CASP Convention 2015 will include a ‘mentoring luncheon’ and much more

By: Raina LeGarreta, Communications Specialist

Get ready! This year’s CASP Convention will once again be the hub of information, knowledge, and new opportunities for all those involved in the field of school psychology. The event will be held at the Riverside Convention Center, Thursday, October 15 to Saturday, October 17.

Titled, “Social & Restorative Justice: Positive Outcomes for all Students,” the convention will include many workshops, mini-skills sessions, and paper and poster presentations offered by some of the best in the field. There will also be networking opportunities, including the CASP Job Fair and the Exhibit Hall, and special events such as the new mentoring luncheon that will allow students to pair up with and learn from veterans in the field.

School psychology students and professionals alike will walk away from CASP Convention 2015 refreshed with understanding that will help them continue to be the best they can be.

The following highlights are a preview of what convention attendees have in store.

Keynote speaker Dr. John W. Hodge
Master motivator of teachers and students Dr. John W. Hodge will be keynote speaker for CASP Convention 2015.

Dr. Hodge is the president and co-founder of the Urban Learning and Leadership Center (ULLC), an organization focused on student achievement and reduction of the achievement gap.

He has served as an assistant principal, a teacher of reading and English, and a teacher at the Advancement Via Individual Determination (AVID) program, where he also served as the associate director.

As the director of the An Achievable Dream Academy, Dr. Hodge also helped pilot many of the interventions used by the Urban Learning and Leadership Center.

Also known as a master teacher and staff developer, Dr. Hodge distinguished himself in the service of our country with the 7th Infantry Division of the United States Army prior to starting his career in education.

He is well known for applying research and theory to daily practice in rural, urban and suburban schools, and is an expert in helping schools create and sustain academic excellence, having served as an inspirational speaker across the United States.

Participants who’ve attended Dr. Hodge’s training on how to thrive while implementing Common Core State Standards have called it

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Convention 2015
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“the most exciting and informative training ever presented” by him.

During the session, he shares the history and rationale for Common Core; avoiding politics to get right to the heart of the matter.

Dr. Hodge is also a trained facilitator for the Southern Regional Education Board (SREB) Leadership Initiative Modules “Leading Assessment and Instruction” and “Creating a High Performance Learning Culture” programs, and a trained assessor and facilitator in the National Association of Secondary School Principals “Developing the 21st Century Principal” program.

Dr. Hodge will hold his presentation at the convention’s general session on Thursday, Oct. 15, 8:15 a.m.

Presidential Address with Troy Xavier Leonard

CASP President 2015-1016 Troy Xavier Leonard will present his presidential address during the general session prior to Dr. Hodge’s keynote address.

Leonard has over 20 years of experience working in special education, including administrative duties, IEP development, psycho-educational assessment, consultation, intervention, counseling and mental health services.

He spent 10 years as a school psychologist for the Los Angeles Unified School District (LAUSD) and currently works for the district as a specialist in psychological services.

Among his many district services, Leonard specializes in supervising school psychologists, special education counselors and special education teachers, evaluating the work of assigned school psychologists (also providing them with guidance, assistance, and technical support) and monitors compliance with district policies and procedures and provisions of the Modified Consent Decree.

Read more about Troy Xavier Leonard on page 4.

Convention Sessions: Workshops, mini-skills, posters and papers

The Convention will include many workshops, mini-skills and paper and poster presentations suited for current and future school psychologists.

Noted presenters and students will explore subjects such as the Pattern of Strengths and Weaknesses (PSW) Model, behavioral and cultural issues, bullying, matters concerning transgender youth and more. The following sessions are just a glance at what’s in store.

- Crisis Response Teams: The Transformation of a Medium Size District with Dr. Richard Kleindienst, LEP; Jason McPhail, BCBA, PPS; Dr. Tanisha Polidore Penick, PPS; and Jeremy Stevens, MS, LMFT will assess the strengths and weaknesses of the participant’s district crisis response plan, develop an implementation plan to change district practices, design an implementation plan reflective of the community and school culture, and conduct ongoing data collection and evaluation of the service delivery model. This workshop will be held on Thursday, Oct. 15, 1:30pm–4:30pm.

- Implementing a School-based Prevention Program to Mitigate Child and Adolescent Behavioral and Emotional Risk with the BASC-3 with Dr. Randy W. Kamphaus, Professor and Dean of the College of Education at the University of Oregon, will cover research on the prevention of child psychopathology by addressing the social and emotional needs of children with risk that has not yet reached the threshold of disorder. This workshop will be held on Thursday, Oct. 15, 1:30pm–4:30pm.

- Student Mental Health and Wellness with Margaret A. Sedor, NCSP, LEP will discuss student mental health and wellness within a Multi-Tiered System of Support (MTSS). Her presentation will provide practitioners with the framework and intervention materials at the three-tiered levels to positively impact student mental health and wellness.

- Restorative Justice: A Transformative Toolkit to End the School to Prison Pipeline with Richard Jaffee Cohen, JD; Lisa Bertaccini, LCSW; Michelle Schnack, LCSW; and Ali Cooper, executive director of Restorative Schools Vision Project, will focus a solution in school discipline away from punishment and zero tolerance and toward restorative justice, social emotional learning, and positive responses based on secular ethics. This workshop will be held on Friday, Oct. 15, 8:30am-11:30am (break) 2:00pm-5:00pm.

Special Events and Attractions

- Mentoring Lunch - As part of CASP’s new mentorship program, the Mentoring Lunch will be introduced this year to offer students and newly minted school psychologists a chance to meet with potential mentors. Seasoned school psychologists who wish to ease the way for new school psychologists as they begin their careers are being asked to fill out an online questionnaire about themselves, their experience and their interests. Students and new school psychologists will meet them in a speed-dating type of experience. Thursday, Oct. 15, 11:30am–1:30pm.

- Welcome Reception - Find old friends and make new ones at the All Association Welcome Reception. Refreshments will be served in the Exhibit Hall. Check out the latest in school psychology, enjoy appetizers and relax. $20 per person. Thursday, Oct. 15, 5:00pm–7:00pm.

- Exhibit Hall - Many exhibitors will be present to share their information inside the Exhibit Hall between 8:00am–10:30am on Thursday, Oct. 15 and Friday, Oct. 16.

- CASP Awards Luncheon - Come celebrate the winners of the following awards: Cultural and Linguistic Diversity Awards, Paul Henkin Convention Scholarships, Michael Goodman Research Award, Nadine Lambert Outstanding School Psychologists, Sandra Goff Memorial Award, and Legislator of the Year Award. $30 per person. Friday, Oct. 16, 12:00pm–1:45pm.

- CASP Job Fair - Back by popular demand, the CASP Job Fair and will bring employers to where the potential employees are. Check out new positions in your region of the state. Students may wish to start talking to school districts about after-graduation jobs. It’s a job-seeker’s market out there - you may be surprised about what you find. Free with admission to the convention. Located inside the Exhibit Hall on Friday, Oct. 16, 1:00pm–3:00pm.

For a complete guide to the event take a look at the CASP Convention 2015 events page online at http://event.casponline.org. There you will find event pricing and online registration, full listings and descriptions of workshop and posters and papers presentations to be offered, hotel registration and special event information and more about what to expect at this year’s big event.
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New CASP President to boost parent engagement, student involvement

By: Raina LeGarreta, Communications Specialist

“All of my life, people have come to talk to me. I guess I’ve always been the type of person who was a good listener,” said 2015-2016 CASP President Troy Xavier Leonard. “I decided that this must be the path I was meant to travel.”

Leonard’s words reflect what he believes originally drew him to the field of school psychology; a field that he has been a part of for over 20 years.

“I’ve always had an affinity to particularly connect with young people; adolescents in particular,” he said. “I just really wanted to do whatever I could to help them be successful through their struggles during that period.”

The Los Angeles Unified School District (LAUSD) Psychological Services specialist’s position has him working in many aspects of special education, including Individualized Education Plan (IEP) development, psycho-educational assessment, consultation, intervention, and counseling and mental health services.

His list of accomplishments include having been selected two times as an Outstanding School Psychologist; awarded by CASP in 2007 and by the Los Angeles Association of School Psychologists in 2011.

Issues concerning the Lesbian, Gay, Bisexual and Transgendered community are also of significance to Leonard, as he was a longtime therapist and program director for Gay and Lesbian Adolescent Social Services (GLASS) in West Hollywood and regularly presents on such issues.

He recently began his term as CASP President, and along with experience, he brings with him the level-headedness needed to tackle challenging tasks and a variety of ideas that will help advance the organization’s success.

One of the things he’d like to do for CASP is boost parent engagement in the organization.

“So much of what we do as school psychologists and as an organization impacts children - we need to hear more from their parents about their needs and concerns,” Leonard said. “I think that it’s important to educate them about special education – and even general ed – to help them learn to advocate for their children as well.”

He noted that many parents are still unclear about how special education really works; saying that quickly selecting the option without looking into other supports can hamper a student’s future.

“Many parents aren’t aware that schools are required to provide other supports and services in the general education program before moving a student on to special ed,” he said. “Parents have been given the impression that if their child isn’t successful then the only answer is special ed. That’s really not the case. Schools need to be held accountable to providing other supports before choosing that end. Special education is not always the end all for students.”

Leonard said that he is researching various state parent organizations, committees and advisory boards to connect with them, with a goal of including parent representation at the Pre-Convention Town Hall meeting that will discuss the School-to-Prison Pipeline issue on October 14.

“I’ve always had an affinity to particularly connect with young people; adolescents in particular. I just really wanted to do whatever I could to help them be successful through their struggles during that period.”

- CASP President
2015-2016 Troy Xavier Leonard

The new CASP President also mentioned that he would like to improve student involvement and affiliate participation at CASP during his term.

“I’ve seen that we’ve definitely started to have more participation by students. I want to capitalize on that; recruit them and make them feel like they’re really a part of our organization. They’re the future, so we want them to be connected with us and feel supported by us,” he said. “I’d also like to reinvigorate our affiliates that maybe have been struggling over the past few years.”

In addition to his work in school psychology, Leonard takes time out to have a bit of fun applying his knowledge via his online radio talk show, Love and X. On the show, Leonard tackles a variety of issues concerning love and relationships; taking calls, giving advice and playing songs that suit the topics.

“I think that love is such a universal topic that it can basically be explored in the context of any other topic,” Leonard said of his show’s name and premise. “Also, communities (particularly of color) have been taught to keep issues concerning mental health, counseling and things like that undercover; kind of like a ‘don’t air your dirty laundry’ kind of thing. I thought this show would be a great platform for people out there to deal with their issues in a non-threatening forum where we can deal with them together - and get to a place where we can discuss, debate and evolve.”

You can reach CASP President Troy Xavier Leonard at CASP2015President@gmail.com.
Rolling out a PSW Model in your District/SELPA

The Ventura County SELPA Pattern of Strengths and Weaknesses (PSW) Model for SLD Identification

By: Jenny Jones and Sandi Killackey

Introduction
The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) prohibited states from requiring Local Education Agencies (LEA) to use the ability-achievement discrepancy model and authorized the use of alternative approaches to the identification of students with Specific Learning Disabilities (SLD). The use of the Pattern of Strengths and Weaknesses (PSW) Model for SLD identification is indicated in the 2014 revision of the California Education Code. With careful consideration and research, a variety of stakeholders and educational professionals across California examined alternative SLD assessment models. The result was a decision by the Ventura County SELPA to participate in the California State SELPA PSW Pilot Project in various school sites throughout the SELPA beginning in 2010. Based on the success of the pilot, the Directors of Special Education for the Ventura County SELPA collectively approved a roll out of the PSW model within Ventura County which began in the 2014-2015 school year.

Rationale for the Ventura County SELPA Choosing the PSW Model
While the use of the Ability-Achievement Discrepancy Model has been in widespread use for decades, academia has long pointed to a variety of flaws and problematic outcomes in using this method to identify learning disabilities (LDA, 2010). This model has been nicknamed the “Wait to Fail Model,” as it is often difficult to find a large enough discrepancy between a student’s ability and achievement at a young age, thus making early intervention by way of specialized academic instruction difficult for students with SLD. In using this model, it is also unclear to many practitioners which I.Q. score should be utilized for comparison with academic scores, especially when a Full Scale I.Q. score is significantly impacted by a child’s processing deficit(s). Many researchers note that this model has led to an over-identification of minority students in special education (Cristo & Jones, 2014). However, it should be noted that the Ventura County SELPA does support the use of an Rt² model for pre-referral interventions.

While the PSW model is still relatively new to California, it has received support from the California Association of School Psychologists (CASP, 2014), and various other scholars and researchers in the fields of education, psychology and law (LDA, 2010). There has been a wide range of interest across the state in regard to this new model of SLD identification.

The Premise of the PSW Model within Ventura County
When completing a psychoeducational assessment for a student suspected of having a specific learning disability (SLD), it is important for all team members to have a clear conceptualization of SLD. Within the Ventura County SELPA PSW Model, SLD is conceptualized to exist in students with an Otherwise Normal Cognitive Ability Profile (ONCAP) who possess unexpected underachievement in one or more of the eight achievement areas which is explained by one or more of the domain-specific processing weaknesses, both of which are outlined in California Ed. Code (CCR Title 5 Section 3030 (j)). Instead of relying on an absolute cutoff score, the Ventura County SELPA has also adopted the use of research-based assessment approaches, the Cross Battery Dual Discrepancy/Consistency Approach and Dehn’s Processing Strengths and Weaknesses Approach, to determine whether a student exhibits a pattern of strengths and weaknesses.

The Ventura County SELPA PSW Model is based on several core research based principles relating to the definition and assessment of SLDs:

1. SLDs are characterized by neurologically based deficits in cognitive processing (NASP, 2007). This conclusion is supported by a meta-analysis that found significant processing differences between students with SLD and students without SLD (Johnson, Humphrey, Mellard, Woods, & Swanson, 2010).

2. Research has demonstrated the existence of specific cognitive processes (Flanagan, Ortiz & Alfonso, 2013; Hale & Fiorello, 2004; Dehn, 2014). Researchers are also in agreement that sound tools and measures exist to assess these cognitive processing areas (LDA, 2010).

3. Research has also found links between various cognitive processes and specific areas of academic achievement.

To assist assessment teams in determining the strength of the research link between processing deficits and academic weaknesses, the Ventura County SELPA PSW Procedural Manual includes the COMPARES document. The Comprehensive Organizational Matrix of Processing-Achievement Relations, Evaluating Significance (COMPARES), is intended to summarize the known relationships between cognitive processing areas and academic achievement areas for CA school assessment teams. Based on a review of existing literature, the COMPARES identifies the most likely psychological processes involved in each area of academic achievement.

The Ventura County SELPA PSW Model provides detailed information about “within learner” traits in relation to environmental demands (SELPA, 2009). The comprehensive evaluation required within the PSW model provides information about a learner’s individual cognitive processes that is only assumed when considering a student’s lack of response to appropriate or targeted interventions; thus the PSW Model works to answer the essential question of why the student is not responding. It also serves to better assist teams in ruling out additional causes for underachievement, including exclusionary factors and cognitive characteristics that do not support the conceptualization of SLD (e.g. all weaknesses and no strengths). This model may further assist teams in explaining what areas can be remediated and what areas require accommodations (Hanson, Sharman & Esparza-Brown, 2009).

The Ventura County SELPA believes that the PSW model is a valid method for assessing students with suspected learning disabilities. Due to its strong emphasis on research-based principles, it has been suggested this model may provide more legally defensible information in litigious cases (Feifer & Della Toffalo, 2007). Additionally, since a PSW assessment answers the question of why a student is struggling academically, educators can more accurately target interventions to meet a learner’s specific needs, regardless of whether the student meets eligibility requirements for special education (Mascolo, Alfonso & Flanagan, 2014). Although further research is needed for establishing relationships between cognitive domains and strategies (LDA, 2010), current evidence is stronger for some psychological processes and interventions (e.g. reading) than others (e.g. writing and math). There are various studies that have linked PSW evaluation
As of July 1, CASP has a new Board of Directors.

Former Region V representative Tom Sopp was chosen as CASP president–elect. During this three-year term, Sopp will serve as CASP president in 2016-2017 and past president in 2017-2018.

The following regional representatives have been elected for two-year terms starting with the 2015-2016 year: Ryan Pepin (Region I), Amy Balmanno (Region III), Jackie Allen (Region V), Gabriel Gutierrez (Region VII) and Arpita Mandal (Region IX).

Troy Xavier Leonard began his tenure as CASP President 2015-2016 while Barbara D’Incau will become past president, a position last held by Christine Toleson.

President-elect Tom Sopp served on the Greater Long Beach Association of School Psychologists (GLBASP) board for five years, including taking the role of president. He restarted the Foothill Association of School Psychologists and served on its board, as well as that of the South Bay Association of School Psychologists. Sopp was the Director of Psychological Services for SELPA Southwest and is former chair of CASP’s ERMHS Ad Hoc Committee.

The four-year Region V representative believes that with the on-going changes in education, it is of utmost importance that school psychologists seize the opportunity to problem-solve, innovate, share resources, and provide collegial self-care. Sopp intends to build and strengthen CASP’s outstanding opportunities to offer support for California’s dedicated school psychology practitioners – and strengthen CASP as a professional organization in providing leadership, advocacy and professional development to its members.

Ryan Pepin, Region I Representative, is a three-year member of the Sonoma County Association of School Psychologists (SCASP) board. As the continuing representative for Region I, he plans to bring current information back to the affiliate and additionally reach out to school psychologists in rural districts who have little access to trainings that keep them up to date on current developments in the field.

Amy Balmanno became the representative of the only region in which more than one person ran for office. The Central Unified School District school psychologist has spent past years as treasurer, newsletter editor, president, and public relations chair of Central Valley Affiliate of CASP (CVA-CASP). As the new Region III Representative, Balmanno wants to improve communication within her region; ensuring that professionals within it are aware of the programs and services offered by CASP and other affiliates across the state.

Jackie Allen has spent five years on the Foothill Association of School Psychologists board. The Region V representative is a former California School Psychology Foundation (CSPF) president and member of The Forum editorial board. Re-elected for a second, two-year term, Allen wants to further the growth of CASP and the field of school psychology in Region V and throughout California by promoting professional development activities and enhanced visibility of the profession.

Gabriel Gutierrez served six years on local affiliate boards. He spent two years as president, one year as past president, two years as a general board member of the San Diego County Association of School Psychologists (SANDCASP), and one year of service as a student board member for the Greater Long Beach Association of School Psychologists (GLBASP). As the new Region VII representative, Gutierrez’s objective is to meet, listen to and collaborate with many of the school psychology practitioners and faculty members in the area – and gain insight from his colleagues around the state.

Arpita Mandal has been a member of the Orange County Association of School Psychologists (OCASP) board since 2010. She was a member of the affiliate’s Political Action Committee and served as board president. As Region XI representative, Mandal will continue to bring her experience in providing high quality and relevant professional development opportunities to fellow school psychologists. And she looks forward to representing Orange County’s voice in advocacy efforts to continue to be able to best serve the district’s students and families.

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

Congratulations to CASP’s New Board of Directors
A Message from the President

By: Troy Xavier Leonard, CASP President-elect

A dear friend and colleague shared the following quote and it immediately resonated with me and with my thoughts about CASP, as well as my presidency. It says, “If you know me based on who I was a year ago, you don’t know me as well as you think. My growth game is strong. Allow me to introduce myself.” I like this quote because it is bold and I believe we have to be bold in order to inspire action and create positive change in our profession and in the lives of the students, families and communities that we serve. It also evokes the reality that time and change are inevitable and if you want to grow you have to move forward with confidence.

So as the quote says, if you think about CASP only as it was a year ago, then let me reintroduce CASP. I want to reintroduce CASP not only to our membership but to those who are considering joining or those who have left and may want to rejoin. So please feel free to share this message with your colleagues. If you think about CASP as it was a year ago then you are not fully aware of its strength. CASP has indeed grown in both membership and its capacity to positively impact the educational landscape of California and beyond. As our new vision and mission statement expresses, “we emphasize the fostering of the social-emotional and academic well-being of all students by providing high quality educational and leadership programs that maintain high standards of practice for school psychologists through legislative advocacy, professional development” and much more in order “to ensure safe, healthy and successful outcomes for the children, schools and communities we serve.”

This is CASP. CASP now has over 1,700 members throughout the state and provides extensive resources, professional development, advocacy and opportunities for networking and mentorship. As one of the more recent members of the Board I’m both proud and impressed how our organization has survived the economic downturn and is now in a period of stability and upward mobility. I want to extend a tremendous thank you to the many longstanding Board Members, our tenacious and vigilant legislative team, as well as our dedicated Executive Director Heidi Holmblad and resourceful office staff.

In the last year, under the outstanding leadership of Dr. Barbara D’Incau, CASP has become more financially sound due to an increase in membership, and both an outstanding 2014 Convention and 2015 Spring Institutes attended in record numbers. Among its other accomplishments, CASP played a pivotal role in the passing of legislation by sponsoring Senate Bill 463 (Hancock, D-Berkeley) which found its way to the state budget which appropriated $10 million for the implementation of training for educational agencies in positive behavior strategies for students. Special thanks go out to Jeff Frost, our lobbyist, and Doug Siembieda, our Legislative Chair. CASP is on the move!

Legislative advocacy is one of the most vital and noteworthy assets of our organization and that of our national organization, NASP. This was evidenced at the July 2015, 14th Annual NASP Public Policy Institute, held in collaboration with George Washington University in Washington, D.C. This year CASP was represented by me and our President-Elect Tom Sopp. The theme of the Institute was “Creating Trauma Sensitive Schools: Supportive Policies and Practices for Learning.”

“If you think about CASP as it was a year ago then you are not fully aware of its strength. CASP has indeed grown in both membership and its capacity to positively impact the educational landscape of California and beyond.”

The Public Policy Institute provided an array of presentations, panel discussions and group projects to fully immerse the attendees around the concept of trauma and the need to create trauma informed and trauma sensitive schools. Alarming, more than two-thirds of adolescents are exposed to violence and trauma which has and continues to have a significant negative impact on many of their educational experiences and subsequent learning. As Dr. Marleen Wong, Associate Dean and Clinical Professor at the University of Southern California (USC) School of Social Work, pointed out, “the negative effects of trauma exposure may explain one aspect of the bleak reality that African American and Latino students continue to trail far behind their Caucasian peers in schools, such as higher dropout rates from high school after a generation of education ‘reform.’” She further indicated that acute, chronic and complex trauma has profound effects on nearly every aspect of a child’s development and functioning. This, along with the alarming evidence of neurobiological, emotional and behavioral effects of such exposure, makes the compelling argument for the need for creating trauma sensitive schools and practices.

It is my belief that this issue has a clear connection to the school to prison pipeline which will be explored at our 2015 Convention, and is clearly linked to the need for social and restorative justice practices and trauma sensitive schools in order to create positive outcomes for all students. More importantly, this is a much-needed framework shift that needs to be taken when addressing the needs of our students who have been in the juvenile justice system, many of which have been exposed to significant ongoing trauma. We need to not just focus on their negative behavior, but also focus on what has happened to them. I am hopeful that this year’s CASP Convention will create a space for new ideas, learning and models for such practices, interventions and programs.

As my initial quote indicated, I too am not the same person I was a year ago. As President-Elect, I have had the opportunity to work more closely with CASP leadership and members and have a re-energized commitment to our organization and its mission for the students, families and communities we serve. As President, I want to continue the legacy of strong support for school psychologists and continue advocating for the betterment of all of our students, especially the ones that are constantly “pushed out” of our educational system instead of being met at their place of vulnerability no matter how invisible that vulnerability may seem. In addition, one of my goals is to increase our organization’s parent and community engagement in order to add their voice to the conversations and interventions to support their children.

So as we embark on this journey together, I invite us all to engage in self-reflection, reconnect with our own personal and professional mission and be mindful that we all have the capacity to enact positive shifts in the life trajectory of the students we encounter. By doing so, this time next year you will boldly state like me, “If you know me based on who I was a year ago, you don’t know me as well as you think. My growth game is strong. Allow me to introduce myself.”
CASP Scores Huge Victory
CASP Scores Huge Victory Through Legislative Work: $10 Million State Education Funding for PBIS, Restorative Justice Training (AKA “What Does CASP Do With My Membership Dollars?”)

By Barbara J. D’Incau, PhD., CASP Past President

As I complete my term as CASP President, I am elated to finish the year by announcing this significant legislative success for CASP and for our profession.

The Victory: CASP sponsored a significant piece of legislation in 2014 and again in the 2015 legislative session, which we believe influenced the Governor’s Office to include $10 million for state-wide training in PBIS, restorative justice, and other preventive services, including bullying prevention, social and emotional learning, trauma-informed practice, and cultural competency for all students. As Jeff Frost, of Frost, Davis and Donnelly and CASP lobbyist, noted in an email to the CASP Legislative Committee, “This funding is a direct reaction to the work that CASP has done in the last two years sponsoring bills that highlighted the need for improved awareness and training programs. The implementation language, while not exactly the same as that in SB 463 (Hancock), is fairly close and is broader than what is in our bill. I think this reflects that fact that the budget is allocating $10 million, which will allow for an increased number of strategies and programs than we included in SB 463.”

A Message from the Executive Director
Your CASP Membership

By Heidi Holmblad

I’m always amazed by the number of people who attend CASP Conventions but don’t become members. Maybe they enjoy paying the substantially higher non-member price. Maybe they figure their school districts are paying the tab, so it doesn’t matter. Or, maybe they don’t know that you can get much more from a CASP membership than a lower price for that BASC-3 workshop.

CASP members are kept up to date on many issues; from the debate in Congress over the renewal of NCLB, to the discussions in Sacramento about how to spend $10 million now available for MTSS. They have free access through the members area of the CASP website to the only school psychology journal that has addressed Common Core State Standards, Contemporary School Psychology. They have access to the color, expanded version of Contemporary School Psychology. They have one, if not two, new webinars online at www.casponline.org every month of the year. For many LEPs, this is the easiest, and least expensive, way to get CEUs.

So, it may take a little more homework to find out what kind of CEUs are being offered at some continuing education events. CASP will continue to provide CEUs for both BBS licensees (LEPs, LMFTs, LCSWs and LPCCs) and for NCSPs.

And speaking of CEU events, CASP holding one workshop all LEPs need during every licensure period and one that only new LEPs need in August at Loyola Marymount University. The two-day, 15-hour Alcohol and Other Chemical Substance Dependency Training will be held Aug. 10-11 for newly minted LEPs. That will be followed on Aug. 12 by Law & Ethics and Legally Defensible Practices Regarding Section 504. The two workshops count toward the six hours in Law & Ethics all LEPs must complete every two years. NCSPs can take just one of the Law-related workshops to meet the Law and Ethics requirements for certification renewal. See the CASP website for details.

Webinars: By the time you read this, we should have one, if not two, new webinars online at www.casponline.org . For many LEPs, this is the easiest, and least expensive, way to get CEUs. And you can attend class in your pajamas. CASP plans to add more during the rest of the summer. Stay tuned.

“Maybe they don’t know that you can get much more from a CASP membership ... Being your legislative watchdog is arguably CASP’s main purpose”
Top 10 Reasons being a school psych is an awesome gig

By: Misty Bonta, CASP New Media Specialist

I never heard of school psychologists before signing up to be one.

Once I heard that I could mix my passion of psychology with learning - and get summers off with comfortable pay - I was hooked. Then I got into the field and quickly my passion was taken over by stress; I felt stuck and discouraged.

My big hopes and dreams of helping kids and families were replaced with paperwork and meetings! I began thinking, “Did I make a mistake? Is this career for me?” That was until I began to realize that I set my expectations of myself too high and lowered them for others.

When I began taking care of myself first; slowing down and responding instead of reacting, I once again found my love for the field. A school psychologist is not supposed to have a magic wand or have all the answers. They are supposed to be models of wellness in the schools.

Now that I figured out how to balance myself and my work, my love for the field has returned. I am now positive that being a school psychologist totally rocks!

The following are the top things I love about being a school psychologist (in no particular order).

1. **Flexibility** – Unlike teachers, where they have to be in a classroom every day, school psychologists manage their own time. You have the flexibility to create your own roles and schedules. You can take a day in the office to focus on reports or you can spend it alongside the kiddos at lunch (getting some observational time in). You can decide that you would like to run groups or create a new positive behavioral system at your site.

2. **Growth** – The field of school psychology is growing. The focus used to be only on assessment, but now we have moved into being the mental health, behavioral health, and learning experts at our school sites. We are sought after by school administrators who want more school psychologists!

3. **Potential** – Your potential as a school psychologist does NOT end after graduate school. Why not become a Licensed Educational Psychologist (LEP) and open a private practice? How about neuropsychology, or become a Board Certified Behavior Analyst (BCBA)? Or go back and get your doctorate and teach at a university?

4. **Leadership** – School psychologists are well-respected and looked upon as leaders at school sites and districts. Many move on and become administrators. As a school psychologist, you can truly help plant a seed for system changes that will benefit kids, families and communities as a whole.

5. **Broad Scope** – Because the scope of practice is broad, you can become an “expert” in a lot of different areas. Each year, I like to focus on a new area to research. One year I was all about foster youth, the next autism, and currently I’m learning more about neuropsychology. You have the ability to read, research, and gain expertise in whatever catches your interest.

6. **Making a Difference** – Okay, so I know that I struggled with this one when I was an early career psych. I wondered, “Am I truly making a difference?” YOU ARE! No matter if you see it, your passion, genuineness, intellect, skills, compassion and drive all are helping create a better and brighter educational environment for all students.

7. **Being the Observer/Detective** – I love murder mystery shows and movies because I like to try and figure things out with clues. Well, as school psychs we get to do this all the time. We combine all the pieces that we observe and learn through our assessments together to make sense of it all. I LOVE doing that. What is really cool is when you can help put it together in such a way that will change and help a kid forever. When the parent says, “I finally understand how to help to my child,” that is pretty awesome day!

8. **Creativity** – I don’t know about you, but I needed a job with a creative outlet. I tend to look at my reports, counseling, intervention ideas - and even my IEPs - as pieces of art. Okay, they’re not all masterpieces, that’s for sure. But I have spent time thinking and creating something that will paint a picture of a child in order for them to acknowledge their strengths and weakness and grow from there. It is fun and exciting to be able to think outside the norm and come up with something that will help a child. Creating a plan for a child should be looked upon as honor and opportunity instead of a daunting, repetitive task. Slow down and appreciate how cool that really is.

9. **The brain!** – I started my career as an EMT and Nursing major because I am fascinated with the human body. More specifically, I am completely intrigued with the human brain. I have always loved psychology and thinking about thinking; what makes people tick, what causes personality differences, how do we learn, how do we love. Isn’t it cool that we get to be the “brain” experts in schools? Yes it is!

10. **The Kids!!** – Well, really, the KIDS are the BEST part of our job. I have found myself stressed out over all my timelines but when I pull a kid in to test, they completely turn my day around. I have been humbled by their innocence and honesty (yes, even our teenagers). We meet kids and families usually at a very hard time in their lives - when they are struggling - and yet they open up and trust us, and give us an opportunity to come into their lives and help them. I have been amazed at how strong and resilient our kids are and how much we can learn from them. I have called parents and listened to their hardships and thought, “Wow, I don’t know if I could be as strong as they are.” I honestly have been able to appreciate my life more because of the things that parents and kids have taught me.

I shared my story because I want you to know that being a school psychologist is definitely not an easy job, but it is a job where you can truly make a difference. I know that not all of your days will be perfect, not all your reports will be on point without typos, and not all your manifestations will be smooth. But I also know that at the end of the day, YOU MAKE A DIFFERENCE!
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PSW Model
continued from page 5

with features of curricula, teaching methods and classroom environments (Feifer, 2008; Keene & Zimmerman, 1997; Beringer et al., 2007; Beringer, O’Donnell & Holdnack, 2008; Swanson & Saez, 2003; Fletcher et al., 2011; Mascolo et al., 2014).

While the Ventura County SELPA PSW Model does not mandate that individual schools utilize a Response to Instruction and Intervention model (RTI®) as a pre-referral requirement, there are certain basic elements that should be considered prior to developing an assessment plan for an SLD evaluation. It should be noted that the PSW model works best when it is used in conjunction with an instruction and intervention model that includes Multi-Tiered System of Supports (MTSS) along with effective screening and progress monitoring procedures. Some practitioners have reported that up to one-third fewer students are being identified as having an SLD when using a combined Rt/PSW model, as they are more accurately able to identify other disabilities (e.g. OHI, ED) or exclusionary factors (e.g. environmental, instructional, attendance, language considerations) as the primary cause for a student’s underachievement (Hanson et al., 2009). Based on the above information, along with other well-established bodies of research, the Ventura County SELPA endorses PSW as an assessment model for the identification of students with SLD.

Ventura County SELPA PSW Procedural Manual
The Ventura County SELPA PSW Procedural Manual was developed to provide procedural guidelines for the determination of eligibility for students with suspected SLD. It is the intention of the document to provide assessment guidelines to ensure consistency, while still allowing for the use of educated professional judgment by trained assessment teams.

The manual is informed by bodies of research; information from the PSW Pilot; focus groups representing parent groups, members of learning disability associations, psychologists, speech language pathologists, Specialized Academic Instruction (SAI) teachers, program specialists, special education directors and other professionals in general and special education fields throughout the state of California; and various committees and subcommittees of educational professionals across the State. The results are guidelines, procedures, forms and resources to assist assessment teams in determining SLD eligibility using the Ventura County SELPA PSW model. This document can be found on the Ventura County SELPA website at: www.venturacountyselpa.com. Click on the Pattern of Strengths and Weaknesses (PSW) tab on the left side of the screen.

The Ventura County SELPA has spent time, money and resources in researching learning disability assessment methods and developing the Patterns of Strengths and Weaknesses Model as outlined in this manual. The SELPA feels that the transition to the PSW model is a worthwhile endeavor that will result in more accurate and valid assessments of students who are suspected of having a SLD. Currently, the districts within Ventura County are able to choose between using either the PSW or discrepancy model for SLD identification.

For more information about the Ventura County SELPA PSW Model, feel free to contact Jenny Jones at jjones@vcoe.org or Sandi Killackey at skillackey@vcoe.org. Additionally, those interested in assisting the Ventura County SELPA with the research within the COMPARES can contact Kim Charnofsky at vccompare@noremail.com.

Jenny Jones and Sandi Killackey will present the mini-skills workshop “Rolling out a PSW Model in your District/SELPA,” Thursday, Oct. 15, 10:00am-11:20am at CASP Convention 2015, in Riverside. For more information please go to www.event.casponline.org

References


Learning Disability Association of America. (2010). The Learning Disabilities Association of America’s white paper on evaluation, identification, and eligibility criteria for students with specific learning disabilities.


Sign Up To be a CASP Mentor Today!

Help shape and guide the future of school psychology by becoming a mentor to interns and newly minted school psychologists via CASP’s new mentorship program. During the CASP Convention, mentors will meet with students and newly minted school psychologists at the Mentoring Lunch on Thursday, October 15 from 11:30 a.m. - 1:30 p.m.

Seasoned school psychologists who wish to ease the way for new school psychologists as they begin their careers will be asked to fill out a questionnaire about their experiences and interests. Students and new school psychologists will meet with you in a speed-dating type of experience.

Please fill out and submit the form at www.casponline.org/casp-mentorship-program by the deadline of September 21 to give your potential mentees an idea of your special interests in the field.

Your information will be included in the “Meet the Mentors” feature that will be created at www.CASPOnline.org.

Affiliate Updates

Elk Grove Regional Association of School Psychologists
Elk Grove Regional Association of School Psychologists (EGRASP) will hold the following workshops: The new Child and Adolescent Memory Profile (CHAMP) and the BRIEF with Dr. Peter Isquith (Aug. 17); The WISC-V (Sept. 14); the new Feifer Assessment of Reading (FAR) by Dr. Steven Feifer (Nov. 16); and Law & Ethics with Carl D. Corbin on Dec. 11. The workshops will be held at the Elk Grove Unified School District Offices For more information, contact EGRASP President Armando Fernandez at afernaac@egusd.net or (916) 686-7797 ext.7254.

Central Valley Affiliate of CASP
The Central Valley Affiliate of CASP (CVA-CASP) will welcome Milton Dehn on Sept. 18, when he presents the workshop: Identifying Processing Strengths and Weaknesses for Specific Learning Disabilities (SLD) Eligibility. Participants of the session will identify several psychological processes that are highly related to specific types of academic learning, as well as describe two different procedures that can be used to analyze test data and identify significant strengths and weaknesses, and list the main PSW criteria that should be met in order to qualify a student for SLD. The workshop will be held from 8 a.m. - 4:30 p.m. at Sunnyside High School, 1019 S. Peach Ave., Fresno, CA 93727.

Southwest SELPA
Southwest SELPA will present the Dialectical Behavior Therapy workshop on Oct. 20. This workshop covers the fundamentals of Dialectical Behavior Therapy (DBT) Skills: Core Mindfulness, Distress Tolerance, Emotion Regulation, and Interpersonal Effectiveness. Participants will learn how to plan, structure, and conduct DBT skills classes. This workshop also addresses the targets for skills training, as well as how to apply fundamental DBT strategies in skills training. Extensive teaching and use of clinical examples are used to illustrate specific skills training procedures, assignment and review of homework with clients, and troubleshooting common skills training obstacles. The workshop will be held from 8 a.m. - 4 p.m. at Southwest SELPA 320 Knob Hill Redondo Beach, CA 90277.

School districts, county offices of education, and employment agencies can find qualified school psychologists for their positions. This job fair is being held in conjunction with the California Association of School Psychologists’ Annual Convention. Attending school psychologists and graduate students are continuously updating their skills and are sure to qualify for open positions. Bring your applications and information about your benefits.

October 16, 2015
1:00pm – 3:00pm
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Exhibitors
Just $50 for a table with two chairs, located in the Exhibit Hall.
For an application form and more information go to event.casponline.org and click on Job Fair. Or email memberservices@casponline.org
Join Us for CASP Convention 2015 with keynote speaker, Dr. John W. Hodge

CASP’s 66th Fall Convention

Social Restorative Justice: Positive Outcomes for All Students

Will be held on October 15-17 in Riverside, CA and will include a host of workshops and networking opportunities.

The keynote speaker for the event will be Dr. John W. Hodge, president and co-founder of Urban Learning and Leadership Center (ULLC), an organization focused on student achievement and reduction of the achievement gap.

A special Town Hall meeting on social and restorative justice will be held prior to the event on Wednesday, October 14. Students and newly minted school psychologists will meet with potential mentors as CASP launches its mentoring program via the mentorship luncheon on Thursday, Oct. 15.

and brought back by popular demand the CASP Job Fair will bring employers to where the potential employees are on Friday, Oct. 16.

Registration for CASP Convention 2015 and the full schedule is available at http://event.casponline.org

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Legislative & Budget Update:

By Jeff Frost, CASP Lobbyist and
Heidi Holmblad, CASP Executive Director

CASP-sponsored Legislation in State Budget

Legislation that would make available a training of trainers program for Multi-Tiered System of Supports (MTSS), sponsored by CASP, was written into the state budget as part of the trailer bills proposed by Gov. Jerry Brown and approved by the Legislature.

Senate Bill 463, by Sen. Loni Hancock, D-Berkeley, was similar to the bill she sponsored last year on CASP’s behalf. That bill failed after several hearings. The new legislation, supported by a coalition of mental health and restorative justice groups, was included in the $10 million the governor recommended – and legislative leadership has signed off on – in the Omnibus Trailer Bill 2015-2016 Budget.

The legislation calls on one or two county offices of education to provide technical assistance and to develop and disseminate statewide resources that encourage and assist local educational agencies and charter schools in establishing and aligning schoolwide, data-driven systems of learning and behavioral supports for the purpose of meeting the needs of California’s diverse learners in the most inclusive environments possible.

CASP was listed in in the original legislation as one of several agencies that would be consulted to develop the program. Although no consulting agencies were listed in the final bill, it is expected that those listed in the original legislation would be involved in the process.

The money will be used to provide training to school districts and charter schools to implement integrated multi-tiered systems of standards-based instruction, interventions, mental health, and academic and behavioral supports aligned with accessible instruction and curriculum using the principles of universal design, such as universal design for learning, established in the state curriculum frameworks and local control and accountability plans.

Specific trailer bill language and other legislative news can be found at http://casponline.org/legislative/

In addition to our CASP co-sponsored bill on PBIS, SB 463 (Hancock), the CASP Legislative Committee has taken the positions on the following education bills of interest and has been monitoring and actively working on these measures during the Legislative Session.

AB 58 (Rodriguez) – School Safety Plans

AB 58 would require that comprehensive school safety plans “tactical responses to criminal incidents” includes procedures related to individuals with guns on school campuses and at school-related functions. The bill requires:

- Drills to prepare for active shooters or other armed assailants to be based on the specific needs and context of each school and community.
- Schools to consider the most cost-effective method of preparing pupils and staff for an active shooter situation while balancing the physical and psychological risks associated with these drills.
- School resource officer and school employed mental health professionals to be integrally involved in the planning and evaluation process to ensure appropriate implementation, regardless of the nature of the drills a school chooses.
- Each principal to ensure that an updated copy of the comprehensive school safety plan is readily available to staff members, law enforcement, first responders, and the public.

CASP Position: Watch

AB 288 (Holden) – College and Career Access Pathways

AB 288 authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, helping high school pupils achieve college and career readiness.

The bill stipulates that as a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, must present the dual enrollment partnership agreement as an informational item; and, at a subsequent open public meeting of that board, must take comments from the public and approve or disapprove the proposed agreement. The CCAP partnership agreement must be filed with the CCC Chancellor’s Office (CCCCO) and the CDE before the start of the CCAP partnership.

The bill further specifies that:

- A CCAP partnership shall not provide physical education course opportunities to high school pupils.
- A high school pupil enrolled in a course offered through the CCAP partnership cannot be charged any fee that is prohibited.

CASP Position: Support

AB 580 (O’Donnell) – Pupil Mental Health: Early Identification: Referral

AB 580 requires the CDE and a county office of education (COE) to develop a model protocol for the referral of students with mental health challenges. Specifically, this bill:

1) Requires the CDE and a designated COE selected by the CDE which has experience in administering, a statewide student mental health initiative to, in consultation with local educational agencies, current classroom teachers, and current school site classified staff, develop a model referral protocol for addressing student mental health concerns.

2) Requires that the protocol:

- Address the referral of students for mental health concerns by school staff and allows it, at the discretion of the CDE and the designated county office of education, include the continuum from prevention to identification to referral for services.
- Reflect a multi-tiered system of supports process.
- Be adaptable to varied local service arrangements for mental health services.
- Reflect evidence-based and culturally appropriate approaches to student mental health referral.

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• Address the inclusion of parents and guardians in the referral process.
• Be written to ensure clarity and ease of use by certificated and classified school site employees.
• Reflect differentiated referral processes for students with disabilities and other populations for whom the referral process may be distinct.
• Be consistent with the state level activities conducted by the Department in the administration of federally funded mental health programs.

3) Encourages the CDE and the designated COE to consult with the California Mental Health Services Authority, representatives of county mental health programs, and the Student Mental Health Policy Workgroup in the development of the protocol.

4) Requires the CDE to post the model referral protocol on its website for use by local educational agencies and charter schools.

5) Makes implementation of these requirements subject to funds being appropriated for this purpose to either the CDE or the designated COE in the annual Budget Act or other legislation, or other state, federal, or private funds being allocated for this purpose.

CASP Position: Watch

AB 1018 (Cooper) – Medi-Cal: EPSDT

As introduced, AB 1018 (Cooper), would have allowed local education agencies (LEA) and Special Education Local Plan Areas (SELPAs) to provide mental health services to Medi-Cal eligible students under the federal Early and Periodic Screening, Diagnosis, and Treatment program (EPSDT). The bill was substantially amended 5-28-15 to instead require the Department of Health Care Services and the Department of Education to convene a joint task force to examine the delivery of mental health services to children eligible for Early and Periodic Screening, Diagnosis, and Treatment services (EPSDT) and for services pursuant to the federal Individuals with Disabilities Education Act. The goal of the task force shall be to ensure children are provided accessible and coordinated care that is compliant with state and federal law, in a way that is maximally cost-effective for the state. The task force shall consider all of the following:

• Whether current technical assistance and guidance to county mental health plans and schools is sufficient to optimize service delivery and overall cost-effectiveness of service delivery.

• Whether current funding arrangements for services available through the EPSDT and pursuant to the federal Individuals with Disabilities Education Act maximize federal funding to the state for provision of these services.

• Issuing best practice guidelines for how special education local plan areas and county mental health plans can work together to optimize access to federal financial participation for eligible services in both systems.

• How disputes over responsibility for service delivery is, and should be, resolved in cases where children are dually eligible for Early Periodic Screening, Diagnosis, and Treatment services and services pursuant to the federal Individuals with Disabilities Education Act.

The task force shall solicit information from relevant stakeholders and submit a report to the Legislature by January 1, 2017, a summary of key findings and recommendations for further action, if any.

CASP Position: Support

AB 1369 (Frazier) – Special Education: Dyslexia

As introduced, AB 1369 would have required local educational agencies to screen all pupils enrolled in kindergarten and grades 1 to 3 to identify dyslexia or other reading and writing dysfunctions, and to notify a pupil’s parent or legal guardian of any identified dyslexia or other reading and writing dysfunction. The bill was substantially amended on 5-14-15 and instead now requires the State Board of Education (SBE) to revise regulations to include “phonological processing” in the description of basic psychological processes used to identify students with specific learning disabilities, and requires the SBE to develop program guidelines for dyslexia to assist teachers and parents in providing educational services to students with dyslexia.

Specifically, AB 1369:

1) Requires the SBE to include “phonological processing” in the description of basic psychological processes used to identify students with specific learning disabilities in state regulations.

2) Requires the SBE to develop program guidelines for to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services to students with dyslexia. Defines, for purposes of this act, “educational services” to mean an evidence-based, multisensory, direct, explicit, structured, and sequential approach to instructing students who have dyslexia. Requires the program guidelines to:

a) Include characteristics typical of pupils with dyslexia and strategies for their remediation, as well as information to assist educators in distinguishing between characteristics of dyslexia and characteristics of normal growth and development.

b) Be developed in consultation with teachers, school administrators, other educational professionals, medical professionals, parents, and other professionals involved in the identification and education of pupils with dyslexia.

3) Requires the SPI to disseminate the program guidelines through the CDE Website and provide technical assistance regarding their use & implementation to parents, teachers, school administrators, and faculty members in teacher training programs of institutions of higher education.

CASP Position: Oppose

SB 118 (Liu) – School-Based Health and Education Partnership Program

SB 118 would rename the Public School Health Center Support Program as the School-Based Health and Education Partnership Program. The bill would also change funding criteria and amounts for the grants and specifies that school health centers can provide alcohol and substance abuse assessments, screening and services.

CASP Position: Watch

SB 451 (Lara) – School Counselors

SB 451 encourages K-12 districts to adopt education school counseling programs, defines the scope of school counseling, and encourages ongoing professional development. The bill would define educational counseling and enumerate the roles counselors play on school campuses, drawing attention to the opportunities to utilize counselors to meet the state priorities under LCFF and the Governor’s ultimate goal of equity, access, and achievement for all students.

CASP Position: Watch

SB 479 (Bates) – Healing Arts: Behavior Analysis: Licensing

SB 479 establishes the Behavior Analyst Act and establishes licensing requirements for behavior analyst & assistant behavior analyst. The Act would be administered and enforced by an expanded Board of Psychology, with recommendations from the Behavior Analyst Committee.

Under current law, behavior analysts and assistant behavior analysts are not licensed through the State of California; instead these individuals are typically certified by a national entity, the Behavior Analysis Certification Board (BACB). SB 479 (Bates) would require the Board of Psychology to license behavior analysts and assistant behavior analysts. The bill would specify the education, training, licensure, and disciplinary standards for licensees. Specific provisions of the bill would:

• Require the Board of Psychology to enforce the licensure provisions of the bill;

• Establish a sunset date of January 1, 2021;

• Create an advisory Behavior Analysis Committee under the Board;
Evaluate **Attention Disorders** and **Neurological Functioning Across the Lifespan.**

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- Define the criteria for licensure by the Board as a behavior analyst or assistant behavior analyst, including education and experience requirements, and certification by a specified certification body;
- After January 1, 2018, prohibit individuals from engaging in the practice of behavior analysis without a license;
- Authorize the Board to investigate and take disciplinary action against licenses;
- Require the Board to assess fees on licensees to cover the costs to issue licenses and enforce licensing requirements.

The bill would exempt from the licensure requirements specified groups which can be found in Section 2999.37 of the bill. The provisions of the bill would not apply to a psychologist, a speech-language pathologist or an audiologist, an occupational therapist, a physical therapist, a marriage and family therapist, or an educational psychologist, a clinical social worker, or a professional clinical counselor if the behavior analysis engaged in by those licensees is within his or her licensed scope of practice and within the scope of his or her training and competence, provided that he or she does not represent himself or herself as a licensed BA or licensed ABA.

In addition, the bill would not apply to “An individual employed by a local educational agency for the purpose of assisting students with behavioral and developmental issues when in classroom and other school settings.”

CASP Position: Watch

Governor Signs SB 277 One Day After Receiving the Bill

One day after receiving the bill from the legislature, Governor Brown signed into law, SB 277 (Pan) which will eliminate the personal and religious belief exemptions for vaccines. The Governor’s action came just one day after the state Senate moved the bill to his desk. The bill has been very contentious as it has made its way through the Legislative process, drawing months of protest and long debates during committee hearings.

Current law prohibits the governing authority of a school or other institution from unconditionally admitting any person as a pupil of any private or public elementary or secondary school, child care center, day nursery, nursery school, family daycare home, or development center, unless, prior to his or her first admission to that institution, he or she has been fully immunized against diphtheria, haemophilus influenza type b (Hib), measles, mumps, pertussis, poliomyelitis, rubella, tetanus, hepatitis b (except after 7th grade), and chickenpox.

The exception in current law was that a parent/guardian could get either a medical, a personal belief or religious belief exemption from the immunization requirement. SB 277 eliminates the provision in law that allows a parent/guardian to seek a personal and a religious belief exemption for vaccines.

SB 277 clarifies that the bill:

1) Does not apply to a pupil in a home-based private school or a pupil who is enrolled in an independent study program pursuant to Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of the Education Code and does not receive classroom-based instruction.

2) Allows a pupil who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center stating beliefs opposed to immunization shall be allowed enrollment to any private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center within the state until the pupil enrolls in the next grade span. The bill defines “grade span” as:
   a) Birth to preschool;
   b) Kindergarten (including transitional kindergarten) to grade 6;
   or
   c) Grades 7 to 12, inclusive.

3) Does not prohibit a pupil who qualifies for an individualized education program, pursuant to federal law and Section 56026 of the Education Code, from accessing any special education and related services required by his or her individualized education program.

The bill also clarifies how a parent/guardian can obtain a medical exemption from the immunization requirements.

From Your NASP Delegate

By Kristin Makena, NCSP

It is with great pleasure that I write my first column in CASP Today. I am honored to be your new NASP California delegate and am excited to represent our state school psychologists at the national level. I also wanted to express my deep appreciation to Margaret Sedor who has done amazing things at NASP over the past six years.

If you’re like me, you’re thrilled that summer is here - but have also started planning for the coming year! NASP is working hard to provide you with numerous opportunities for the 2015-16 year.

NASP has recently released a new white paper on the importance of mental and behavioral health services delivered within a multi-tiered system. The white paper highlights how school psychologists are uniquely positioned to provide these services when their training and qualifications are consistent with NASP standards. Learn more at www.nasponline.org/resources/Adolescent-Mental-and-Behavioral-Health-Services.aspx

How students learn and develop can be heavily influenced by their environment and NASP President Todd Savage has made improving school climates the focus of his term. Over the next year, NASP will be highlighting how connecting the dots between students, teachers, families, and communities with evidence-based, effective strategies can improve school climate. Learn more, share your stories, and #ConnectTheDots at www.nasponline.org/communications/school-climate.aspx

Continuing on the theme of School Climate: #ConnectTheDots, the NASP Annual Convention will be held February 10-13, 2016. Connect with like-minded school psychologists and discover the rich culture and history of New Orleans during Mardi Gras! www.nasponline.org/conventions/2016/

Did you know that 1 in 20 children lose a parent by age 16? Find out how to support these grieving students in an 80-minute webinar on September 17. Participants will learn how to use a host of video and print resources, and other techniques, to help these children. Only $10 for members. Visit https://nasp.inreachce.com/Details?groupID=538c3224-a451-4b4f-ab6f-d887dacec04f to register.

NASP is pleased to announce that the Nationally Certified School Psychologist (NCSP) credential is now formally recognized by the National Register of Health Service Psychologists. The National Register establishes uniform, rigorous criteria for specialty credentialing programs, like the NCSP, for health service psychologists. Learn more here: www.nasponline.org/communications/press-release/NCSP_Recognition_June_2015.pdf

Save up to $124 on the Best Practices in School Psychology four-book series. This professional staple of resources outlines the most current and relevant information necessary for the school psychologist. The comprehensive books focus on multitiered, problem-solving, and evidence-based approaches. Visit www.nasponline.org to purchase yours today.

Now is a great time to take an in-depth look at some of the most pervasive issues in schools. Browse the NASP store for books on reading interventions, professional development and supervision, mental health services, school refusal, and more. You’ll start next year ready for whatever challenges lie ahead and your students will reap the benefits. Visit www.nasponline.org/publications

Thank you for all the work you do as school psychologists. I look forward to corresponding more throughout the coming year. Enjoy your summer!
Alcoholism, Law and Ethics, and Child Abuse Workshops will be held in August

LEPs that need continuing education credits can receive them in August via the following workshops. To register for any of the workshops below, visit the Events tab at: www.CASPOnline.org

Alcoholism and Other Chemical Substance Dependency Training, Aug. 10-11
This two-day, 15-hour course for LEPs in their first licensure period is designed to provide participants with a basic understanding of the role of alcohol and drugs and the dynamics of addiction in the lives of many of the clients/pupils with whom you work. Included in the presentation is the definition of alcoholism and other chemical dependency concerns (including co-morbidity) and the medical aspects of addiction, assessment, diagnosis, treatment and relapse prevention strategies. The workshop is taught by Allen D. Glass II, a professor of psychology and director of the Addiction Studies Program at Pierce College, an adjunct faculty member at Antioch University and Cal State San Bernardino, and a psychotherapist at Homeboy Industries. This session also meets the 15 hours of continuing professional development for NCSPs.

The workshop will also include training in: the definition of alcoholism and other chemical dependency, and the evaluation of the abuser; medical aspects of alcoholism and other chemical dependency, current theories of the etiology of substance abuse, the role of persons and systems that support or compound the abuse; major treatment approaches to alcoholism and chemical dependency; legal aspects of substance abuse; knowledge of certain populations at risk with regard to substance abuse; community resources offering assessment, treatment and follow-up for the abuser and family; the process of referring affected persons; and education concerning and prevention of substance abuse.

Family dynamics/impact of addiction, needs of special populations and treatment options will be explored, and educational materials, community resources will additionally be shared.

Carl D. Corbin to present Law and Ethics workshops at LMU, Aug. 12
Carl D. Corbin, General Counsel, of the public law firm School and College Legal Services of California will be presenting six hours in two workshops related to law and ethics on Aug. 12 at Loyola Marymount University, 9 a.m. – 4 p.m. Taken together, the workshops qualify for six hours of continuing education credits for LMFTs, LPCCs, LEPs, and LCSWs, as required by the California Board of Behavioral Sciences to renew those licenses. NCSPs can get the three hours needed to renew their certifications by taking one of the two workshops.

Workshop I: Law and Ethics will review the laws, regulations, and ethical rules governing the role of a school psychologist and Licensed Educational Psychologist (LEP). Workshop II: Legally Defensible Practices Regarding Section 504 will review the laws and regulations regarding Section 504 of the Rehabilitation Act of 1973 (“Section 504”). The presentation should answer most common questions school psychologists have regarding Section 504 issues to include eligibility, assessment, and services.

Child Abuse Workshop, Aug. 11-12
All new LEPs need seven hours of training in issues regarding child abuse assessment within the first two years of licensure. The Child Abuse Adverse Child Experiences workshops will be held on Aug. 11-12 at Alliant International University in San Francisco, where a team of professionals will address issues in mandated California reporting, types and indicators of child abuse, diversity issues, corporal punishment and more. For more information contact, Director of Outreach Barbara Stein-Stover, Ed.D at bstein-stover@alliant.edu or (858) 635-4778.

Mark your calendar!

CASP Scores Huge Victory
continued from page 8

Assembly Appropriations Committee in 2014 because funding to implement a trainer of trainers program was not a part of the final budget” (Frost, March 2015, CASP Legislative Report). However, CASP and Senator Hancock decided to sponsor an expanded version of this legislation in 2015. That bill is SB 463. “The focus of the bill was again to develop a statewide effort to implement a program for professional development and training of school and district staff on how to implement PBIS and restorative justice programs.” This year, there was broader support for the bill and expanded revenues for the State.

SB 77 was an Omnibus Trailer Bill for the 2015-2016 state budget. It appropriated $10 million from the General Fund to the State Superintendent of Public Instruction on a one-time basis apportioned to: One county office of education or two county offices applying jointly to provide technical assistance, and to develop and disseminate statewide resources that encourage and assist local educational agencies and charter schools in establishing and aligning schoolwide, data-driven systems of learning and behavioral supports for the purpose of meeting the needs of California’s diverse learners in the most inclusive environments possible. (SB 77 Omnibus Trailer Bill)

The designated county office of education shall identify existing evidence-based resources, professional development activities, and other efforts currently available at the state, federal, and local levels, as well as develop new evidence-based resources and activities, designed to help local educational agencies and charter schools across the state do all the following:

1. Implement integrated multi-tiered systems of standards-based instruction, interventions, mental health, and academic and behavioral supports aligned with accessible instruction and curriculum using the principles of universal design, such as universal design for learning, established in the state curriculum frameworks and local control and accountability plans.
2. Provide services that can reduce the need for a pupil’s referral to special education or placement in more restrictive, isolated settings.
3. Leverage and coordinate multiple school and community resources, including collaborations with local mental health agencies to provide school-based mental health services.
4. Implement multi-tiered, evidence-based, data-driven school districtwide and schoolwide systems of support in both academic and behavioral areas including, but not limited to, positive behavior interventions and support, restorative justice, bullying prevention, social and emotional learning, trauma-informed practice, and cultural competency (italics added).
5. Incorporate the types of practices, services, and efforts described in this subdivision into the local control and accountability plans of local educational agencies and charter schools” (SB 77 Omnibus Trailer Bill).

I wish to thank and congratulate CASP Lobbyist Jeff Frost, Senator Loni Hancock, our legislative Chair Doug Siembieda, our Executive Director Heidi Holmblad and the legislative committee for their work on these efforts. Members, be assured that your CASP dollars and your board are hard at work.

Have a wonderful summer!
Message from the Executive Director

continued from page 8

Convention: New events include a mentoring luncheon on Thursday, Oct. 15. Become a mentor or find one for yourself. That evening, relax in the Exhibit Hall with light refreshments, a cash bar and a chance to catch up on what is new in school psychology and/or new with friends and colleagues. Thinking of a change of scenery? CASP is bringing back the convention Job Fair, 1:00 p.m.-3:00 p.m., Oct. 16. Early registration ends on Sept. 14. Register today!

Here is hoping that summer is bringing a chance to slow down, take deep breaths and catch up on all the things you had hoped to finish during the school year. And to those who are still on the job, I hope you get a chance for a get-away. CASP staff is here all summer, making sure your association is working for you.

Get connected with CASP!

About eScrip

Amazon.com shoppers can support the CSP Foundation via the eScrip program simply by shopping online. Stop by eScrip, create an account and shop. The CSP Foundation then automatically receives 1.2% of the cost of your qualifying purchases.

The eScrip program also provides more direct financial support for the CSP Foundation. By registering your credit cards through eScrip, the CSP Foundation can earn up to 2.5% of the cost of your purchases made on those cards. These donations come from the merchants; you pay nothing. The contributions will assist with the CSPF Mini-Grant program. For more information on this program click here or visit escrip.com

How to Sign up

Signing up is easy. To get started, click here and enter your personal information. When prompted for the nonprofit, type in “CA School Psychology Foundation”. Once you’ve selected the CA School Psychology Foundation, click sign up and you’re all set to support the CSP Foundation!

School psychologists strive to improve the educational experience for all children. They are the school-based experts on many issues, including school violence, special education, learning disabilities, mental health and school and community-linked children’s health services. CASPTODAY, the quarterly newsletter of the California Association of School Psychologists, reaches about 2,000 school psychologists. It features informative articles and important information for the school psychologist.

CASPTODAY offers the best opportunity to reach school psychologists in California to advertise your products and services. Place your ad in the next issue! Deadline for the Fall 2015 issue of CASP Today is October 5, 2015.

For advertising discounts, ask about our Corporate Membership.

Full Page...$350
Half Page...$175
Quarter Page...$150

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MEMBERSHIP / RENEWAL APPLICATION

1020 12th Street, Suite 200, Sacramento, CA 95814
916 / 444-1595 916 / 444-1597 fax

PERSONAL INFORMATION

Mr.  Ms.  Mrs.  Dr.  •  M.A./S.  PhD  LEP  NCSP  SP Graduate Program Trainer  (circle all that apply)

☐ Check here if Home & Billing address are the same.  I have been a school psychologist for ______ years.

First Name: ___________________________  Last Name: ___________________________

Home Address: ___________________________________________________________________

City: _______________________________  State: ___________  Zip Code: _______________

Billing Address: * __________________________________________________________________

City: _______________________________  State: ___________  Zip Code: _______________

District: _________________________________________________________________________

County Where You Work: ___________________________________  Region No.: __________

E-mail: ______________________________________  Work Phone: _______________________

MEMBERSHIP CATEGORIES  (Please Check One)

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

☐ Regular Member - $155.00. Regular Members are persons who (1) are credentialed school psychologists employed in California, OR (2) are Licensed Educational Psychologists.

☐ Retired Member - $65.00. Retired Members are persons who are retired (age 65+) from active employment in the schools and are not employed in any capacity that would qualify for membership in any other category.

☐ Associate Member - $155.00 (Please Check One)

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

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

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

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

☐ 1st Year School Psychologist - $50.00. Members in this category are persons who are renewing CASP members that have graduated during the 2013-2014 membership year and working. Please let us know the following:

Advisor's / supervisor's name: _____________________________________________________

Advisor's / supervisor's e-mail: ____________________________________________________

Advisor's / supervisor's phone: __________________________________________________

PAYMENT OPTIONS  I am interested in donating to the:

☐ “CLD” Cultural Linguistic Diversity Scholarship  ☐ Mini-Grants Program  ☐ “PAC” Political Action Committee

☐ PAYMENT IN FULL  Membership Fee $ _________  ☐ Payroll Deduction (Regular Members Only)

☐ Payroll Deduction is the easiest way to pay your membership fees. Send CASP this completed form and start receiving membership benefits immediately.

☐ Check # ________  Mini-Grant Donation $ _________

Payroll deduction is the easiest way to pay your membership fees. Send CASP this completed form and start receiving membership benefits immediately.

☐ Visa / Mastercard  CLD Donation $ _________

Pursuant to Education Code 45060, to pay for CASP membership dues, I authorize the above-named school district to withhold $15.50 per month, for 10 months, from my salary during the school year.

☐ Payroll Deduction (Regular Members Only)

Credit Card Number:  ______________  TOTAL $ _________

☐ *CASP charges $25. for all returned checks.

☐ Visa / Mastercard  CASP PAC Donation $ _________

☐ Security Code: __________  Expiration Date: __________

☐ *Credit Card Number:

☐ Phone Number: ( _____ ) _________ – ____________

☐ Payroll Deduction (Regular Members Only)

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

☐ Social Security Number:

☐ Signature: __________________________________________

This information will only be used for processing this application.

☐ Pursuant to Omnibus Budget Reconciliation Act of 1993 and provisions contained in the lobbying tax law, CASP is required to inform members that 12% of your dues payment is non-deductible as an “ordinary and necessary” business expense. Contributions of gifts to CASP are not tax deductible as charitable contributions. However, they may be tax deductible under the provisions of the Internal Revenue Code.

☐ Signature: __________________________________________

CASP occasionally sells its mailing list to private and non-profit corporations related to the school psychology profession. CASP does not offer for sale its members’ e-mail addresses, phone numbers or fax numbers.

rev 041415
CASP Vision Statement

The Vision of the California Association of School Psychologists is to foster the social, emotional and academic wellbeing of all students by collaborating with families, school staff, and the community to ensure that students are educated in schools that support equity, access, and respect for all.

Adopted by the Board of Directors in November 2014

CASP Mission Statement

CASP’s Mission is to provide high quality educational and leadership programs that maintain high standards of practice for school psychologists through legislative advocacy, professional development, communications, publications, ethics guidelines, and direct services to members, to enable the growth and development of the profession, and to ensure safe, healthy, and successful outcomes for the children, schools and communities we serve.

Adopted by the Board of Directors in December 2014

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Note to Readers: This is the first Annual Report of CASP’s activities for the academic and fiscal year that ended June 30, 2015. The CASP Board has achieved significant milestones as a result of its efforts, and these accomplishments will benefit the students of California and the profession of School Psychology. This report was prepared by Barbara J. D’Incau, CASP President 2014-2015, with thanks to all members and staff who contributed to this effort.
CASP Accomplishments in 2014-2015

We Met Our Goals! CASP met its three priority goals set by the President for this year: 1) Provide high-quality professional development for school psychologists, especially evidence-based practices presented by nationally recognized experts, and 2) Increase attendance at the Convention and Spring Institute to improve both professional development and to increase revenue; 3) Increase membership and participation in CASP programs to improve service to members and to ensure the financial sustainability of our Association;

Professional Development. CASP made a concerted effort to increase the quality and quantity of professional development opportunities at the Convention and Spring Institute, as described below. In addition, CASP has revised and increased the number of online webinars available to members who are unable to attend sessions in person.

CASP Convention 2014. “Assessment in a Common Core World” was the theme of the 2014 Convention held October 2-4, 2014 at the San Diego Hyatt Mission Bay Spa and Marina on Harbor Island. Cindy Marten, Superintendent of San Diego Unified School District, opened the convention and congratulated school psychologists for providing academic and social/emotional/behavioral services to all students. Following the Common Core theme, Nancy Brownell, Senior Fellow for the Common Core Systems Implementation in California, provided the keynote address. (For details of Ms. Brownell’s presentation, please see “Common Core State Standards: What School Psychologists Need to Know” in CASP Today, Fall 2014.) Thirteen workshops and numerous mini-skills, paper, and poster presentations on topics ranging from Aligning the IEP to Common Core State Standards (CCSS), Cross-Battery Assessment, Multi-Tiered Systems of Support, Crisis Intervention, Assessing Spanish-speaking English Learners, and Assessment of Executive Functions, to name a few, were presented. Convention attendance was 780, which made this one of the best-attended conventions in several years. The convention produced a net profit of $120,000.

Spring Institute 2015. The Spring Institute was held March 26-28, 2015 in Sacramento. The theme, “Expanding Your Counseling Toolkit: Targeted Research-Based Interventions and Programs” drew 280 participants. This represents a nearly 50% increase from 2014, making this our most successful Spring Institute ever. The Institute provided three days of continuing education workshops, an all-day workshop on Best Practices in Suicide Prevention and Intervention presented by NASP President and CASP Past-President Stephen Brock, PhD with retired LAUSD psychologist Rich Lieberman, a 6-hour workshop on legal and ethical practices presented by Carl Corbin and Beth Laurie, and a beer-tasting event that raised approximately $900 for the Cultural and Linguistic Student Scholarships. The Institute realized a net profit of nearly $30,000.

Membership. CASP membership held steady with slight growth to 1,705 as of June 30, 2015. Membership increased in among those using payroll deduction to pay for membership, as well as the student, retired member and corporate member categories. The membership goal specified in CASP’s Strategic Plan is 2,500 by 2015-2016.
More CASP Accomplishments

Vision and Mission Statements. Although CASP has had a Mission Statement since the association Bylaws were written, we had not articulated a vision to guide that mission. In 2014, the CASP Board developed a Vision Statement that describes our mandate to serve the children and the schools of California. Once the Vision Statement was agreed upon, we revised our Mission Statement to better reflect how we will achieve our vision. Our mission also includes representation and service to school psychologists and to our profession. Our website and more of our documents display the CASP Vision and Mission. We want parents and the public to know what CASP stands for.

The Vision of the California Association of School Psychologists is to foster the social, emotional and academic wellbeing of all students by collaborating with families, school staff, and the community to ensure that students are educated in schools that support equity, access, and respect for all.

Adopted by the Board of Directors in November 2014

CASP’s Mission is to provide high quality educational and leadership programs that maintain high standards of practice for school psychologists through legislative advocacy, professional development, communications, publications, ethics guidelines, and direct services to members, to enable the growth and development of the profession, and to ensure safe, healthy, and successful outcomes for the children, schools and communities we serve.

Adopted by the Board of Directors in December 2014

Association Bylaws and Board Policy Manual. The CASP Board updated the Association Bylaws and the Board Policy Manual to reflect current practices and financial requirements. Both documents are available on the CASP website: www.casponline.org

Election Results. Each year, the membership elects the President-Elect. CASP’s presidential cycle spans three years. The President-Elect serves for one year and is charged with planning the Spring Institute and serving as Chair of the Personnel Committee. The President-Elect becomes President of the Association the following year. In the third year, s/he serves as Past President. Tom Sopp, school psychologist with Long Beach Unified School District, was voted President-Elect for 2015-2016.

In odd numbered years, CASP regional members elect a representative to the board from each odd-numbered region (I, III, V, VII, IX). Each Region Representative serves a two-year term. Region Representatives may serve a maximum of two consecutive terms.

In April 2015, the following Region Representatives were elected:

Region I – Ryan Pepin was re-elected for 2015-2017
Region III – Amy Balmanno was elected for 2015-2017, replacing David Weber
Region V – Jackie Allen was re-elected for 2015-2017
Region VII – Gabriel Gutierrez was elected for 2015-2017
Region IX – Arpita Mandel was elected for 2015-2017

In even years, Region Representatives from the even-numbered regions are elected.

Sarah Rodríguez of Region III was elected to serve a two-year term as Affiliate Representative. Her term will span 2015-2017.

Kristin Makena was elected as California’s representative to the National Association of School Psychologists (NASP) for 2015-2017. Kristin takes over for Margaret Sedor, who has been California’s representative to NASP for the past four years.
2014 Awards

The Sandra Goff Memorial Award was presented at the Convention to Lynne B. Aung, retired school psychologist from San Diego. Established in 1980, the Sandra Goff Memorial Award is given in recognition of distinguished service to the profession through exemplary service to the Association, including long-term contributions to school psychology in a variety of settings, and influence extending throughout California and beyond. Lynne Aung has served as CASP President-Elect, President and Past President from 2002-2005; treasurer from 1998-2002; Convention Chair 1999; Employment Relations Chair, 2006-2007; Political Action Committee Chair, 2007-2014, was one of the original members of the California School Psychology Foundation Board of Directors and served from 2000-2014; and now serves as chair of the CASP Alumni Club.

The President's Lifetime Achievement Award was presented to Susan Goldman, past CASP President (1999-2000) and school psychologist from Fresno for her exceptional work in revising and updating the CASP Code of Ethics, which was adopted by the CASP Board in August 2012, as well as in recognition of her 31 years of service on the CASP Board. Sue has been an active CASP Board Member since 1983, serving faithfully and diligently for 30 presidents of CASP. She became a CASP member when the Association was known as the California Association of School Psychologists and Psychometrics (CASPP). A partial list of Sue’s CASP activities include CASP President 1998-1999; Region III Representative, serving two terms 1983-1987 and again in 1996-97; she chaired CASP’s Task Force “The School Psychologist’s Role in General Education” and was Continuing Professional Development chair 1995-96. From 1988-1991 and again in 2002-2013, Sue chaired CASP’s Ethics Committee.

Ellen Murphy, of Pearson Assessment/Pearson Clinical Corporation, was recognized as the CASP Platinum Corporate Sponsor. Ellen has served as an inspiration and as the California School Psychology Foundation President for seven years in addition to providing products, consultation, and assessment training for school psychologists.

Roger McCoy was recognized for his “All Around” dedication and persistent efforts to promote and improve CASP at both the regional (Riverside) and state levels. Roger served two terms as CASP Treasurer, from 2010 to 2014 and served as Convention Chair in 2009. He was also instrumental in representing school psychologists before the San Bernardino school board in an employment and ethics dispute in 2014.

CASP officially recognizes the outstanding work of school psychologists through the Nadine M. Lambert Outstanding School Psychologist award. Only practicing school psychologists providing direct services to students, teachers, parents, or community agencies are eligible for the OSP award. Recipients must also be CASP members. The Nadine Lambert Outstanding School Psychologist awards for 2014 went to:

- Region I - Tyson Dickinson, Sonoma County Office of Education
- Region III - Dedar (Deeds) Gill, Fresno Unified School District
- Region IV - Dr. Beverly Williams, Los Angeles Unified School District
- Region V - Jan Van Horn, El Segundo Unified School District
- Region VI - Dr. Richard Kleindienst, Hemet Unified School District
- Region VII - Meghan Smith, San Diego Unified School District
- Region VIII - Dr. Barbara J. D’Incau, Ventura County
- Region X - Juanita Aguirre-Patterson, Washington Unified School District
The **Paul Henkin Convention Scholarship** is a monetary scholarship awarded by the California School Psychology Foundation to one school psychology student or first-year school psychologist to attend the convention. Charlene Mangi of UC Santa Barbara was this year’s recipient.

The **Michael Goodman Memorial Research Award** is given to promote research and the scientist-practitioner model in school psychology. Melissa Esparza and Cynthia Britt of CSU San Bernardino were the recipients of this prize for their independent research.

**Cultural and Linguistic Diversity** scholarships are presented by the California School Psychology Foundation to encourage and assist students with diverse backgrounds to become school psychologists. Nicole Edwards of San Diego State University was this year’s recipient.

**Contemporary School Psychology.** Dr. Michael Hass, School Psychology Professor at Chapman University and Editor of *Contemporary School Psychology* (CSP), formerly known as the *California School Psychologist*, last year negotiated a 10-year contract with Springer Publications to publish the journal online four times per year, and also making a limited number of print copies available. According to Dr. Hass, CSP receives most of its manuscript submissions from psychologists and educators outside of California, which is increasing its national and even international reputation. The current edition, June 2015, was a special issue focused on School Psychology and the Common Core State Standards (CCSS), with Dr. Barbara J. D’Incau as Guest Editor. CSP is the first school psychology journal to discuss CCSS. The March 2015 journal addressed several issues including middle school transition stress, cultural assets for Latino students, supporting Deaf and Hard of Hearing students, and understanding ADHD. In December 2014, CSP examined the validity of DIBELS with Korean-speaking students and other current topics. The September 2014 issue was also a special edition on School Psychologists Working with Bilingual and Bicultural Youth, with Dr. Pedro Olvera, Associate Professor of School Psychology at Azusa Pacific University, as Guest Editor.

**CASP Today.** Dr. Brian Leung, Professor and Program Director of Loyola Marymount University School Psychology Program, continues as Research Chair and Editor of *CASP Today*, the quarterly newsletter of our Association. *CASP Today* is available online as well as mailed to all members in print version. Archived editions are available on the CASP website, [www.casponline.org](http://www.casponline.org).

**Strategic Plan Update.** At its August 2014 Retreat, new and continuing CASP Board members reviewed our 5-year Strategic Plan (2010-2015) through a virtual workshop conducted by NASP Assistance to States Specialists Jennifer Kitson and Emily Klein. In small and large groups, CASP Board members discussed, noted, and shared recommendations on key issues facing this Association this year. NASP’s leadership document, *Leading by Convening: Authentic Engagement, Coalescing Around Issues, and Ensuring Relevant Participation*, provided the guiding framework for the Board’s discussion. Issues were evaluated using SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). The resulting notes formed the framework for the Board’s work this year. CASP also participated in NASP’s “Great State Challenge,” and submitted plans for addressing NASP’s four key initiatives for 2015: 1) Recognition of School Psychologists as Qualified Mental and Behavioral Health Providers; 2) Adoption of the NASP Practice Model by State Legislatures, Departments of Education, and Local School Districts; 3) Develop Leaders at the State and National Levels; 4) Strategic Efforts to Reduce the Critical Shortages of School Psychologists. CASP won a scholarship for one leader to attend the 3-day Public Policy Institute.
Executive Director’s Report and Fiscal Report

Executive Director Heidi Holmblad is completing her second year as Executive Director of CASP. While most of the actions taken during the 2014-15 fiscal year are detailed in this report, there were some changes made in the CASP office. CASP welcomed Kathy Little to the member services area. Kathy works on CEU certificates, speaker contracts, affiliate relations, and assists Lead Member Services EJ Reyna with database management and other background services.

Because of the financial success of both the 2014 Convention and the 2015 Spring Institute, the CASP Executive Committee felt we had the funds needed to add another part-time worker to the CASP staff. In other CASP office news, the long-anticipate revision of the CASP website was completed in June.

The success of the 2014 Convention also allowed CASP to place more funds in long term investments; in effect, putting money aside in case CASP (and the state of California’s education system) is again hit with unexpected losses due to recession or other situations that reduce the employment opportunities and, in turn, the CASP membership and attendance at conventions and spring institutes.

CASP has been working with Wells Fargo Advisors to secure a slow-growth strategy to ensure a small gain and losses in its investment fund. The fund now stands at $102,000 after $50,000 was added after Convention 2014. In fact, 2014-15 was the first year in recent memory in which CASP made more revenues from the annual Convention than from membership.

As reported above, membership was flat this year. Considering CASP started a year-round membership year in January of 2014, this is seen as an accomplishment. This not only results in a more steady income from memberships, but evens the field so that individuals who become members in January no longer see their memberships end on June 30 of each year. Since CASP had been on a July 1-June 30 membership year for many, many years, it will take some time before the memberships do not have peak times, and it is likely that memberships years for many members will be near the annual Convention and Spring Institute. The CASP membership breakdown is below.
Region Reports

Region I – Ryan Pepin, Region Representative 2013-14/2014-15

In Region I, the lone Affiliate is Sonoma County Association of School Psychologists (SCASP), which held its end of the year celebration and had a good turnout. SCASP currently has 63 members. Highlights from this school year include a legal seminar held in the Fall, a presentation by Rich Lieberman on Suicide Pre/Postvention in the Winter, and a roundtable discussion following the Spring Institute on “Expanding your counseling toolkit.” SCASP held elections and the president for next year is Annalise Puentes (a SoCal transplant from Chapman University). Next year, SCASP will be working closely with the SELPA to create a workshop for district administrators, school psychologists and counselors on threat assessment. That training will be held 9/24/15 with a follow-up in February 2016.

Region II - Stephanie Barnes, Region Representative 2012-2014/2014-15

Stephanie was unable to participate in the CASP board as Region Representative during 2014-15. CASP Executive Board will appoint a representative for Region II to serve in 2015-16.

Region III – David Weber, PhD, Region Representative 2013-14/2014-15

David Weber is Lead Psychologist for Clovis Unified School District and is also a School Psychology Trainer at Fresno Pacific University. Much has been happening in Region III throughout the Spring! CVA-CASP sponsored a phenomenal full-day workshop in Fresno on May 15 with Dr. Jerome Sattler. The workshop focused on social-emotional-behavioral assessment and was attended by more than 100 school psychologists from throughout the Central San Joaquin Valley. CVA-CASP has also finalized plans to bring Dr. Milton Dehn to Fresno County to provide a full-day workshop on Patterns of Strengths & Weaknesses (PS/W). This is vital, as school psychologists throughout the San Joaquin Valley are leading the effort to successfully implement PS/W throughout our region in order to more effectively identify students with a Specific Learning Disability. On another exciting note, an affiliate in the Bakersfield area (Kern County) is being revitalized and leadership there is off to a great start in building membership and planning some networking activities for the Fall. Finally, we are working to help school psychologists throughout our nine county region understand the many benefits to CASP membership.

Region IV – Jeannine Topalian, PsyD., 2014-15/2015-16

Jeannine represents Los Angeles Unified School District, which is Region IV. The Los Angeles Association of School Psychologists has 388 members. Professional development offerings included a workshop by Dr. Sam Goldstein on Understanding, Evaluating and Treating Autism Spectrum Disorders, and training on the Science of Executive Functions: New Data, New Ideas, and the Comprehensive Executive Functioning Inventory. LAASP held a 5K Run-Walk to celebrate School Psychology Week and had a booth to let the public know how school psychologists promote wellness. This was followed by a Happy Hour. LAUSD continues to have openings for school psychologists.

Jackie is Associate Professor in School Psychology at University of LaVerne. She is also the President of the California School Psychology Foundation. Region V has three active Affiliates, Greater Long Beach Association of School Psychologists, South Bay Association of School Psychologists and Foothill Association of School Psychologists. Foothill Affiliate held five events this year: a fall meeting with Dr. Sean Surfas, a December wine tasting, a winter workshop, spring workshop, and a meeting in June with Dr. Jerome Sattler. South Bay held a WISC-V training in December 2014 and a Woodcock-Johnson training in February 2015. The Greater Long Beach Association is going through a reorganization and is planning events for the 2015-2016 year.

Region VI – LaTasha Cooper, Region Representative 2014-15/2015-16

“Tasha” is a school psychologist with San Bernardino Unified School District. Region VI has one Affiliate, Riverside Association of School Psychologists (RASP). The major activities for the year focused on issues of African American students, with a workshop presented by Roger McCoy. RASP also hosted a WISC-V workshop. The President for 2014-2015 was Ali Duersk; incoming President for 2015-2016 is Roger McCoy.

Region VII – Kristin Makena, Region Representative 2011-13/2013-15

School Psychologists of Region VII (SANDCASP) hosted CASPCON 2014. The Convention had not taken place in San Diego for 20 years. Kristin Makena, of San Diego Unified School District, co-chaired the Convention with Patrick Crain, San Diego County Office of Education. Kristen stated, “It was an exciting time and the 700+ attendees allowed us to show off our wonderful city. We were very pleased with the high caliber of the convention including the events and presentations.”

SANDCASP this year hosted an array of trainings including presentations on the WISC-V, Dr. Steve Feifer’s Assessment of Reading, and Dr. Jerome Sattler’s Clinical Assessment of Children. SANDCASP also hosed the SPAW (School Psychology Appreciation Week) Walk-a-Thon at the Bay with an after party including great music and food. President-Elect Rodrigo Enciso is well underway with exciting plans for the 2015-16 year.

Kristin Makena wrote, “As my last report as Region VII Representative, I want to say what an honor it has been working with CASP over the last four years. I have found the experience broadened me not only as a School Psychologist, but also as an advocate for our profession. CASP is an amazing group of people and I have been honored to be a part of this organization.”

Region VIII – Lillian Hernandez, Region Representative 2014-15/2015-16

Lillian is a bilingual school psychologist working for El Rio School District. She represents Ventura County Association of School Psychologists (VCASP), which had 105 members this year. Ventura County Association of School Psychologists had a great 2014-2015 school year. The County Office of Education started off with a “soft” roll-out for the Patterns of Strengths and Weaknesses Model for identifying Specific Learning Disabilities. Throughout the year, the Ventura County SELPA hosted a series of trainings and workshops, including the successful Cross Battery approach with Dr. Vincent Alfonso and the Psychological Processing model by Dr. Milton Dehn.

The schedule for the 2015-2016 school year is getting set up; the SELPA will continue to host PSW trainings throughout the year, as most school districts will be ready to start implementing the PSW model. Dr. Alfonso and Dr. Dehn will be making appearances once again for workshops. Please visit vcasp.webs.com and venturacountyselpa.com/WorkshopsandConferences for information on workshops!
Region IX – Libby Barnish, Region Representative 2011-13/2013-15

Libby is a school psychologist with Green Dot Charter Schools in Orange County. This year was a bit of a building year for the Affiliate, Orange County Association of School Psychologists (OCASP), as they have been challenged to attract working psychologists to participate on the board. With many school psychologists having families and extra responsibilities in their roles at schools, OCASP had a young and eager board mostly made up of students. This is certainly helpful for recruiting our newest members! If anyone would like to participate on the OCASP board, please contact President Ashley Stewart at astewart@hbuhsd.edu. We have a lot coming up in the next year so stay tuned!

OCASP currently has 146 members. Many of these members are students and OCASP did provide its annual free workshop for students on writing resumes and applying and interviewing for jobs. The Affiliate also hosted a workshop in spring 2015 by Dr. Amy Griffiths, which was a two-part training featuring Assessment of Autism Spectrum Disorders and Positive Psychology.

Looking forward to next year, OCASP is hoping to provide a workshop on Suicide and Threat Assessment and Intervention and another on supporting our LGBTQ students. Please check out www.ocasp.net for future workshops and to become a member.

Region X – Maureen Schroeder, Region Representative 2014-15/2015-16

Maureen, a school psychologist in Elk Grove District, was appointed as Region X Representative in November 2014 to complete the term of Misty Bonta, who moved to San Diego. Region X includes the Delta Area Association of School Psychologists (DAASP) and a new Affiliate Chapter established in 2015, Elk Grove Association of School Psychologists (EGRASP). DAASP has approximately 22 members – 3 board members, 6 students, and 13 school psychologists. They held several workshops for members this year, staged a walk to acknowledge School Psychology Week, collected books to donate to local homeless children’s shelter, and held discussions about Patterns of Strengths and Weaknesses (PSW) as an option for SLD identification. EGRASP is off to a very strong start with 7 board members and 10 active members. They held their first workshop in May 2015 on “Patterns of Strength and Weaknesses for SLD Eligibility,” presented by Dr. Cathi Christo, with 40 school psychologists in attendance.

Affiliate Representative - Barbara Lewis Mill, 2011-13/2013-15

Barbara, a school psychologist in West Sacramento and long-time CASP Board member, planned and led the Affiliate Days training and legislative sessions in Sacramento during her four-year tenure. Highlights of the March 2015 Affiliate Day were a presentation to the Affiliate leaders on legislation that may affect school psychologists, including CASP’s co-sponsored Senate Bill 463 by Loni Hancock, which was presented by Laura Wasco of Frost, Davis and Donnelly, CASP’s lobbying firm. Laura also provided an overview of California’s Local Control Funding Formula (LCFF), with discussion of how and why school psychologists should advocate for student services under LCFF. Cathi Christo, retired professor of school psychology at Sacramento State University, discussed the serious shortage of school psychology trainees and the perilous state of accredited school psychology training programs in California. Following lunch, Barbara led the affiliate group in a workshop on affiliate leadership.

Several Affiliates were also active in celebrating School Psychology Week, with recognition events, beach parties and walk-a-thons. (See Region Reports for more details.)
Committee and Specialist Reports

Legislative Committee – Doug Siembieda, Chair

Under the leadership of Legislative Committee Chair Doug Siembieda, Director of Special Education for Huntington Beach Union High School District, and Jeff Frost, Lobbyist with Frost, Davis and Donnelly, the legislative committee developed its legislative platform for 2015-2017. The platform identified six critical priority areas: 1) Ensure appropriate psychological, social-emotional, and mental health services in the school setting, including universal school-wide prevention and education such as Positive Behavior Intervention and Supports and Multi-Tiered Systems of Supports for students in need of academic, behavioral, and social-emotional interventions; 2) Ensure adequate funding for K-12 education, special education and related services, and evidence-based interventions that prepare students for college, career, and life; 3) Achieve equity and access to high quality educational programs for all students; reduce disproportionality in discipline practices and special education identification and placement; 4) Provide funding, to include teacher training and credentialing, for preschool education for all four-year-old children; 5) Reduce the shortage of school psychologists by increasing school psychology graduate programs; 6) Enact professional development requirements to renew the clear credential for all school psychologists. These issues guide CASP’s legislative efforts over the two-year state legislative session.

CASP Sponsored SB 463 (Hancock, D-Berkeley). A HUGE victory for CASP was realized with the passage of the trailer bill language by the California legislature in June 2015 that appropriated $10 million for implementation of training for education agencies in positive behavior strategies for students. This action was clearly influenced by CASP’s sponsorship of SB 463 in the 2015 Legislative Session and a similar bill, SB 1396 (Hancock), in 2014. The focus of these bills was to establish a statewide effort to implement a program for professional development and training of school and district staff on how to implement PBIS and restorative justice programs. In both years, a key lobbying effort was to prompt the legislature to appropriate funding to implement the components of the bill as a part of the 2015-16 State Budget. As Jeff Frost noted in an email to the CASP Legislative Committee, “This funding is a direct reaction to the work that CASP has done in the last two years sponsoring bills that highlighted the need for improved awareness and training programs. The implementation language, while not exactly the same as that in SB 463 (Hancock) is fairly close and is broader than what is in our bill. I think this reflects that fact that the budget is allocating $10 million, which will allow for an increased number of strategies and programs than we included in SB 463.” CASP thanks and congratulates Jeff, Doug, Executive Director Heidi Holmblad, and the legislative committee for their work on these efforts.

CASP Input Revises Audit Request. In another critical action, CASP responded to State Senator Jim Beall’s (D-San Jose) call for an audit of AB114 services. AB114 provides monies for educationally related mental health services, including non-public school residential treatment, provided to students by school districts and SELPAs. AB114 replaced AB3632. Unfortunately, Senator Beall’s initial letter to California’s Auditor General made a number of inaccurate statements about school psychologists, including the assertion that school psychologists were not qualified to provide mental health services to students. Through our lobbyist Jeff Frost, CASP immediately reached out to Senator Beall, who agreed to meet with Mr. Frost. Frost provided information on school psychologists’ background and training, as well as the scope of services we provide in the schools. Senator Beall agreed to revise his letter calling for the audit, and allowed CASP to review the letter for accurate statements
about school psychologists. CASP welcomes the proposed audit of AB114 services, as we believe that more students are receiving prevention and early intervention counseling and educational supports under AB114 than under AB3632, and further that these school-based educationally related intensive counseling services may prevent the need for residential treatment. (See: State to Audit AB114 on the CASP website, (www.casponline.org).)

Editorial Comment: If school psychologists wonder why they should be CASP members and how CASP utilizes their dues, our modest retainer to Lobbyist Jeff Frost confirms the value of having a lobbyist in Sacramento to protect our profession through sponsoring important legislation and taking action against detrimental policies.

Assessment Committee – Rodrigo Enciso and Kenneth Mitchell II, Co-Chairs

As Co-Assessment Specialists, Rodrigo Enciso of San Diego Unified School District and Kenneth Mitchell of Fontana School District assisted in responding to several member questions regarding assessment. They collaborated on an article in CASP Today, winter 2015, detailing updates to the 2014 special education eligibility criteria in the Title V California Code of Regulations. Assessment Chairs also presented at the 2015 Spring Institute on contemporary assessment topics and at the 2014 Convention on the principles of Patterns of Strength and Weakness (PSW) method for assessment for Specific Learning Disability (SLD) identification.

LEP (Licensed Educational Psychologists) Committee, Sean Surfas, PhD, Chair

As LEP Chair, Dr. Sean Surfas completed numerous activities in support of CASP and LEPs, including formidable the task of writing the first draft of the LEP Ethics Guidelines. The document is being reviewed by a committee of LEPs and will be presented for adoption by the CASP Board at the August 2015 Retreat. Sean also replied to approximately 60 questions from members and LEPs, and made presentations for CASP. Sean is also a member of the School Psychology Foundation, and hosted the April 2014 Foundation Board meeting at the office of T.O.T.A.L. Programs in Sierra Madre.

Cultural and Linguistic Diversity (CLD) Committee – Monique Arbuckle and Larisa Crookston, Psy.D., Co-Chairs

Monique and Larisa, both school psychology program coordinators with LA Unified School District, co-facilitated a detailed discussion of Larry P. at the 2014 Convention with about 18 members in attendance. Several actions were explored and work groups were formed. CASP does not have an official position at this time, but continues to work to address this important issue.

Student Leadership Council – Beth Laurie, Chair; Allison McFarland, Student Representative

Through outreach to students and school psychology training programs, Beth Laurie, School Psychologist with Santa Barbara County Education Office and Allison McFarland of UCSB, recruited student representatives from nine universities: Brandman, Chapman, LMU, SDSU, UCSB, Alliant International, UCR, UC Berkeley, and Saint Mary’s College. The new student representatives from Saint Mary’s and UC Berkeley are interested in contributing to the CASP website. The committee is working to establish a mentoring program for students, which will be introduced at the 2015 CASP Convention. The committee also discussed the possibility of a student video contest. Students plan to communicate to others via post on the student section of the CASP website. A meeting of the Student Leadership Council is planned for the CASP conference in fall 2015.
Political Action Committee – Cathi Christo, Chair

The Political Action Committee (PAC) began addressing issue of school psychologist shortages in our state. Informal surveys were conducted by Cathi with state SELPA directors and targeted districts in the Sacramento area (see School Psychology Shortage, elsewhere in this report). From the data obtained, it appears that there are many unfilled school psychologist positions within the state; at least 30 openings for school psychologists remained in LAUSD throughout this schools year. In addition, many districts are using placement agencies to find temporary help.

The root of the school psychologist shortage lies primarily with the declining number of full-time school psychology faculty in university training programs. All NASP approved programs in California were surveyed to determine their faculty and student status. Some programs have closed - UCSB closed their Master’s/Specialist Degree program this year, San Francisco State a year earlier - and some are in danger of losing NASP accreditation and closing, including Humboldt State University and California State University, Sacramento. Other programs are understaffed and/or expect tenured professors to retire, with little hope of tenure-track faculty being hired to replace the retirees.

Efforts to address this issue were explored in conjunction with Jeff Frost, CASP Lobbyist. It was determined that the most appropriate approach was through direct conversations with key administration at each campus. It was decided to target one or two CSU campuses in 2015-2016 for letters, visits, and face-to-face discussions with key administrators.

Research – Brian Leung, PhD, Chair

CASP Research Chair Dr. Brian Leung of LMU and his committee evaluated the applications for award funding under the Michael Goodman Memorial Research Award, which was presented to Melissa Esparza and Cynthia Britt of CSU San Bernardino at the 2014 Convention.

Professional Standards/Employment Relations – Barbara Thomas, Specialist

As she has for many years, Barbara Thomas, past CASP President and retired school psychologist from Fresno, responded to member questions on legal, ethical and practice issues throughout the school year. Questions ranged from concerns about how to respond when an administrator or supervisor directs the psychologist to implement an action that the psychologist believes may be incompatible with the law, to employment concerns, and issues of student privacy and confidentiality. Barbara often finds that a special education or PPS director was not a school psychologist prior to becoming the member’s supervisor, and so may be less familiar with assessment protocol and best practices. Barbara always researches both statutory and case law in responding to members’ concerns. She most often is able to reply within 48 hours.

Crisis Intervention – Susan Coats, PhD, Specialist

Over the past year as CASP Crisis Intervention Specialist, Sue represented CASP by attending and participating in the Student Mental Health Policy Workgroup that meets quarterly at the California Department of Education in Sacramento. She became a Youth Mental Health First Aid trainer under California’s grant-funded Project Cal-Well, and presented a mini-skills workshop on “The Role of the School Psychologist in Student Violence Prevention and Threat Assessment” at the 2015 Spring Institute in Sacramento. Sue also presented to school psychology graduate students at the University of La Verne’s graduate student symposium on their role in “Suicide Prevention and Intervention,” responded with a summary and literature review to an inquiry from a Policy Analyst at the Center for Youth Wellness,
worked with the Chief of Policy in the California’s Attorney General’s Office on “youth suicide prevention and/or the impact on children and youth of exposure to violence,” and proposed and developed a workshop for the 2015 CASP Convention in Riverside on “Repairing Harm and Restoring Relationships” that will involve school law enforcement and district personnel. She presented parent and staff workshops on “Bullying and Cyberbullying,” attended the Joint Regional Intelligence Center (JRIC) “Behavioral Threat Assessment: Preventing the Active Shooter” workshop, and responded to member requests regarding individual crisis cases, interventions, laws, and available community resources. In addition, Sue reviewed and advised school psychology students on their professional resumes at the Spring Institute.

Alumni Club – Lynne Aung and Cathi Christo, PhD

Lynne Aung is the Chair of the CASP Alumni Club, founded in 2014 to encourage active CASP retirees and other interested CASP members to maintain professional contact with CASP, to support the Vision and Mission of the School Psychology Foundation, and to provide an additional revenue source for political action campaigns. The Alumni Club has 13 members.

The first meeting of the Alumni Club was organized by the Executive Director and held at the Spring Institute in Sacramento. Ideas were discussed on how to outreach to prospective school psychology students. Dr. Michael Hass of Chapman University presented a slideshow and led a discussion about his outreach and research to establish school psychology training in Viet Nam.

NASP Delegate – Margaret Sedor

As NASP Delegate for the past four years, Margaret sends monthly email blasts to NASP members. NASP advocates for school psychology as a profession and for commonsense federal and state policies on the topics that affect school psychologists most. Current priorities include creating safe school environments for all students and increasing access to specialized instructional support services and personnel. NASP also works to empower psychologists to have an impact through the Advocacy Action Center at www.nasponline.org/actioncenter, and through the annual Public Policy Institute (PPI) coming up in Washington, DC, this July. Learn more about PPI at www.nasponline.org/advocacy/ppi/2015/index.aspx.

SPAN (School Psychology Action Network) Delegate – Trisha Pedley

Trisha, a school psychologist with the Larkspur-Corte Madera School District, was appointed in March 2015 to be CASP’s first SPAN Delegate. Trisha has been a member of the NASP Government and Professional Relations Committee and has facilitated visits to Congress to promote NASP priorities that affect school psychology and education. Trisha has also participated in the NASP Public Policy Institute. Trisha facilitated an hour-long national NASP Government and Professional Relations Committee webinar for SPAN contacts and state presidents in May. The session focused on School Psychologists & Mental Health Service Delivery in honor of Mental Health Awareness Month.

Awards – Behshid Nickpay

Behshid is a school psychologist with LA Unified School District. She and her committee evaluated the nominations for the Nadine Lambert Outstanding School Psychologist Award and prepared the winners’ biographies and certificates for the Awards Luncheon at the Convention. (See: Awards elsewhere in this report).

New Media Specialist – Misty Bonta

Misty is a school psychologist for San Diego Unified School District. She advises and assists CASP with improving communication to and among members through media including Facebook, Twitter, Instagram, Tumblr, and many more.
Historian – Glenn Schumacher

In addition to being a CASP Past-President, Glenn has been an active CASP member and supporter for more than 30 years. Over the years, Glenn has collected 57 years of CASP publications, including Convention programs, Board Minutes, and Awards Presentations. He archived our first newsletter, *The California Association of School Psychologists and Psychometrists*, Vol. 1, No. 1, that was printed in 1954 and mailed to approximately 180 school psychologists. In his current role as CASP Historian, Glenn presented a brief PowerPoint history of CASP at the board’s August retreat, and he developed, displayed, and discussed many artifacts from CASP’s history in the Exhibit Hall at the CASP Conventions. He took approximately 200 digital pictures at the 2014 CASP Convention and developed a Facebook page of CASP History in 2013-2014. Additionally, Glenn archived nearly 10,000 photos from current and past CASP documents, which he uploaded to Google Cloud. Glenn has collected almost 20 years of *CASP Today* and other Association documents.
Other Board Activities:

**CASP Plans Action on School Psychologist Shortage.** Cathi Cristo, PhD, retired School Psychology Professor at CSU Sacramento, reported data she collected on the NASP approved school psychology programs. CSU programs graduated approximately 143 school psychology students in Spring 2014, and other campuses graduated 45 students. The number admitted to NASP-approved programs during this school year was roughly 188; clearly less than the estimated 1,184 jobs advertised in December 2014. Statewide, 51 SELPAs reported 1,270 job openings at the beginning of the 2014-2015 fiscal year. They reported that 43 percent of the positions have been open for three months or longer. Stephen Brock, PhD, NASP President and Professor of School Psychology at CSU Sacramento, noted that the shortage of school psychologists is a national issue, and was predicted decades ago.

Jeff Frost and Heidi Holmblad will use these data to contact state universities in order to lobby Presidents, Provosts, and Department Chairs to increase their number of tenure-track professors to increase school psychology graduate classes. One of CASP’s key legislative priorities is actively addressing the school psychologist shortage.

**CASP Leaders Participated in NASP Assistance to States, Western Regional Conference, and Public Policy Institute.** CASP President Barbara D’Incau and Executive Director Heidi Holmblad participated in the NASP Assistance to States workgroups at the NASP Conventions in 2013 and 2014. Along with NASP Delegate Margaret Sedor and SPAN Delegate Trisha Pedley, CASP’s President-Elect Troy Xavier Leonard attended the Western Regional Conference in August 2014 and will attend the 5-day Public Policy Institute (PPI) in July 2015. In addition, CASP won a scholarship to the 3-day PPI in July; Tom Sopp will attend as CASP’s future President-Elect.

**CASP Re-energized the Pupil Services Coalition.** Thanks to the dedicated persistence of our Executive Director Heidi Holmblad, the Pupil Services Coalition (PSC) was re-activated this year. The PSC consists of School Psychologists, Nurses, Social Workers, Counselors, and Child Welfare and Attendance workers; these professionals work collaboratively and collectively to improve the health and mental health outcomes for California’s students. PSC members attended the Spring Institute and presented policy recommendations as well as offering support to district-level personnel.

**State Special Education Taskforce.** After two years of interviews, testimony, focus groups, research, discussion and debates, the State Special Education Taskforce presented its recommendations to the California Department of Education in March 2015. It concluded that merging Special Education with General Education into one school system would transform California’s education policies, practices and special education financing.

The Task Force was formed in 2013 to study the causes of the state’s poor outcomes for students with disabilities. The full report can be found on the CASP website [www.casponline.org/members/legislative](http://www.casponline.org/members/legislative). CASP submitted several recommendations to the Task Force, which included them in its recommendations.

The report outlines how delivery of special education supports are severely hindered by inadequate early learning services. The report recommends improvements in early learning, teacher preparation and best practices. The recommendations have been forwarded to the Department of Education, Commission on Teacher Credentialing, State Board of Education, Advisory Commission on Special Education and many other agencies to consider legislation and regulatory changes. Co-Executive Director of the Task Force Maureen O’Leary Burness
said that for the state’s schools to offer one coherent system of support for all students, educators must be trained to work effectively with all students. One step would be to change the credentialing system to allow teachers with a special education credential the ability to work with all students, not just those in special education. This, of course, would lead to major changes in the credentialing system. Other needed changes, Burness said, are in the way resources are distributed. The uneven distribution of services, in addition to the “siloed” system of services between agencies result in inadequate services, often in areas where they are needed most.

The Task Force strongly urges Multi-Tiered System of Supports (MTSS) to be developed statewide, that would support Response to Instruction and Intervention (RtI2), for academic, behavioral, and socio-emotional learning.

CASP School Psychology Foundation

**Vision:** The Vision of the California School Psychology Foundation is to engage in the purposeful activity to create the scaffolding to build and sustain the image of the school psychologist and increase the visibility of the profession in the field.

**Mission:** The Mission and Purpose of the California School Psychology Foundation is to promote and advance the efficacy of School Psychology practice through scholarship and education, research and training, and outreach to educators, parents and the community to improve the wellbeing of children and youth.

In meetings of the Board that took place in April and October 2014, the Foundation Board revised its Bylaws, which were adopted at the October board meeting. The Foundation has nine directors, which includes the CASP President, President-Elect, Immediate Past President, and Executive Director. The other five directors are appointed by the current CASP President from CASP members who are school psychologists or licensed educational psychologists in California; professors of school or educational psychology; public officials responsible for the supervision of school psychology programs; school administrators; or selected business community representatives.

The Foundation raises funds to support its Mission. During 2014-2015, the Foundation granted two CLD scholarships to students, awarded the Paul Henkin Convention Scholarship, and awarded two mini-grants in the amount of $500 to school psychologists for special projects to benefit students.
CASP Board of Directors 2014-2015

Elected Board Members
Barbara D’Incau, President
Troy Xavier Leonard, President-Elect
Christine Toleson, Past President
Seble Gebremedhin, Treasurer
Barbara Lewis Mill, Affiliate Representative
Ryan Pepin, Region I
Stephanie Barnes, Region II
David Weber, Region III
Jeannine Topalian, Region IV
Jackie Allen, Region V
LaTasha Cooper, Region VI
Kristin Makena, Region VII
Lillian Hernandez, Region VIII
Libby Barnish, Region IX
Misty Bonta/Maureen Schroeder, Region X

Specialists and Committee Chairs
Doug Siembieda, Legislative Chair
Monique Arbuckle, CLD Co-Chair
Larisa Crookston, CLD Co-Chair
Rodrigo Enciso, Assessment Co-Chair
Kenneth Mitchell, Assessment Co-Chair
Barbara Thomas, Professional Standards
Susan Coats, Crisis Intervention Specialist
Brian Leung, CASP Today Editor/Research Chair
Kelly Kennedy, Training/Accreditation Specialist
Michael Hass, Contemporary School Psychology Editor
Beth Kauffman, Membership Chair
Beshid Nickpay, Awards Chair
Cathi Christo, PAC Chair
Lynne Aung, Alumni Coordinator
Sean Surfas, LEP Chair
Angela Davis, New Media Specialist
Glenn Schumacher, Historian
Patrick Crain, 2014 Convention Co-Chair
Allison McFarland, Student Leadership Council

Liaisons
Ellen Murphy, Corporate Liaison
Margaret Sedor, NASP Delegate
Trisha Pedley, SPAN Delegate
Benay Loftus, SELPA Liaison
Josie Malik, CTA Liaison

CASP Staff 2014-2015
Heidi Holmlbud, Executive Director
EJ Reyna, Member Services
Josh Johnson, Technology Specialist and Webmaster
Raina LeGarreta, Communications Specialist
Kathy Little, Member Services Assistant
## LEP Survey Results 2015

### Telemental Health

In late 2014, the Board of Behavioral Sciences found that it had no regulations regarding mental health counseling over the internet. CASP decided to survey its LEP members regarding whether and when they do counseling via online services. Seventy-six LEPs took the online survey between February 6 and March 9, 2015, which is summarized below:

Do you believe LEPs should have the option of offering educationally related counseling via the internet?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45</td>
<td>31</td>
</tr>
</tbody>
</table>

Do you currently offer telehealth in your practice?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>51</td>
<td>25</td>
</tr>
</tbody>
</table>

If yes, under what circumstances do you offer online mental health services?

- Client is out of area – **24**
- Client is temporarily out of state/country – **31**
- Client is ill/homebound – **42**
- Serving client(s) in rural area of the state that is difficult reach in person – **42**
- Other – **1** (For Educational Purposes)

How do you determine whether a client is suitable for online therapy? Open ended question

- If they want it.  – **1**
- If client needs assistance but is unable to come to office.  – **6**
- If client is comfortable with the online setting and has a camera in computer so physical cues can be noted during session.  – **2**
- I am unsure. I would hope there is a class on this.  – **1**
- It just seems like too much of a liability. I would not recommend it.  – **7**
- Ability to use Skype or type on a keyboard.  – **2**
- Age-appropriate verbal communication skills.  – **4**
- Signed informed consent agreement. Aware of limits to confidentiality.  – **1**
- Goals of treatment are able to be met.  – **2**
- Interview, initial assessment – **12**
- It depends on the referral question.  – **1**
- The more independent and less severe, the better.  – **1**
- If they have access to the technology and if they agree that they would benefit from this type of service delivery.  – **2**
- If needs are primarily for information.  – **1**
- Already a client, known to be capable, client preference.  – **4**
- They need to have the hardware/software to support consultative services.  – **2**
• There needs to be informed consent to the limitations of online services.
  And it shouldn’t be a substitution for direct services. – 1
• Confidentiality and rapport has been established. – 2
• If the person is ill and/or there are extenuating circumstances. I don’t think this should be done routinely. – 1
• High level of student motivation, lots of parent supervision and support. – 1
• Student is not suicidal. – 3

What information do you give clients (or guardians) regarding confidentiality issues? Open ended
• Can’t trust the internet/not sure if client is alone. (Discuss the internet connection as a possibility of a breach and recommend that precautions be put in place in order to protect their information.) – 6
• That all they say in counseling is confidential unless there is a possibility that you are a danger to yourself or others or if child abuse is involved. – 29
• Any mandated reporting laws, danger to self/others, extensive property destruction and any major violations on school district rules – 12
• The same information I would give to an in-person client – 2

Do you inform clients (or guardians) of the limitations of online counseling?
Yes  No
48  8

Do you inform clients of nearby emergency mental health services?
Yes  No
57  2

Do you believe online mental health services are as beneficial as services offered in person?
Yes  No  Don’t know
5  45  23

Should online educationally related counseling services be offered to elementary school students?
Yes  No
13  60

Middle school students?
Yes  No
30  43

High school students?
Yes  No
41  33

Should the BBS allow out-of-state licensed therapists to use telehealth to work with their clients who have located in California for a determined period of time before a new therapist is found?
Yes  No
35  36

Should CASP develop an Ethics Code for LEPs?
Yes  No
69  4
If yes, should this code include a section regarding online mental health services?
   Yes  No
   63  3

Should online therapy be held to a higher standard for confidentiality?
   Yes  No
   44  25

Should the BBS require that some kind of encryption service be used for online communications?
   Yes  No
   59  8

Should the BBS require that online therapists inform clients of potential risks, such as confidentiality, clinical limitations, response to emergencies, and potential for third-party breach of private information?
   Yes  No
   68  0

How knowledgeable are you of HIPPA regulations pertaining to online transport of confidential information?
   Very knowledgeable  Somewhat knowledgeable  Not knowledgeable
   8  37  25

Would you consider asking your school district to contract with a private, online counseling service?
   Yes  No
   12  62

If yes, would that be because:
   Too large of a workload – 7
   For better counseling expertise – 1
   Some students may get better experience from online counseling – 3
   School psychologists are not available to fill open positions – 2
   Other – 0

If no, would that be because:
   Need more information about how such a service would work – 28
   Do not believe online counseling is beneficial – 19
   Do not have students who are suitable for online counseling services – 2
   Could lead to fewer school psychology jobs – 9
   Other – 2
Note: The BBS has proposed regulations that would call on licensees (including LEPs) who do counseling over the internet to:

- Inform the client of the potential risks and limitations of receiving treatment via telehealth.
- Provide the client with his or her license or registration number and the type of license or registration.
- Provide the client with written procedures to follow an emergency situation. This shall include contact information for emergency services near the client’s location.

Each time a licensee or registrant provides services via telehealth, he or she shall do the following:

- Verbally obtain from the client and document the client’s full name and address of present location, at the beginning of each telehealth session.
- Assess whether the client is appropriate for telehealth, including, but not limited to, consideration of the client’s psychosocial situation.
- Utilize industry best practices for telehealth to ensure both client confidentiality and the security of the communication medium.

These proposed regulations are now being reviewed by the Department of Consumer Affairs and are expected to be adopted by the end of 2015.

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CASP Student Survey

Summary of Results (n=35) Spring 2015

Are you a member of CASP?

- NO: 43%
- YES: 57%

Why are you a CASP member?

- Networking/Jobs/Internships: 12%
- Student Discounted Rates for Conferences: 27%
- Knowledge and Experiences: 35%
- Other: 26%

Why are you not a CASP member?

- Too Expensive: 7
- Not aware of student membership: 2
- Do not feel like it benefits graduate students: 4
- Other: 4

Have you ever visited the CASP website for information?

- Yes: 24
- No: 11

Event Participation

<table>
<thead>
<tr>
<th>Event</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASP Fall Convention</td>
<td>14</td>
</tr>
<tr>
<td>CASP Institutes</td>
<td>4</td>
</tr>
<tr>
<td>CASP Webinars</td>
<td>18</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
</tr>
</tbody>
</table>

Year in Program

- 1st: 27%
- 2nd: 35%
- 3rd: 3%
- 4th: 6%
- 5th: 3%

Degree Program

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.S.</td>
<td>17</td>
</tr>
<tr>
<td>M.Ed</td>
<td>4</td>
</tr>
<tr>
<td>M.A</td>
<td>8</td>
</tr>
<tr>
<td>Ph.D</td>
<td>5</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>1</td>
</tr>
</tbody>
</table>

What would you like to receive from CASP?

- Newsletters with updates in the field
- Professional Development/Training
- Mentoring
- Tips For New School Psychologists
- List of CASP members
- Law/Policy changes
- More Free Articles
- CASP position papers
- Graduate Student Resources
- Job/Internship postings
- Scholarships Information

Suggestions For CASP

- Newsletters
- Free Workshops For Students
- Decrease Cost for Students
- Communication Between Training Programs
- More Student Friendly Events
- Student Section on CASP Website
- Job/Internship Postings board
- Engage Students More