Angela V. Sikkenga, Graduate Student, Azusa Pacific University; School Psychology Intern, Brea Olinda Unified School District

Thursday, March 22, 2012

3:00-3:50 p.m.

P-21: Utilizing Video Self-Modeling and Reattribution Training to Alleviate Test Anxiety

Shahrokh Reza Shahroozi, School Psychologist/Graduate Student Researcher, UC Santa Barbara and Santa Barbara Unified School District. Strand B, Topic 2, Skill Level Intermediate.

4:00 p.m. – 4:50 p.m.

P-20: How do Bully Participant Groups Differ? An Examination of School Connectedness, Hope, Empathy, and Self-Efficacy

Matthew A. Ruderman, M.Ed.; student; Shane Jimerson, PhD, Professor, University of California, Santa Barbara. Strand A, Topic 2, Skill Level Intermediate.

5:00 p.m. – 5:50 p.m.

P-12: Supporting Students from Military Families

Brianna Meshke, graduate student, Chapman University

6:00 p.m. – 6:50 p.m.

P-23: The Bullying Attitudes Measure (BAM): Students' Attitudes Related to Bullying

Skye White Fraser Stifel, Matthew Ruderman doctoral students, Shane Jimerson, PhD, professor, University of California, Santa Barbara. Strand A, Topic 2, Skill Level Advanced

P-25: Strategies to Promote Healthy Body Image and Prevent Eating Disorders

Christina Veatch, Rachel Round and Katie Van Sickle, graduate students, Chapman University. Strand B, Topic 2, Skill Level Beginning

P-26: The Social Compass Curriculum : Video Data Study

Caitlin McClelland, school psychologist; LouAnne Boyd, autism specialist, North Orange County SELPA

Mini-Skills Workshops

12:30 p.m. – 2:00 p.m.

M-04: ADEPT: Autism Distance Education Parent Training, Implementing Parent Education to Increase Positive Outcomes for Children with ASD

Parent training is considered an Evidence Based Practice, and is a critical component to early intervention outcomes. ADEPT is a free online parent education curriculum designed to increase parenting skills. This workshop will demonstrate how educators can use the online module for parent training through direct interaction with core lessons, along with practical strategies for facilitating a parent education workshop series. The benefits of providing parent training will be explored, and specific implementation steps will be provided so that attendees will leave with a clear framework and method for starting a parent education workshop in their school district.

Kristine Strong, PhD, LEP, school psychologist, Folsom Cordova Unified School District; Patricia Schetter, M.S., BCBA, Project Coordinator, UCEDD/UC Davis MIND Institute, Director Autism and Behavior Training Associates. Strand A, Skill Level Advanced

Thursday, March 22, 2012

2:00 p.m. – 3:30 p.m.

M-12: Be Friendship Focused: Easy-to-Follow Counseling Strategies / Small Group Process for Social Skills Development; Self-Empowerment; and Anti-Bullying Issues (Grades 3-8)

As school psychologists may now be called upon to lend more “hands on” support for social/emotional or mental health goals within a student’s IEP, this workshop provides access to a very user-friendly program that teaches/ guides school psychologists and/or counselors in a straight forward, step-by-step process to help support social skill development and extinguishes maladaptive social/emotional behaviors. Participants will gain insight, best practices for starting/implementing a small group process, and learn effective tools, techniques, and group exercises that support positive social/emotional outcomes. Kristine Rose Grant, Licensed Marriage and Family Therapist, School Psychologist, Certified Professional Coach. Strand B, Topic 2, Skill Level All

3:30 p.m. - 5 p.m.

M-14: Impact of Disability and Chronic Illness on Families and Educators

This workshop will focus on the significant impact of a disability and/or a chronic illness, not only on the student and his/her family, but also on those individuals involved in that student’s support. Educators are important members, beyond the family and medical care team, whose collaborative efforts support a child diagnosed with a disability or chronic illness. The presentation seeks to touch upon the physical, psychosocial and educational implications concerning the care of children diagnosed with a disability or illness. Topics of discussion will include: Knowledge and skills necessary to collaborate with one another when dealing with the effects following the diagnosis or onset of a disability or chronic illness; role of the family; impact of the condition on child adjustment; educational progression; adjustment of disability or chronic conditions; adherence to educational and treatment regimes.

Sherry L. Fritts, Ed.D., School Psychologist, CVA-CASP President 2011-12.

4:30 p.m. – 6 p.m.

M-07: But what does it mean? Writing Meaningful Cognitive Assessment Reports

Have you ever written or read a report that had lots of data, but little information? Have you ever hesitated to draw the conclusions that your results suggested? Writing reports is a central activity for many, if not most, school psychologists, but how often do we step back and reflect on what we have written and what it means? This mini-skills workshop will address the difference between reporting scores and conveying information that will be meaningful to other psychologists and to parents and educators who may not have taken a class in cognitive assessment. Participants are encouraged to bring reports (without identifying information, of course!) and cases to discuss. The *WISC-IV* and *Southern California Ordinal Scales of Development* will be the primary focus.

Betty Henry, PhD, NCSP, School Psychologist, Assessment Team, California School for the Blind. Strand C, Topic 2, Skill Level All.

M-09: Pediatric Sleep Problems: What School Psychologists Need to Know

This presentation will discuss evidence-based assessment and intervention practices for sleep problems. Common sleep disorders and the relationship between these disorders on academic and behavioral functioning will be reviewed. Participants will learn about evidence-based sleep disorder assessments and interventions to improve sleep quality. This presentation will educate participants on identifying pediatric sleep disorders, the impact these disorders have on academic and behavioral performance, and how to respond to these problems through evidence-based interventions.

Robin Sakakini, Psy.D., NCSP, school psychologist, Ventura County Office of Education. Strand B, Topic 1, 2 & 6; Strand A, Topic 1, 2, Skill Level Beginning

Thursday, March 22, 2012

M-16: Promoting Resiliency/Reducing Risk: Meeting the Mental Health needs of Sexual Minority Youth

This interactive mini-skills workshop will provide an overview of the different environmental stressors that contribute to sexual minority youths' heightened risks for mental health issues. The first half of the workshop will focus on what research suggests regarding risks and promoting resiliency for sexual minority youth. Participants will participate in an activity aimed at increasing sensitivity and developing terminology that is empowering for sexual minority youth. Participants will be taught specific skills that providers can use to promote resiliency for sexual minority youth. Learning outcomes will be an increased understanding of the challenges that sexual minority youth face at school and increased competency in best practices that service providers can take to promote positive outcomes for all youth. Christine Toleson, Designated School Psychologist Fostered Youth Program, Los Angeles Unified School District, doctoral student, Chapman University. Strand B, Topic 5, Skill Level Intermediate.

M-20: Maximizing Your Internship and First Year

Your internship is the opportunity to seek out new experiences; explore and learn the finer points most college programs cannot teach; and discover your strengths. The best internships involve your mentor pushing you to try new situations and you knowing what experiences to seek during this one time when mistakes are expected and many second chances are given. When the internship is over and you have your first caseload, organizing your first year will establish your contribution and value to the district and students. This presentation provides interns direction for their internship and first-year school psychologists an organizational system for time management, assessments, psycho-educational report writing, and proactive communication. Every skill taught in this workshop is immediately applicable to the first-year psychologist and intern. You will leave the presentation with proven techniques, resources, and procedures, not just theory.

Dr. Jerry Turner, lead psychologist, Beaumont Unified School District. Strand C, Topics, 1, 2, 5; Skill Level: Interns and Students.

5 p.m. – 6:30 p.m.

M-06: Self Care for School Psychologists: Using Methods Positive Psychology, Mindfulness Meditation, Relaxation Training and Psychoneuroimmunology

This experiential workshop will teach exciting new skills from positive psychology, relaxation training, mindfulness meditation, and psychoneuroimmunology that allow school psychologists to improve their own self care and resilience, and prevent burnout. In addition, these same skills generate the internal conditions for psychologists to create positive therapeutic relationships, promote a strong therapeutic alliance with children and families, and contribute to naturally evolving attributes such as empathy, genuineness, and unconditional positive regard, essential skills found in favorable therapeutic outcomes. Specific methods will be practiced.

Carl Totton, PsyD, NCSP, ABSNP; Psychologist/Trainer/Consultant, Phillips Graduate Institute and Independent Practice. Strand B, Topic 6, Skill Level All



March 23, 2012

Friday Morning

Invited Address

9:00 a.m. – 10:00 a.m.



[To Register Click Here](#)

NASP President Phil Lazarus

Advocating for the Emotional Well-Being of our Nation's Youth

This presentation will focus on how professionals can best advocate for the emotional well-being of our nation's youth. According to the Surgeon Generals' Report on Mental Illness, one out of every five children in the United States suffers from a mental or addictive disorder that impairs his or her ability to succeed in school and levels of anxiety and depression have increased dramatically in children. However, there are evidence-based approaches (e.g., social-emotional learning) and policies (e.g., anti-bullying) that schools can use to foster the mental health of children and these will be highlighted.

Goal: Participants will become aware of the current status of the emotional well-being of our nation's youth and will be able to highlight evidence-based approaches and educational policies that support our students' mental health and contribute to their academic achievement.

Philip J. Lazarus, Ph.D. is the current President of the National Association of School Psychologists and an Associate Professor and Director of the School Psychology Training Program at Florida International University. He is a licensed school psychologist and licensed psychologist in Florida.

Dr. Lazarus is the co-editor of the texts, *Psychoeducational Evaluation of Children and Adolescents with Low-Incidence Handicaps* and *Best Practices in School Crisis Prevention and Intervention*. He has written more than ten book chapters and over three-dozen scholarly articles.

Dr. Lazarus has served as the President of the Florida Association of School Psychologists (FASP), founder and Vice President of FASP Children's Services Fund, Chairperson of the Florida Council of Trainers and Supervisors, founder and Chairperson of the Florida Board of Examiners in School Psychology. He is the founder of the Florida Emergency Assistance Team of FASP and has responded to Hurricanes Andrew, Charley, Frances, and Ivan. He is also a founder of Camp Kadima, a camp for physically and mentally challenged youth that now serves more than 75 youngsters.

Dr. Lazarus is a founder and Past-Chairperson of the NASP National Emergency Assistance Team which has provided direct crisis assistance in the aftermath of tragic school shootings, natural disasters and acts of terrorism. He led the NASP crisis response in Mississippi and Louisiana in the aftermath of Hurricane Katrina.

Friday, March 23, 2012

Paper Presentations

[To Register Click Here](#)

8:00 a.m. – 8:50 a.m.

P-14: School Psychologists as District Experts: Implementing and Sustaining a District Wide Behavioral RtI Program

Laura Ryan, Ed.D., Director of Interventions, Steve Perry, Ph.D., school psychologist, Napa Valley Unified School District. Strand A, Topic 2, Skill Level All.

9:00 a.m. – 9:50 a.m.

P-15: Social-Emotional School Readiness – A Building Block of Educational Success

Michael Furlong, PhD, Professor; Matthew Quirk, PhD, Assistant Professor, University of California, Santa Barbara. Strand A, Topic 1, Skill Level All

10:00 a.m. – 10:50 a.m.

P-08: PREPaRE School Crisis Prevention and Intervention Curriculum: International Perspectives

Shane R. Jimerson, PhD, Professor; Jacqueline A. Brown, doctoral student; Yayoi Watanabe, Professor; Reza Shahroozi, doctoral student; University of California, Santa Barbara. Strand A, Topic 4, Skill Level Intermediate.

11:00 a.m. – 11:50 a.m.

P-16: A Longitudinal Look at the Well-Being of Youth Transitioning into Middle School

Michael Furlong, PhD, Professor; Jennica Rebelez, doctoral student, University of California, Santa Barbara. Strand B, Topics 2 and 4; Skill Level Intermediate.

Mini-Skills Workshops

8:00 a.m. – 9:30 a.m.

M-02: Behavioral RTI Systems and the Influence on Disproportionality and Suspension Rates

The objective of this workshop is to raise awareness of the high out-of-school suspension rates for general and special education students and the lack of Response to Intervention behavior support in schools. It aims to disseminate findings of decreased suspension rates as a result of positive behavior support strategies and behavioral RTI systems. Participants will enhance their knowledge of these systems with the aim of increasing the value of school psychologists in the school and expanding the role of school psychologists to include involvement on the behavioral RTI team.

Nicole Gioia Kelly, Stacy Hachiya, graduate students; Brian Leung, PhD, Professor; Loyola Marymount University. Strand A, Topic 2, Skill Level Beginning.

9:30 a.m. – 11:00 a.m.

M-19: Consulting in Academic Motivation Cases

The goal of this workshop is to increase the participant's skills in consulting with teachers, students and parents in cases where the student lacks academic motivation. Lack of academic motivation is one of the main causes of poor school performance both in general education and special education and one of the most common referral conditions for school psychologists and other specialists. Since these cases are so resistant to change the consultant who works with these students must pursue a comprehensive approach to the student parents and family. The workshop will present the fundamentals of an approach to successfully working with these students. The participants will learn strategies and interventions which will help them become more successful in consulting with cases that entail problems in academic motivation.

John Brady, PhD, Professor, Chapman University. Strand B, Topic 4, Skill Level All.

11:00 a.m. – 12:30 p.m.

M-01: Accommodations for the Selectively Mute Child; How to Help the Classroom Teacher Provide Tier One Interventions, When a Child is Not Speaking in the Classroom

Traditionally selective mutism has been diagnosed and treated in the clinic setting. But since by definition selective mutism occurs when a child speaks in one setting such as home and not in another setting such as at school, it often first occurs in the school setting. Selective mutism is associated with anxiety so helping the child feel comfortable in the school setting will fall most logically on the classroom teacher. It is the teacher that is in the foremost position to create a safe environment and reduce the anxiety of the child that is not speaking in their classroom. This workshop will help the school psychologist acquire the tools (tier one interventions), to help the teacher provide a safe environment where the child will feel safe to talk and can learn to avoid reinforcing the behaviors that support the mutism.

Chris Ellis, School Psychologist, Los Angeles Unified School District; Randy Busse, PhD, professor, Chapman University.

Posters

9:30 a.m. – 11:00 a.m.

R-1: RTI and Action Research: Providing Effective Accommodations & Interventions to Support Student Needs

Dr. Veronica Escoffery-Runnels, LEP, Assistant Professor, School Psychology Program; Dr. Jackie Allen, Associate Professor, School Psychology Program Chair; Emily K. Whittington, Ryan P. Humphreys, students; all of the University of LaVerne. Strand A, Topics all, Skill Level Beginning to Intermediate.

R-02: *Promoting Positive Peer Relationships (P3R) Bullying Program: Exploring Gender Effects*

Rachel Stein, student, University of California, Santa Barbara. Strand B, Topic 2, Skill Level Beginner.

R-09: Small-group intervention strategies to use for students with executive function difficulties

Supieri Molly Siprasoeth, Tanya J. Perez; school psychology graduate students, Chapman University. Strand A, Topic 3, Skill Level Beginning

R-10: The Relations of Self-Regulation to Chinese American Children's Empathy and Social Competence: Implications for School Psychologists

Charlene Sum, graduate student, Chapman University. Strand A, Topic 1, Skill Level Beginning.

R-11: Violent Consequences of School Bullying: Can Public Policy Provide a Means for Prevention?

Shauna M. Wojdak, Trisha Pedley, graduate students, and Professor Susan Mora, Loyola Marymount University. Strand B, Topic 8, Skill Level All.

Friday Afternoon

Candidates' Forum

2:00 p.m. – 3:00 p.m.

Come and meet the candidates for the 2012-2013 CASP Board of Directors

CASP members will be choosing the 2012-2013 president-elect, secretary-treasurer and representatives of Regions II, IV, VI, VIII and X in an online election. This is your opportunity to meet the candidates and ask them questions. Come and meet the candidates!

Friday, March 23, 2012

Panel Discussions

12:00 p.m. – 1:30 p.m.

N-01: RTI and Action Research: Providing Effective Accommodations & Interventions to Support Student Needs

Dr. Veronica Escoffery-Runnels, LEP, Assistant Professor, School Psychology Program,; Dr. Jackie M. Allen, Associate Professor, School Psychology Program Chair; Emily K. Whittington & Ryan P. Humphreys; students; University of La Verne. Strand A, Topic 2, Skill Level All.

N-02: An Analysis of School Mental Health Services Across the US

Erin Sinclair, Victoria Galvan, Rajinder Kaur, Jessica Stanley, Kari Story, David Whitacre, Elizabeth Wilson, students; and Leesa V. Huang, PhD, NCSP, school psychology program coordinator, California State University, Chico. Strand A, Topic 1, Skill Level All.

Paper Presentations

12:00 p.m. – 12:50 p.m.

P-17: Have you Been Bullied? Behavioral Strengths and Risks of Youth Who Accept the Bully-Victim Label

Nelly Rivera, Ashley M. Mayworm, graduate students; Jill D. Sharkey, PhD, Academic Coordinator; University of California, Santa Barbara. Strand A, Topic 4, Skill Level All.

12:30 p.m. - 1:20 p.m.

P-07: Cutting and Self-Injury: A Behavioral Approach

Arezu Iranipour, school psychology graduate student, Chapman University. Strand B, Topic 2, Skill Level Intermediate.

P-24: Addressing Social Aggression in Schools

Brianna Meshke, Christina Trolli, school psychology graduate students, Chapman University. Strand A, Topic 2, Skill Level All.

1:00 p.m. – 1:50 p.m.

P-19: Educating Gifted Students: Evidence-Based Interventions in a Three-Tier Framework

Rachel Round, Christina Veatch, Katie Van Sickle, school psychology graduate students, Chapman University. Strand A, Topic 4, Skill Level Beginning.

2:00 p.m. – 2:50 p.m.

P-11: Trichotillomania: Intervention and Progress Monitoring Using Single Case Methodology

Courtney Matz, School Counselor and PhD student, Chapman University, Torrance Unified School District; Stephanie Domzalski, M.A., NCSP, LEP; Randy Busse, PhD, Professor, Chapman University. Strand A, Topic 6, Skill Level All.

3:00 p.m. – 3:50 p.m.

P-10: An Investigation of Play Skills within an Integrated Classroom Setting

Christina McReynolds, autism coordinator, North Orange County SELPA, Department of Education; Cynthia A. Martinez, School Psychologist, Fullerton Joint Union High School District. Strand A, Topic 4, Skill Level Beginning.

Friday, March 23, 2012

4:00 p.m. - 4:50 p.m.

P-22: Implementing Balanced Discipline Practices to Improve School Climate and Student Behavior

Jill D. Sharkey, Ph.D., academic coordinator; Megan Potter, Jeremy S. Edwards; graduate students; University of California, Santa Barbara. Strand A, Topic 4, Skill Level Beginning.

Mini-Skills Workshops

12:30 p.m. - 2 p.m.

M-17: Using a multidisciplinary approach to work with students with language and emotional-behavioral disorders

Students who have difficulty communicating their wants, needs, thoughts, and ideas experience challenges in school. Commonly these children may also have behavioral disorders and language disorders which affect their academic performance (Armstrong, 2011). Hyter, et. al (2001) research on emotional-behavior disorder and language revealed that 50-80% of children identified with language disorders may have emotional-behavioral disorder. This workshop will present and review a multidisciplinary approach which provides an effective method approach to assess, develop, and monitor the communication skills of students with language disorders and emotional-behavioral disorders. The multidisciplinary approach provides a student the opportunity to improve their communication skills in all settings.

Dr. Anissa McNeil, Fullerton Joint Union High School District. Strand B, Topic 1, Skill Level All

2 p.m. – 3:30 p.m.

M-15: Assessing African American Students: An Authentic Assessment Model (AAM)

Due to the confusion in the field regarding the assessment of African American students and the need to clarify California Department of Education's (CDE) position, the Diagnostic Center Northern California has developed an Authentic Assessment Model (AAM) as a framework from which these assessments can be conducted. Participants will leave with a clear understanding of CDE guidelines regarding the assessment of African American students. Participants will be introduced to the AAM for assessing African American students. Note: Because of the high interest in this topic, this Mini-Skills workshop will also be presented on Thursday, March 22, at 9:30 a.m.

Renee Dawson, Assistant Director and School Psychologist at Diagnostic Center Northern California. Strand C, Topics 4 & 5, Skill Level All.

3:30 p.m. - 5 p.m.

M-05: Implementation of Evidence Based Practices for Students with Autism Spectrum Disorders: Overview of the National Professional Development Center on ASD

While many interventions for students affected by autism exist, only some have been shown to be effective through scientific research. The National Professional Development Center on Autism Spectrum Disorders (NPDC- ASD) uses rigorous criteria to determine whether a practice is evidence-based. Currently, the Center has identified 24 evidence-based practices and through funding support from the Office of Special Education Programs (OSEP), the NPDC – ASD has developed training and technical assistance resources to promote the training and use of the EBPs across the country. Attendees are expected to learn about the 24 identified evidence based practices for ASD as well as how to access training and technical assistance resources. In addition, attendees will learn how to establish district leadership teams and professional learning communities to support the implementation of EBPs in their school districts.

Patricia Schetter, M.S., BCBA, Project Coordinator, UCEDD/UC Davis MIND Institute, Director Autism and Behavior Training Associates; Kristine Strong, Ph.D., LEP, self-employed, Folsom Cordova Unified School District. Strand A, Skill Level Intermediate.

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