

59th Annual
2008 CASP Convention
REGISTRATION PACKET



Hyatt Regency Hotel, San Francisco Airport, Burlingame
March 13 - 15, 2008

EARLY REGISTRATION DEADLINE: **FEBRUARY 4, 2008**

Welcome to the San Francisco Bay Area!

The members of the 2008 CASP Convention Committee are very excited and honored to host the 59th annual California Association of School Psychologists Convention. Our committee proudly presents "Bridging the Way to Success." It is our hope that you will find the program relevant and that it will enhance your continued enthusiasm and dedication to the field of school psychology.

Success means achieving favorable results. Joining together to work effectively with diverse populations of students, diverse family constellations and a wide range of outside agencies helps us to bridge the way to success. At this writing, the reauthorization of No Child Left Behind is in the wings, and, although the idea of ensuring that all students succeed is still the goal, the methods continue to be under debate.

California school psychologists, recognize the need to stay updated on the latest techniques to ensure an appropriate education for all. The number of children on the autism spectrum is revised upwards continually, and many believe those who are actually diagnosed with the disorder are just the tip of the iceberg. Several noted speakers on the topic, including keynoter Barbara Doyle, offer ideas on recognizing these students' differing learning styles, and suggest solutions that help them function in society. The "how to" of Response to Intervention models, the preferred methods to use to determine the correct time and reason to refer a student to special education, will be explained in several workshops, papers and panels. Exploring educational solutions for minority students, while dealing with our own personal perceptions, are among the must-see workshops.

As long as there are students, there will always be behavior and emotional disorders in classrooms. Dr. C. Keith Conners, in his keynote address, will explore assessing these disorders and intervening. The 2008 Convention offers innovations in working with children who present with a range of difficult behaviors. Tourette Syndrome will get its due at this Convention with an invited address and workshop from an expert in the field. Suicide prevention and intervention, a panel discussion on and with the LGBTQ community and school-aged youth and another panel on how to deliver the news to parents that their child is mentally retarded are among the featured presentations.

Time for networking, relaxing and just having fun is also programmed into CASP Convention 2008. We expect our "For the Children" Auction and Wine-tasting event to set records for the CASP political action fund with an evening of exciting auction items and jazz. A vast array of excellent items for the silent and live auction awaits you. The Awards Luncheon and Cultural and Linguistic Diversity Breakfast will show off the best in school psychology. And, while you're here, you'll find there are plenty of things to do during your downtime in the San Francisco Bay area. To help you explore and make plans, please check out the online brochure on the CASP website, which highlights unique Bay Area experiences for adults and families alike.

Enjoy!



Claudia Blodgett
CASP Convention Co-Chair



Lane Coopersmith
CASP Convention Co-Chair

Success means achieving favorable results. Joining together to work effectively with diverse populations of students, diverse family constellations and a wide range of outside agencies helps us to bridge the way to success.

Registration Information



REGISTRATION DEADLINES

- **Early registration fees:** Deadline is February 4, 2008. All registration forms must be faxed, emailed or postmarked by that date to receive the discounted rate.
- **Late registration fees:** All registration forms received between February 5 and March 4, 2008 will be charged the late fee.
- **On-site registration:** All forms received after March 4, 2008 and at the convention will be charged an additional \$20 more than the late registration fees.
- All registration forms received by CASP on or before March 4 will be processed and convention confirmations will be sent. Forms received between March 4 and March 7, 2008 will be processed, however confirmations will not be sent. Do not send registration forms to the CASP office after March 7, 2008. They will not be processed.

Convention packets for pre-registered attendees will be available beginning at 4 p.m. Wednesday, March 12 at the Hyatt Regency San Francisco Airport, Burlingame. **On-site registration will not be available until 7 a.m. Thursday, March 13.** The Convention officially opens at 8:00 a.m., Thursday, March 13. Get into the workshops you want and avoid long lines at the convention by registering now.

PAYMENT OPTIONS

Checks, purchase orders and **VISA** and **MasterCard** credit cards are accepted. If paying by check, please mail your payment with your completed registration form(s).

- If paying by purchase order you must submit your registration form AND your purchase order or a purchase order number at the same time. Your credit card number is also required to use a purchase order. Should your employer fail to pay your convention registration within 90 days of the end of the convention your credit card will be charged. Registrations marked with the purchase order option, yet mailed without a purchase order or purchase order number will not be processed.
- CASP does not accept American Express and Discover credit cards.

Registrations paid with credits cards or purchase orders may be faxed to the CASP Office at 916/444-1597. Or, save time and postage by registering online at www.casponline.org. Sorry, CASP cannot accept registrations over the telephone.

REGISTRATION CONFIRMATION

Take advantage of early registration by sending in your forms and payment to CASP by February 4, 2008 (postmarked). You will receive a confirmation in the mail listing all registered events, an accounting of monies paid and any balance owed. Badges and tickets to social events for which you registered will be distributed on site. The tickets are necessary to gain entry into the social events; your badge is required to enter paid workshops and all other Convention events. It is recommended that you take your confirmation form to the Convention. Check it against the name badge you will receive at the Convention to ensure that the workshops you paid for are listed on your name badge. Please make sure you have your badge with you at all times. Monitors will be checking badges for entrance into paid workshops.

MAKING CHANGES TO PRE-REGISTERED EVENTS

If you wish to make changes to the paid workshops for which you have registered you must do so in writing (by mail or by fax) by March 4, 2008. If you choose to make changes to the paid workshops at the Convention, you will be charged \$5 per change. On-site ticket sales for social events will include a \$5-per-ticket surcharge.

WORKSHOP CLOSURES AND CANCELLATIONS

If a workshop is closed due to space limitations the registrant's second choice will be applied as listed on the registration confirmation form. If the registrant does not have a second choice for a paid workshop, a refund will be mailed within six-to-eight weeks of the conclusion of the Convention.

If a workshop is cancelled because of the withdrawal of the presenter, insufficient sign-ups or other unforeseen circumstances, the registrant's second choice will be assigned and a new confirmation form will be sent. In the case of a last-minute cancellation, an alternative workshop without the additional "change of workshop" charge or a refund will be offered.

Remember: CASP cannot guarantee that workshops will still be open for attendees who wait until the late registration period begins or the start of the Convention to register or make changes in their workshop choices. Early registration is the best way to make sure you receive the workshops you wish to attend.

REFUND INFORMATION

All refund requests must be made in writing. Refund requests postmarked on or before February 29, 2008 will be honored in full. Refund requests postmarked after February 29, 2008 will be subject to a \$25 handling fee.

No refunds will be issued for any reasons for participant cancellations once the convention opens, March 13th 2008.

NAME BADGES

Name badges will be provided to all registrants. The badge lists all paid workshops for which you registered. Please wear the badge at all times. It is your admission into paid workshops and to all other Convention activities. Badges will be checked by monitors at all paid workshops. Lost badges will be replaced for a fee of \$5.



Convention 08 Registration

Both pages of this registration form must be completed and included with payment. A check, complete credit card information, or a purchase order with complete credit card information must be included for proper registration payment. Be sure to include the cost of all Special Events you plan to attend and Membership fees, as well as a CASP Membership Application, if applicable.

Register online with your Visa or MasterCard at www.casponline.org. Send forms and payment to:
CASP · 1400 K Street, Suite 311 · Sacramento, CA 95814 · phone 916/444-1595 · fax 916/444-1597.

CONVENTION REGISTRATION

This registration allows for your access to General Sessions, Panel Presentations, Special Sessions, Paper and Poster Presentations, and to the Job Faire and Exhibit Hall. **All registration forms received after March 4, 2008 and at the Convention will be charged an additional \$20 more than the Late Registration Fees.**

REGISTRANT INFORMATION

First Name _____ Last Name _____
 Home Address _____
 City _____ State _____ Zip _____
 Home Phone _____ Cellular _____
 Employer _____ Work Phone _____
 E-mail Address _____

EARLY REGISTRATION

Postmark or fax to the CASP Office on or before February 4, 2008. Please mark the appropriate box:

- Member \$135
- Student Member \$75
- Retired Member \$90
- Non-Member \$215
- Student Non-Member \$150

Early Registration subtotal \$ _____

LATE REGISTRATION

Postmark or fax to the CASP Office between February 5, and March 4, 2008. Please mark the appropriate box:

- Member \$190
- Student Member \$125
- Retired Member \$140
- Non-Member \$270
- Student Non-Member \$200

Early Registration subtotal \$ _____

WORKSHOPS

Select the workshops you wish to attend by placing the workshop number (i.e. W-01, etc.) in the spaces below. The prices for these workshops are in addition to the registration fee. Please pay close attention to the times each workshop is offered so your choices do not conflict. CASP will not refund fees for schedule conflicts.

Full-Day 6-Hour Workshops

Member \$95 each
 Non-Member \$150 each

Thursday, March 13 10.30 AM - 6.30 PM
 1ST Choice _____ 2ND Choice _____

Friday, March 14 10.30 AM - 6.30 PM
 1ST Choice _____ 2ND Choice _____

Full-Day Workshop Subtotal \$ _____

Half-Day 3-Hour Workshops

Member \$60 each
 Non-Member \$85 each

Thursday, March 13 2.00 PM - 5.00 PM
 1ST Choice _____ 2ND Choice _____

Friday, March 14 2.00 PM - 5.00 PM
 1ST Choice _____ 2ND Choice _____

Saturday, March 15 8.30 AM - 11.30 AM
 1ST Choice _____ 2ND Choice _____

Half-Day Workshop Subtotal \$ _____

Convention 08 Registration



First Name _____ Last Name _____

SPECIAL EVENTS

Tickets for Special Events will be distributed at the Convention. Make sure your selections are listed on your confirmation form. Sign up now and save. Prices will increase \$5 per event for tickets purchased at the Convention.

Lunch A - NASP President Rhonda Armistead Invited Address

Thursday, March 13 12.00 PM - 1.00 PM
 ___ x Boxed lunch (optional) \$25 per lunch
 ___ x Vegetarian Boxed lunch (optional) \$25 per lunch
 Subtotal \$ _____

Lunch B - Susan Philips – Stepfamilies Invited Address

Thursday, March 13 12.00 PM - 1.00 PM
 ___ x Boxed lunch (optional) \$25 per lunch
 ___ x Vegetarian Boxed lunch (optional) \$25 per lunch
 Subtotal \$ _____

CASP Awards Luncheon

Friday, March 14 12.00 PM - 1.45 PM
 ___ x Sit-down luncheon \$30 per person
 ___ x Vegetarian sit-down luncheon \$30 per person
 Subtotal \$ _____

Cultural & Linguistic Diversity

Networking Breakfast

Friday, March 14 7.00 AM - 8.30 AM
 ___ x Tickets \$23 per person
 Subtotal \$ _____

PAC Auction & Wine Tasting

Friday, March 14 12.00 PM - 1.00 PM
 ___ x Tickets \$25 per per person
 Subtotal \$ _____

Special Events Subtotal \$ _____

ADDITIONAL FORMS

Student Volunteer form completed and included. See page 35 for instructions.

Convention Volunteer form completed and included. See page 36 for instructions.

CASP Membership Application completed and included. See page 38 for instructions.

Mentor Form. See page 37 for instructions.

PAYMENT

Early Registration Subtotal \$ _____
(Before 02/04/08)
 Late Registration Subtotal \$ _____
(After 02/04/08)
 Special Events Subtotal \$ _____
 Full-Day Workshop Subtotal \$ _____
 Half-Day Workshop Subtotal \$ _____
 CASP Membership Fee \$ _____
Grand Total \$ _____

Check enclosed payable to CASP.

Purchase order attached.

Purchase order number _____

All purchase orders must include completed credit card information.

Credit Card Visa Mastercard

Card Number

□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

CASP is authorized to charge my credit card for payment for the Grand Total of registration fees.

Expiration Date

□	□	□	□
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Signature _____

Print Name _____

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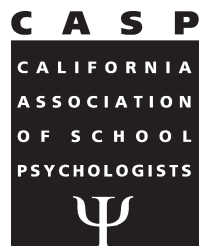
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JOB FAIRE

LOOKING FOR A JOB?

Or perhaps just wondering what job opportunities are out there?



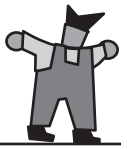
Come to the CASP Convention 2008 Job Faire

Personnel directors from school districts, county offices of education and other agencies that hire school psychologists from throughout the state have been invited to post announcements of job openings and collect resumes. Your registration for CASP Convention 2008 allows you access to the Job Faire. Interviews will not be conducted at the Convention; potential employers will simply collect resumes and may contact you after the convention if they wish to speak to you about job prospects.

The Job Faire will be open the following hours

Thursday, March 13, 2008	10.30 am to 5.00 pm
Friday, March 14, 2008	10.30 am to 5.00 pm

Hotel and Travel Information



The Hyatt Regency San Francisco Airport in Burlingame is the site of CASP Convention 2008. Located near the San Francisco International Airport, this hotel offers luxury and convenience. On the shores of San Francisco Bay with extensive walking and jogging trails, the Hyatt Regency San Francisco Airport is just two miles from San Francisco International Airport and Bay Area Rapid Transit, 14 miles south of San Francisco, and 20 miles north of the high-tech corridor of Silicon Valley. This atrium hotel with lush greenery, cascading waterfalls, and natural light welcomes both the leisure and business traveler.

Complimentary shuttle service is provided to and from San Francisco International Airport and the quaint shops and restaurants in downtown Burlingame.

CASP has negotiated special room rates of \$139, single or double, per night (plus all applicable taxes), single or double occupancy. **To get this very low rate, reservations must be made by February 4, 2008.** Call 650/347-1234 or 800/233-1234 to make reservations. Be sure to state that you are with the California Association of School Psychologists. Reservations may also be made online at www.sanfrancisco.hyatt.com.

We encourage you to make your reservations early. The rooms reserved for the CASP Convention are expected to go quickly.

DRIVING

Self-parking at the hotel is \$18 per day; \$22 per day for valet parking.

The address of The Hyatt Regency San Francisco Airport is 1333 Bayshore Highway, Burlingame, 94010.

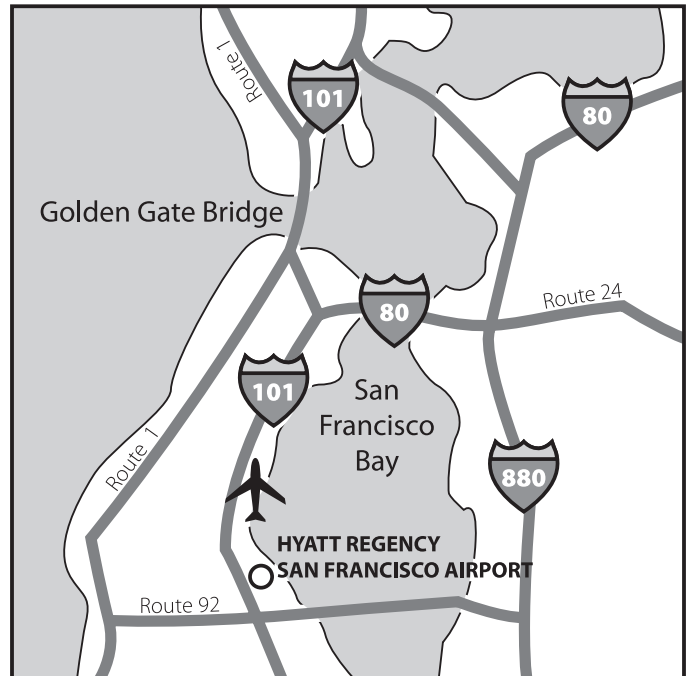
From Interstate 80 southbound, take the Bay Bridge to San Francisco. Take Highway 101 south, exit at Millbrae Avenue East. Turn right at the stoplight onto Bayshore Highway. Proceed

through four stoplights. The hotel is on the right.

The hotel may also be accessed from the San Mateo Bridge and from northbound Highway 101. Call the hotel for travel instructions.

FLYING

The Hyatt Regency offers complimentary 24-hour shuttle service from the San Francisco International Airport. SuperShuttle is available for those who arrive at either the Oakland or San Jose airports.



We would like to thank the following corporations for their support of CASP Convention 2008

Lead Corporate Sponsor



Corporate Supporter



Workshop Sponsors



Keynote Sponsor





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CASP Convention 2008

Committee Members

Chairs

Lane Coopersmith
Claudia Blodgett

Members

Leslie Bacon
Maria Lang-Gavidia
Linda Halog
Joanne Simonson
Erika Gardiner
Trish Green
Colleen Kong-Sawyer



CODE KEY

All presentations at CASP Convention 2008 are identified with a letter before the session number. These letters signify the type of session, as follows:

- K** Keynote Address
- N** Panel Discussions
- W** Workshops (These require an additional fee)
- P** Paper Presentations
- R** Poster Presentations
- I** Invited Addresses
- S** Special Sessions

SKILL LEVEL

I: Beginning II: Intermediate III: Advanced

GRADE LEVEL OF STUDENTS DISCUSSED IN PRESENTATION:

1. Preschool
2. Primary
3. Secondary (9th to adulthood)
4. All ages

CONTINUING EDUCATION

LCSW/MFT – Course meets the qualifications for (three or six, depending on the length of the workshop) hours of continuing education credits for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences under Provider No. 1599.

(Note: As of the publication of this packet, no regulations were yet available for offering continuing education units for LEPs.)

MCEP approval pending – Course has been submitted to the MCEP Accrediting Agency for approval. Check the CASP web site or the Convention Program for updated approval information.

Certification of Advanced Training and Specialization (CATS)

Many of the workshops offered at CASP Convention 2008 qualify as post-credential training requirements for the three CASP certification programs. Some workshops may address multiple skill areas. Workshops that qualify for one, two or three of the CATS programs are designated with the following:

Functional Analysis and Behavior Intervention: **CATS-Behavior**

School Crisis Prevention, Response and Intervention: **CATS-Crisis**

Assessment of English Learners: **CATS-EL**

For more information on the CATS program see the CASP web site at www.casponline.org

TOPICS, STRANDS, AND SKILL LEVELS INDEX

At the end of most workshop, panel, paper and poster presentation descriptions is a series of letters and numbers. These codes are used to identify the skill areas that will be discussed during the presentation. The categories are described below:

TOPIC A TEAM BUILDING

STRANDS:

1. Partnerships with community agencies
2. Partnerships with various school personnel
3. Partnerships with parents
4. Building consultation skills for psychologists
5. Successful SSTs

TOPIC B PROFESSIONAL ISSUES

STRANDS:

1. Career development:
2. Beginning psychologist, retirement
3. Stress
4. Private practice (LEP)
5. Legal updates: Special Education Law, confidentiality; FERPA, HIPPA
6. Grant writing

TOPIC C ACADEMIC INSTRUCTION

STRANDS:

1. Instruction to diverse populations
Small learning community
Functional academics & lifeskills
Vocational instruction
Arts (visual/drama/dance) instruction
GATE students & instruction
Instruction to students in court/
community programs
2. Academic assessment
3. Understanding statewide testing and data
4. CAHSEE
5. General education accommodations:
504, SST, RTI, assistive technology
6. Inclusion

TOPIC D NEURODEVELOPMENTAL/ MEDICAL

STRANDS:

1. Neuropsychological Assessment & Intervention: TBI, Language deficits
2. Developmental disorders: Autism, Asperger's, ADHD, Intellectual Delays
3. Substance abuse
4. Medication
5. Issues related to pre-maturity
6. Syndromes/genetic
7. Assessment & Intervention of students with Low Incidence disabilities

TOPIC E MENTAL HEALTH

ASSESSMENT & INTERVENTIONS

STRANDS:

1. Assessment: behavioral, social, emotional
2. Affective disorders: PTSD, attachment, depression, selective mutism, bipolar, anxiety
3. Grief & loss counseling
4. Bullying
5. First responders
6. Self harm: suicide, eating disorders, self-mutilation
7. Crisis intervention
8. Mental health services w/in the schools for developmental delayed for
9. PDD population

TOPIC F DIVERSITY

STRANDS:

1. Gender
2. Cultural
3. Linguistic /ESL
4. Illegal Immigrants
5. Economically Disadvantaged
6. Family Constellations: incarceration, gay/lesbian, grandparents, foster, homeless



Continuing Education Certificates

School psychologists know the importance of professional growth and continuing education. Some have also found that they need or would like proof that they have attended paid workshops at CASP Conventions. As a result of many requests, CASP is initiating a new program in which all those attending workshops will receive attendance certificates.

Monitors will be placed at each paid workshop to check the badge and record the name of each person attending. That means the badge you receive when checking into the Convention will be checked at the door of each paid workshop. This will take a little time so please plan to get to your workshops a few minutes early.

At the end of the workshop, the monitors will distribute attendance certificates, which will include the name of the workshop, the instructor and the number of hours of continuing education. Attendees are to fill in their own names on the certificate. CASP will store the attendance records for three years.

CONTINUING EDUCATION UNITS FOR LCSWS/MFTS

The California Association of School Psychologists is licensed to offer continuing education credits for school psychologists and others with Licensed Clinical Social Workers and Marriage and Family Therapists licenses. Since in 1997, MFTs and LCSWs must complete 36 hours of continuing education for each biennial license renewal. CASP is a Board of Behavioral Sciences approved provider of CE units, under provider number 1599. Approved workshops listed in this packet are delineated with **LCSW/MFT** after the course description. This means that the: *Course meets the qualifications for (three or six, depending on the length of the workshop) hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences.*

Attendance sheets and evaluation and CE credit forms will be available at each qualifying workshop. A fee of \$10 per workshop will be charged if you are applying for LCSW/MFT credits. The fee may be paid either at the cashier's booth in the registration area or by mailing payment and forms to the CASP Office at 1400 K Street, Suite 311, Sacramento, California, 98514. Failure to sign the attendance sheets or to turn in the necessary forms will result in no certificate being issued. Please mail forms for all Saturday workshops – the Registration Area closes at noon.

Note for Licensed Educational Psychologists: As of the printing of this document, the Board of Behavioral Sciences had not issued regulations on continuing education needed to renew licenses. Therefore, CASP and all others licensed as providers by the BBS, cannot offer continuing education units for LEPs. As soon as those procedures are established, CASP will post the new regulations on its web site.

MANDATORY CONTINUING EDUCATION FOR PSYCHOLOGISTS (MCEP)

California licensed psychologists are required to comply with mandatory continuing education requirements regulated by the Board of Psychology. Psychologists renewing licenses since 1997 need 36 hours of CE credit.

The California Association of School Psychologists, under license number CAL009, is approved by the MCEP Accrediting Agency to offer mandatory continuing education for psychologists. Specific Convention workshops have been submitted to MCEPAA for approval. These workshops are noted with "MCEP approval pending" in the registration packet. Please visit the CASP web site, at www.casponline.org, to determine which workshops have received MCEP approval.

A fee of \$15 will be charged for MCEP credits for each qualifying workshop. Attendance sheets and evaluation and credit forms will be available at each MCEP-designated workshop. The fee may be paid either at the cashier's booth in the registration area or by mailing payment and forms to the CASP Office at 1400 K Street, Suite 311, Sacramento, California, 98514. Failure to sign the attendance sheets or to turn in the necessary forms will result in no certificate being issued.

CERTIFICATION OF ADVANCED TRAINING AND SPECIALIZATION (CATS)

Some workshops will help meet the post-credential training requirements for the CATS in School Crisis Prevention, Response and Intervention, Functional Analysis and Behavior Intervention and the Assessment of English Learners. Those workshops will be designated with **CATS – Crisis**, **CATS – Behavior**, or **CATS – EL** respectively at the end of the description.

AMERICANS WITH DISABILITIES ACT

If you will require any special assistance (such as an interpreter or wheelchair-accessible accommodations) covered under the Americans with Disabilities Act of 1990, please send a request in writing no later than February 4, 2008.

Send the request to: California Association of School Psychologists, Atten: ADA, 1400 K Street, Suite 311, Sacramento, California 98514, or email specialprojects@casponline.org

Thursday Overview



MORNING SESSIONS

General Sessions

K-01	• Critical Issues In the Diagnoses of School Aged Youth	8.30 AM – 10.15 AM	12
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Invited Address

I-01	• Identification and Eligibility for Students with Acquired Brain Injury: TBI vs. OHI	10.30 AM – 11.30 AM	12
I-04	• What Makes Us Tic?	10.30 AM – 11.30 AM	13
I-02	• Becoming a Resilient School Psychologist	12.00 PM – 1.00 PM	13
I-05	• Helping Students Adjust to Living in Stepfamilies	12.00 PM – 1.00 PM	14

Paid Full-Day Workshops

W-10	• Educators as Physicians: Using Data from Reading Assessments for Decision-Making	10.30 AM – 6.30 PM	14
W-33	• The School Neuropsychology of Chronic Illness	10.30 AM – 6.30 PM	14

Panel Discussions

N-09	• Mental Health Panel	10.30 AM – 12.00 PM	15
N-08	• Delivering the Hard News Well: Your Child has Mental Retardation	10.30 AM – 12.00 PM	15
N-04	• Writing Useful and Defendable Psychological Reports	10.30 AM – 12.00 PM	15
N-02	• Respect for All: Addressing LGBTQ Issues with School-Aged Youth	10.30 AM – 12.00 PM	15
N-12	• CASP Board of Directors Candidates' Forum	10.30 AM – 12.00 PM	16

Paper Presentations

P-23	• Bipolar Disorder in the Classroom	10.30 AM – 11.20 AM	16
P-11	• Ethical Considerations in Threat Assessment	10.30 AM – 11.20 AM	16
P-17	• Collaborating with Students to Reduce Bullying	10.30 AM – 11.20 AM	16
P-03	• Girl Power: Self-Esteem Group Curriculum for 5th Grade Girls	10.30 AM – 11.20 AM	16
P-13	• Trends of Mental Well-Being in Asian Children and Adolescents	10.30 AM – 11.20 AM	16
P-01	• Bullying Intervention Programs in Elementary Schools	10.30 AM – 11.20 AM	17

AFTERNOON SESSIONS

Paid Half-Day Workshops

W-06	• Childhood Behavioral and Emotional Disorders: Assessment and Intervention	2.00 PM – 5.00 PM	17
W-17	• Targeting the I in RtI	2.00 PM – 5.00 PM	17
W-04	• "Did I Hear What I Think I Heard?" Responding to Discriminatory Comments in Schools	2.00 PM – 5.00 PM	17
W-35	• NEPSY II: Getting Started With This Comprehensive Tool	2.00 PM – 5.00 PM	18
W-32	• Tourette Syndrome and Associated Disorders in the Classroom	2.00 PM – 5.00 PM	18
W-05	• A School Psychologist's Beginners Guide to Program & Outcome Evaluation	2.00 PM – 5.00 PM	18
W-29	• Suicide Prevention in the Schools: Best Practices 2008	2.00 PM – 5.00 PM	19
W-18	• Effective use of Behavior Support Plans in the Treatment of Children with Autism	2.00 PM – 5.00 PM	19
W-20	• Working Effectively with Children who Present with Challenging Behavior	2.00 PM – 5.00 PM	19
W-21	• Using Diagnostic Reading Assessments Within an RTI Model	2.00 PM – 5.00 PM	20

Paper Presentations

P-07	• The Obesity Epidemic: School Prevention and Intervention	2.00 PM – 2.50 PM	20
P-25	• Art Therapy for Crisis Intervention with Elementary School Children	2.00 PM – 2.50 PM	20
P-15	• Using Caring Relationship Data in Social/Emotional Intervention Planning	3.00 PM – 3.50 PM	20
P-19	• Ethnic Studies as a Tier I intervention at the Secondary Level	3.00 PM – 3.50 PM	20
P-08	• Optimism: The Use of Positive Psychology in the Schools	4.00 PM – 4.50 PM	20

Events

	• School Psychology Educators of California (SPEC) Reception	4.00 PM – 6.00 PM	14
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GENERAL SESSION

K-01 • KEYNOTE SPEECH

8.30^{AM} – 10.15^{AM}

Critical Issues in the Diagnoses of School-Aged Youth

C. Keith Conners, Ph.D.

There are several important clinical issues that occur in youth ages 6 to 18 years, among them behavioral issues (e.g., aggression, impulsivity, hyperactivity, violence potential), emotional issues (e.g., worrying, distress, separation fears, perfectionism), social issues (e.g., peer relations, family relations), and academic issues (e.g., learning problems, executive deficits, inattention). These are common reasons for referral, as well as less common symptoms, that warrant immediate attention.

Psychologists measure these general clinical issues using the DSM-IV-TR (APA, 2000) on children and adolescents. But many other measurement tools are also used, leading to a variety of scores. This can result in important differential diagnosis decisions, including possible comorbidity.

How does a school psychologist interpret these issues in an educational setting? Dr. Conners will reveal his guidelines and how they affect special education eligibility, guide efforts to plan interventions and monitor progress.



Dr. Conners obtained his Bachelor's degree from the University of Chicago, and was then a Rhodes Scholar at Oxford University where he achieved highest honors in Psychology, Philosophy, and Physiology. He obtained his Ph.D. in clinical psychology from Harvard University. As a recipient of an NIMH Senior Scientist award, he has taught at Johns Hopkins Hospital, Harvard University Medical School, George Washington University, University of

Pittsburgh, and is currently Professor Emeritus of Medical Psychology at Duke University Medical School, where he founded the Duke Attention Deficit Program. He is the author of the *Conners Rating Scales*, *Conners Continuous Performance Test*, and several hundred scientific articles. He was the first chairperson of the largest clinical trial of treatment for children sponsored by NIMH (the MTA study). He recently received the NARSAD award for lifetime excellence in research in ADHD.

Dr. Conners will present his workshop, *Childhood behavioral and Emotional Disorders: Assessment and Intervention*, Thursday at 2 p.m.

This keynote address is sponsored by MHS.

CASP President Betty Connolly will be speaking on what really matters during her presidential address, immediately prior to Dr. Conners' presentation. Serving as CASP's 2007-2008 president, Ms. Connolly has served on the CASP Board of Directors since 1998 and was one of the originators of the CASP Certification of Advanced Training and Specialization programs. She has also served as



the chair of continuing professional development, behavior specialist for the CATS program and a director of the California School Psychology Foundation. Ms. Connolly is principal of the special education programs for the El Dorado County Office of Education and has worked as a school psychologist since 1983. She is also a Licensed Educational Psychologist.

I-01 • INVITED ADDRESS

10.30^{AM} – 11.30^{AM}

Appropriate Identification and Eligibility for Students with Acquired Brain Injury: TBI vs. OHI

Sharon Grandinette

Participants will be able to properly identify and determine special education eligibility for students with various forms of acquired brain injury from both traumatic and non-traumatic causes. Emphasis will be placed on the unique assessment needs for this population. Sample case studies of students following an ABI will outline areas of deficit typically found in this population (physical, cognitive, academic, social, emotional, behavioral). Key strategies for school reintegration from hospital/rehabilitation services will also be shared.



Sharon Grandinette is a special educational consultant/trainer who specializes in working with professionals and families of children who have acquired a brain injury, physical and health impairments and/or learning and behavior/emotional disorders. She has worked in public schools in school district and county level programs, as well as in private special education school settings as a special

education teacher, program specialist and administrator. For 9 years, Ms. Grandinette has worked as an adjunct faculty member at California State University Dominguez Hills in the Graduate Special Education Credentialing program. Since 1989, she has focused her efforts on children and adolescents with Acquired Brain Injury, and other health impairments. She has designed, certified and was the director of 2 nonpublic schools for children with brain injury, has published in the field and has presented extensively on the topic at local, state and national conferences. Ms. Grandinette is currently the president of the CAPHI: The California Association of Physical & Health Impairments, and serves on several national and state boards.



I-04 • INVITED ADDRESS

10:30 AM – 11:30 AM

What Makes Us Tic?

Susan Conners

Tourette Syndrome is a very complex and much misunderstood neurological disorder. This invited address will discuss the four criteria for diagnosis of Tourette Syndrome and include an in-depth description of all the symptomology. It will also briefly discuss the most common neurological disorders frequently associated with TS.



Susan Conners has presented in-services on Tourette Syndrome at over 500 schools and service agencies in the Western New York area. She is an educational advocate for children with TS, employed by TSA, Inc. She recently served as 1st Vice-Chair of the national Board of Directors and served 5 terms as a national board member, and has served on the following committees; Long Range Planning,

Regional Conference, National Conference, Chapter Relations and Nominating Committee. She has completed work as co-writer, producer and director of an in service video for educators on TS entitled, *A Regular Kid, That's Me*. This video has been nationally and internationally marketed. Ms. Conners chaired the production of a national TSA Educators' Curriculum for use by universities in teacher training programs and for school staff development programs. She is currently employed as the Education Specialist for TSA, Inc.

Ms. Conners has appeared on the following national television programs to discuss Tourette Syndrome: ABC's 20/20, The Geraldo Show, The Montel Williams Show, The Maury Povich Show, several local TV and radio programs. She served as a consultant to ABC's The Practice, and was featured in a 1992 article in Parade Magazine about Tourette Syndrome, as well as a HBO Documentary on Tourette Syndrome, and served as a consultant to a BBC Discovery Channel Special on Tourette Syndrome. She has also authored or co-authored many articles and brochures on Tourette Syndrome. Ms. Conners has Tourette Syndrome, as do her five siblings and several other family members. Her mother also had TS.

I-02 • INVITED ADDRESS

12:00 PM – 1:00 PM

Becoming a Resilient School Psychologist

Rhonda J. Armistead, NCSP

President, National Association of School Psychologists

School psychologists often face multiple professional challenges including conflicts with supervisors, excessive workloads, mandated job changes, ethical dilemmas, and workplace conflicts. How can we apply the concepts of resilience to the day-to-day experiences of school psychologists? We will discuss factors that contribute to professional resilience and learn strategies for developing a resilient career and practice.



Rhonda J. Armistead,

M.S., NCSP, is the 2007-2008 President of NASP. She has been a practitioner in the Charlotte-Mecklenburg Schools for the past 10 years and is now on leave from Eastover Elementary School. Having been a practitioner for more than 20 years, she has practiced in several states and was the first state consultant for school psychology in Arkansas. She received her training in school psychology at the University of Central

Arkansas. Ms. Armistead has been active in NASP since 1986 and has held numerous positions, including Secretary, Program Manager of Professional Development, and Delegate. She has also served on the National School Psychology Certification Board and the NASP Program Approval Board. Ms. Armistead has had the privilege of serving as president of two state associations, the Arkansas School Psychology Association and the North Carolina School Psychologist Association. Her areas of professional interest include evidenced-based reading instruction, positive psychology, anxiety and kids, and prevention programs.

Optional boxed lunches are available for this noontime general session, but must be paid for in advance with your Convention Registration Form. Price per lunch is \$25. See the Convention Registration form for details.

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I-05 • INVITED ADDRESS

12.00^{PM} – 1.00^{PM}

Helping our Students Adjust to Living in Stepfamilies: Advice From the Stepchildren

Susan Philips

Like it or not, the traditional family is almost a thing of the past. With divorce rates so high, it's rare to find a student who still lives with both biological parents in the same household. Most of our students live in stepfamilies. Despite this, we know very little about how to make these families work, or what counselors can do to help students struggling to fit into their new families. In this presentation, Susan Philips will be joined by one of the stepchildren in her book, William Seymour, to talk about what we as adults can do to help.

Susan Philips received a teaching credential from the University of California at Irvine and a Masters Degree in Journalism for the University of Southern California. She is a Senior Consultant for the Constitutional Rights Foundation (CRF), a national citizenship and law educational organization, where she works with school districts nationally to promote civic education strategies and curriculum. She also consults with the LACER after school Hollywood Stars, an organization that promotes arts and literacy in middle schools in Los Angeles, where she provides training and technical assistance to the dozens of art and literacy instructors who work with the program. *Stepchildren Speak: Ten Adult Stepchildren Teach us How to Build Healthy Stepfamilies*, is Ms. Philips' first book. She is currently working on a book about the lives of immigrant women, *In the Heart of Another: Immigrant Women Tell Their Stories*. Ms. Philips lives in Los Angeles with her husband Art.



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THURSDAY, MARCH 13 • 4.00^{PM} – 6.00^{PM}

School Psychology Educators of California (SPEC) Reception

University trainers are invited to this special event. Meet new colleagues and discuss common challenges and vision of the future of school psychology.

PAID FULL-DAY WORKSHOPS

W-10 • 10.30^{AM} – 6.30^{PM}

Educators as Physicians: Using Data from Reading Assessments for Professional Decision-Making

Jan Hasbrouck, Ph.D.

Educators are being asked to administer ever-increasing numbers of reading assessments to their students. However, how do we use this information most effectively? Just as we expect our physicians to make decisions about our health and wellness by using the best information available, so too must educators use assessment tools to inform and guide their professional decisions regarding students academic "health and wellness." But because it is instruction – not testing – that is most important, we must select and use reading assessments as efficiently and effectively as possible. This workshop is designed to provide school psychologists with a process to help teachers and administrators understand the purposes for screening, diagnostic, and progress monitoring – and how to use the data generated to collaboratively make informed educational decisions.

Jan Hasbrouck, Ph.D., is the president of Jan Hasbrouck Consulting, Inc. She is also an executive consultant for the Washington Statewide Reading Initiative, in the Office of the Governor & Office of the Superintendent of Public Instruction Olympia, WA. She is an affiliate of the Behavioral Research & Teaching Group at the University of Oregon—Eugene, OR; and is an Affiliate Associate Professor (Curriculum & Instruction & School Psychology) at the University of Washington—Seattle, WA.

Topic C • Strand 2
Skill Level 1 • Grade Level 2 LCSW/MFT • MCEP approval pending

W-33 • 10.30^{AM} – 6.30^{PM}

The School Neuropsychology of Chronic Illness: How Does Chronic Illness Impact Learning and Special Education Eligibility?

Elaine Fletcher-Janzen, Ed.D.

The American Psychological Association rarely creates a new specialty of expertise in the field of psychology. However, Health Psychology is the latest specialty created by APA and it reflects concurrent concerns of global organizations, such as the World Health Organization evidenced in the new International Classification of Functioning, Disability and Health. The National Association of School Psychologists have placed emphasis on school psychologists demonstrating expertise in the management of chronic illness and preventing illness from affecting academic performance. What kinds of expertise do we need? How do we gain competencies in understanding and managing the impact of chronic illness in schools? How can school psychologists move the awareness of chronic illness effects and good management forward in today's schools? This advanced workshop will describe the practice standards for working with students with chronic illness in the public schools; describe the neuropsychological impact of many chronic illness conditions on reading abilities and school performance; describe treatment protocols for psychopharmacological intervention and monitoring; and provide state-of-the-art resources that can be used immediately by participants when they return to work in the schools.



Elaine Fletcher-Janzen, Ed.D., NCSP, has been a school psychologist in the public schools and neuropsychiatric inpatient settings for the past 24 years. She was a Visiting Professor of Psychology at the University of Colorado, Colorado Springs, for the past 6 years and has recently moved to San Angelo, Texas. Dr. Fletcher-Janzen has co-edited and authored 14 books and reference works in the fields of school psychology, child clinical neuropsychology and special education including: the *Handbook of School Neuropsychology*, the *Diagnostic Desk Reference of Childhood Disorders*, and the *Handbook of Cross-Cultural Neuropsychology*.

Her current research interests are in the cross-cultural aspects of cognitive abilities, the impact of socioeconomic status on cognitive and RTI scores, neuropsychological aspects of chronic illness, and the systematic management of pediatric chronic illness in school and clinical settings. Dr. Fletcher-Janzen has been a trainer and trainer of trainers in cultural diversity and awareness workshops since 1990.

This workshop is sponsored by Pearson Assessments.

LCSW/MFT • MCEP approval pending

PANEL DISCUSSIONS

N-09 • 10.30^{AM} – 12.00^{PM}

Mental Health Services Act Funding

Rusty Selix
Terry Herink
Kelvin Lee

The relationships between school psychologists and county mental health departments are getting stronger with the implementation of the Mental Health Services Act. The Mental Health Services Oversight and Accountability Commission has proposed that some of the money from Proposition 63 go to school-based mental health programs. School psychologists can learn how to tap into these funds to increase the mental health services offered at their schools.

Rusty Selix is the executive director and legislative advocate of the Mental Health Association in California and the California Council of Community Mental Health Agencies. **Terry Herink** is a school psychologist and the mental health specialist for CASP. **Kelvin Lee** is a retired school district superintendent and a member of the statewide Mental Health Advisory Commission.

N-08 • 10.30^{AM} – 12.00^{PM}

Delivering the Hard News Well: Your Child has Mental Retardation

Judith A. Burkhartsmeier
Nancy Gronroos
Deanne Johnson

Your child has mental retardation. Saying these words to families is a dreaded responsibility for school psychologists. A recent survey of CASP members indicated a desire for additional training devoted to the issues, techniques and communication strategies necessary to skillfully give this message. Participants will learn to: prepare to deliver difficult news, pace a “hard news” session, key

concepts for communicating mental retardation, consider cultural influences, and provide family resources.

Judith A. Burkhartsmeier, NCSP, is the assistant director of the Diagnostic Center, Southern California. **Nancy Gronroos**, LEP, is a school psychologist at the Diagnostic Center. **Deanne Johnson**, NCSP, is a district school psychologist as well as the Chair for the CASP Committee set up to explore the possibility of changing the term “mental retardation.” She has also worked as a Program Specialist and Visiting Professor for the SDSU School Psychology program.

Topic B • Strand 1 • Skill Level I • Grade Level 4

N-04 • 10.30^{AM} – 12.00^{PM}

Writing Useful and Defendable Psychological Reports

Michael R. Hass
Jeanne Anne Carriere
Jeffery J. Riel

Written reports are often the only way others know of our work. In high stakes cases, reports are the foundation for disagreement and can make or break a case. This panel will discuss strategies for writing reports that are easily understood and easy to defend when assessment practices are called into question. Panel members will discuss the following topics: 1) legal issues and report writing pitfalls; 2) writing reports that emphasize meaning and interpretation rather than simply report data; 3) using questions to focus your assessments and report writing; 4) best practices in presenting assessment data, including record review, interview, observation, and test data (both standardized tests and curriculum based data); 5) writing reports that include progress monitoring data (Rtl).

Michael R. Hass, Ph.D., is a professor and program manager at Chapman University. **Jeanne Anne Carriere**, M.S., is a school psychologist for the Long Beach Unified School District and an adjunct professor at Chapman University. **Jeffery J. Riel**, Esq., is counsel for Special Youth Services for the Anaheim Union High School District.

Topic B • All Skill Levels

N-02 • 10.30^{AM} – 12.00^{PM}

Respect for All: Addressing LGBTQ Issues with School-Aged Youth

Julie Lienert
Paul Lewis
Mayela Zuniga

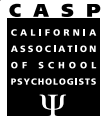
What is the California Student Safety & Violence Prevention Act of 2000? Why is it important for all students, including lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth? This panel will cover strategies for developing safer environments for all youth, with a focus on the specific needs of LGBTQ youth. A youth member of panel sponsor Ally Action will join in the discussion.



Thursday, March 13

Julie Lienert, executive director, Ally Action, moderator; **Paul Lewis**, president, California Association of Marriage and Family Therapists; and **Mayela Zuniga**, program associate, Ally Action.

Topic F • Strand 1 • Skill Level I • Grade Level 4



N-12 • 10.30^{AM} – 12.00^{PM}

CASP Board of Directors Candidates' Forum

Who will be the next CASP president-elect? Who is running in Regions II, IV, VI, VIII and X? Doug Siembieda, 2007-2008 president-elect, and the next CASP president, will introduce the candidates and moderate the forum. These candidates will be the decision makers for the Association next year and, in some cases, years to come. Be sure to stop by and hear what they have to say about their ideas for the future of CASP.

Regular CASP members may turn in their ballots at the convention. Ballots will be mailed to all regular members weeks before the convention. Come meet the candidates for your Board of Directors!

PAPER PRESENTATIONS

P-23 • 10.30^{AM} – 11.20^{AM}

Bipolar Disorder in the Classroom

This presentation will define bipolar disorder, and give an overview of how the disorder's and medication's symptoms can affect a student's overall cognition, behavior, and performance in the classroom. The school psychologist's role in regard to bipolar disorder and IDEA compliance will also be addressed; as well as, possible classroom accommodations for bipolar students. Attendees will gain a greater understanding of bipolar disorder, and be better equipped to handle situations that may arise in their workplace due to the disorder.

Delia Villasenor, graduate student, California State University, Sacramento (CSUS); **Stephen E. Brock**, Ph.D., associate professor, CSUS; and **Beth M. Hopper**, graduate student, CSUS.

Topic E • Strand 2 • Skill Level II • Grade Level 4

P-11 • 10.30^{AM} – 11.20^{AM}

Ethical Considerations in Threat Assessment

Victims of school violence are at increased risk of problems in social, emotional, and academic areas. It has become increasingly important for schools to have a system in place to prevent school violence. Participants will be provided with the details needed to successfully begin to prepare for threat assessment. An overview of each step in the threat assessment process, the ethical dilemmas involved, the unintended consequences of each decision, and suggestions for engaging in ethical practice when conducting threat assessment will be reviewed. Finally, strategies for creating safer schools will be provided.

Amy-Jane Griffiths, doctoral student and graduate student researcher; **Jill Sharkey**, Ph.D., NCSP, academic coordinator; and **Michael Furlong**, Ph.D., Professor/Chair of Counseling Clinical School Psychology Department, University of California at Santa Barbara.

Topic E • Strand 7 • Skill Level II

P-17 • 10.30^{AM} – 11.20^{AM}

Collaborating with Students to Reduce Bullying

This session will outline a new approach to reducing bullying in schools. The process utilizes authentic films written and produced with students. The Stories Of Us films provide a rare insight into what takes place at school (and beyond) from the students' perspective. In addition to a general introduction to the resources, this session will help participants understand what is potentially happening for students, and consider how to create a safe and supportive environment for addressing the complex social problem of bullying in schools.

Shane Jimerson, Ph.D., University of California at Santa Barbara; **Dorothy Espelage**, Ph.D.; University of Illinois, Urbana-Champaign; **Susan Swearer**, Ph.D., University of Nebraska, Lincoln; **Christopher Faull**, Readymade Productions, South Australia.

Topic G • Strand 2 • Skill Level I

P-03 • 10.30^{AM} – 11.20^{AM}

Girl Power: Self-Esteem Group Curriculum for 5th Grade Girls

This paper introduces an eight-session group counseling curriculum to strengthen self-esteem and positive self perception in 5th grade girls. Girl Power's goals are to promote self-esteem, create a positive self-image, handle peer pressure, introduce health and fitness, plan for the future, become a positive role model, and develop leadership skills.

Erin A. Camp & Anny Y. Wu, graduate students, California State University, Sacramento.

Topic C • Strand 1 • Skill Level I • Grade Level 2

P-13 • 10.30^{AM} – 11.20^{AM}

Trends of Mental Well-Being in Asian Children and Adolescents

This presentation highlights trends in mental well-being in various Asian populations using the Children and Adolescent Wellness Scale (CAWS), a measure of positive psychological dimensions related to a host of wellness outcomes and positive youth development (PYD). Research related to health outcomes for a variety of samples will be discussed as they relate to the CAWS. Participants will learn to use the CAWS in strengths-based approaches to student development.

Leesa Huang, Ph.D., California State University, Chico; **R. Brett Nelson**, Ph.D., California State University, San Bernardino; **Diana Nelson**, Ed.S., Greeley-Evans Schools, Greeley, CO.

Topic E • Strand 1 • Skill Level I • Grade Level 4



P-01 • 10.30 AM – 11.20 AM

Bullying Intervention Programs in Elementary Schools

This paper presentation evaluates a commonly used bullying intervention programs. Key differentiating variables that separate effective from ineffective programs will be discussed to help participants ensure positive change in schools. The issue of creating a systems level change in schools dealing with bullying behaviors will be addressed. The presentation will conclude with research on decreasing school violence with effective bully intervention programs.

April L. Blazer, Hilary A. Noyes, and Chelsi Burgess, graduate students, California State University, Sacramento.

Topic E • Strand 4 • Skill Level II • Grade Level 2

PAID HALF-DAY WORKSHOPS

W-06 • 2.00^{PM} – 5.00^{PM}

Childhood Behavioral and Emotional Disorders: Assessment and Intervention

C. Keith Conners, Ph.D.

This workshop will provide an overview of the critical clinical and diagnostic issues that occur in childhood and adolescence, including the comorbidity and differential diagnosis of various behavioral, emotional, social, and academic issues. The Conners Comprehensive Behavior Rating Scales (Conners CBRS) is a new measure which offers comprehensive coverage of a wide range of behavioral and emotional issues in school-aged youth. This workshop will introduce participants to the Conners CBRS, outlining its content, psychometrics, and administration/scoring. The application of the Conners CBRS in addressing clinical issues in the educational setting will be explored by providing guidelines for its use for data-based identification and intervention planning and monitoring. Links between the Conners CBRS, DSM-IV-TR, and IDEA-2004 will also be examined. Participants will learn systematic strategies for interpreting Conners CBRS results in an educational setting, and applying these results to guide efforts to plan interventions and monitor progress.

C. Keith Conners, Ph.D. is recognized worldwide as one of the leading contributors to the field of ADHD and has received the NARSAD award for lifetime excellence in research in ADHD. He is a Professor Emeritus of Duke University Medical Center and has published extensively on the topic of attention disorders. Dr. Conners will be the keynote speaker, kicking off CASP Convention 2008 on Thursday morning.

This workshop is sponsored by MHS.

Topic E • Strand 2 • Skill Level II • Grade Level 2 & 3

LCSW/MFT

W-17 • 2.00^{PM} – 5.00^{PM}

Targeting the I in RtI: Preventing School Failure Through Assessment and Remediation of Deficits in Study and Learning Strategies, Listening Skills, Reading Comprehension Strategies, and Related Academic Skills.

Cecil R. Reynolds, Ph.D.

Research over the past 30 or more years in educational, school, and related areas of psychology has demonstrated repeatedly that students who engage in strategic learning and test-taking perform at higher levels academically than those who do not. Academic achievement levels can be improved significantly by improving the study skills, learning, reading comprehension, test-taking, and related strategies of learners at all ages and is effective with both regular and special education students. Yet, there are few measures of such skills and strategies. The current workshop describes the development, application, and interpretation of the School Motivation and Learning Strategies Inventory (SMALSI), a scale developed and normed for use with students from 8 years of age through 18 years. Additionally, examples of techniques for remediating measured deficiencies in each area assessed by the SMALSI are presented and resources designated for locating and developing additional methods for improving student characteristics in the measured areas. Special applications of the SMALSI to prevention and to RtI are emphasized. The SMALSI is useful in Tier 1 as well as in remediation with students identified as having a disability.

Cecil R. Reynolds, Ph.D., is the author of more than 300 scholarly publications and author or editor of 43 books including *Handbook of School Psychology*, the *Encyclopedia of Special Education*, and the *Handbook of Clinical Child Neuropsychology*. He is also the author of several widely used tests of personality and behavior including the BASC-2 and the RCMAS. He is currently a professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A & M University.

This workshop is sponsored by Pearson Assessments.

Topic C • Strand 1 & 2

Skill Level I • Grade Level 4

LCSW/MFT • MCEP approval pending

W-04 • 2.00^{PM} – 5.00^{PM}

“Did I Hear What I Think I Heard?” Responding Proactively to Discriminatory Comments in Schools

Sheri A. Castro-Atwater

The purpose of this workshop presentation is to enable participants to respond effectively to discriminatory or biased comments from students, parents, or school personnel. As school psychologists, we like to hope that we champion the cause of diversity, especially in multicultural California schools – but can we really ‘talk the talk’? Discussion will center on how and why we often feel ill-prepared to counteract bias in our daily interactions and the specific skills we can learn to prepare ourselves adequately for the role of social justice models and advocates. Using a theoretical framework and consultation skills that encourage open communication, participants will learn how to address biased comments in an assertive yet non-alienating way.



Sheri Atwater, P.P.S., Ph.D. is an assistant professor of school psychology at California State University, Los Angeles and current President of the School Psychology Educators of California (SPEC). The creator of the SUCCESS counseling program in the Pasadena Unified School District, Dr. Atwater presents nationally on culturally relevant dialogue in schools.

Topics F & A • Strands (F)2 & (A)4
Skill Level II • Grade Level 2-4 LCSW/MFT • MCEP approval pending

W-35 • 2.00 PM – 5.00 PM

NEPSY II: Getting Started With This Comprehensive Tool

Patrick Moran, Ph.D.
Diane Donaldson, Ph.D.

This workshop will help prepare school psychologists to use a comprehensive neurological tool – the NEPSY II. This workshop is designed primarily for school psychologists at the introductory or intermediate level of familiarity with neuropsychological assessment. The instrument is a neurological battery designed for students 3-to-16 years old. Starting with the development of this new edition the workshop will provide an overview of content, statistical qualifications, test administration and appropriate subtest selection. Clinical group performance will illustrate the breath of this tool for diagnostic decisions. Case studies will highlight particular hypothesis testing procedures and the resulting student performance findings. Emphasis will be placed on studies of students with attention deficit/learning disabled and autism spectrum disorders. Participants will use provided charts to select subtests and interventions with mock cases.

Patrick Moran, Ph.D., is currently licensed in Oregon as a Clinical Psychologist and a School Psychologist. Dr. Moran brings experience in both clinical and school-based assessment and intervention across the lifespan. Dr. Moran currently provides consultation as a Clinical Measurement Consultant, and maintains a small practice in Hillsboro, OR. **Diane Donaldson, Ph.D.**, LEP, is a Clinical Measurement Consultant with Harcourt Assessment/PsychCorp. Her area of interest is learning disabilities – particularly reading and learning strategies and transition to college. Prior to joining PsychCorp, Dr. Donaldson was an associate professor at National University and had been a school psychologist in three districts working with special needs students from infancy through high school levels.

This workshop is sponsored by Harcourt Assessments.

LCSW/MFT

W-32 • 2.00 PM – 5.00 PM

Tourette Syndrome and Associated Disorders in the Classroom

Susan Conners

This workshop offers comprehensive training on educating students with TS and its associated neurobiological disorders. It will discuss the criteria for diagnosis of Tourette Syndrome and will include an in depth description of all the symptomology. It will also deal with the most common neurological disorders associated with TS, in particular, Obsessive Compulsive Disorder,

Attention Deficit Hyperactivity Disorder, Learning Disabilities, Executive Dysfunction Disorder, Anxiety Disorders, Dysgraphia and Social Skills. It will include specific classroom strategies and techniques for working with children with TS and its associated disorders in an educational setting. This workshop will help educational professionals understand how other related services such as occupational therapy and speech therapy, which are very often overlooked as a treatment modality, could be potentially very helpful to these children. It is a well-known fact that TS is under diagnosed in under served populations disorders.

Susan Conners has presented in-services on Tourette Syndrome at over 500 schools and service agencies in the Western New York area. She is an educational advocate for children with TS, employed by TSA, Inc. She recently served as 1st Vice-Chair of the national Board of Directors and served 5 terms as a national board member, and has served on the following committees; Long Range Planning, Regional Conference, National Conference, Chapter Relations and Nominating Committee. She has completed work as co-writer, producer and director of an in service video for educators on TS entitled, A Regular Kid, That's Me. Ms. Conners has appeared on the following national television programs to discuss Tourette Syndrome: ABC's 20/20, The Geraldo Show, The Montel Williams Show, The Maury Povich Show, several local TV and radio programs; consultant to ABC's *The Practice*, and was featured in a 1992 article in Parade Magazine about Tourette Syndrome, as well as in a HBO Documentary on Tourette Syndrome. She has also authored or co-authored many articles and brochures on Tourette Syndrome. Ms. Conners has Tourette Syndrome, as do her five siblings and several other family members. Her mother also had TS.

Topic D • Strand 1 & 6
Skill Level II • Grade Level 4 LCSW/MFT • CATS Behavior

W-05 • 2.00 PM – 5.00 PM

A School Psychologist's Beginners Guide to Program & Outcome Evaluation

Brian Chichester, Psy.D., M.P.H.

Program and outcome evaluation are underutilized tools in the skill toolbox of many working school psychologists. Some feel uneasy with the training they received in program development and evaluation, perhaps many years ago. Others feel that years of focusing on individual assessment has dampened their systems-based evaluation skills. However, program evaluation is a skill that greatly distinguishes school psychologists in the face of growing educational reform. This workshop acquaints practitioners with the foundations of program/outcome evaluation in educational settings. It outlines the principles and purposes of evaluation, and provides an overview of easy to understand methods for conducting evaluations. Participants will learn the mechanics of planning, conducting, monitoring, and modifying evaluations, as well as communicating findings and using the results to benefit stakeholders. Emphasis placed on making the material actionable, practical, and adaptable to busy school settings.



Brian Chichester, Psy.D., M.P.H., is a practicing school psychologist and a licensed clinical psychologist. He has worked at elementary, middle, and high schools, and has expertise in serving the needs of both special and general education students. He has conducted program evaluations for his district and for private agencies through his clinical and consulting work. Dr. Chichester is a recipient of CASP's Scientist-Practitioner Research Grant Award.

Topic E • Strand 1
Skill Level II • Grade Level 4 LCSW/MFT • MCEP approval pending

W-29 • 2.00^{PM} – 5.00^{PM}

Suicide Prevention in the Schools: Best Practices 2008

Richard Lieberman
Stephen Brock, Ph.D.

This workshop will focus on the latest evidence-based strategies of suicide prevention in the schools. Issues to be discussed include most recent research; promising prevention strategies such as depression screening; duties and responsibilities of crisis teams; utilization of no harm agreements; re-entry conferences when students return from hospitalization; responding in the aftermath of suicide; working with the media; limiting contagion and appropriate ways to memorialize students who die by suicide.

Richard Lieberman, NCSP, is coordinator of the Suicide Prevention Unit serving the 1 million students and staff of Los Angeles Unified School District. Mr. Lieberman is a leading presenter and author on suicide prevention, self-injury, and crisis, and he serves as a lecturer in the School of Education at Loyola Marymount University. On behalf of the U.S. Department of Education and the National Organization of Victim's Assistance (NOVA), Mr. Lieberman has been sent to school communities in the aftermath of tragedy and has participated on more than a dozen national crisis response teams. He is a founding member and current co-chair of the National Emergency Assistance Team (NEAT), the response team of the National Association of School Psychologists (NASP) and chairs NASP's Crisis Prevention and Intervention workgroup CASP's Crisis Specialty Group. **Stephen E. Brock**, Ph.D., is a professor at California State University, Sacramento; member of the NASP Delegate Assembly, and past-president of the California Association. A member of the National Emergency Assistance Team, he was also the lead editor of *Best Practices in School Crisis Prevention and Intervention*. Dr. Brock has authored over 170 publications and has made over 75 state/national conference presentations.

This presentation may contain activities that are potentially stressful or upsetting.

Topic C • Strand 1 • Skill Level II LCSW/MFT • CATS-Crisis

W-18 • 2.00^{PM} – 5.00^{PM}

The Effective use of Behavior Support Plans in the Educational Treatment of Children with Autism Spectrum Disorders

Kristine Strong, Ph.D.
Gail Cafferata

Although there are many treatment options for children with Autism Spectrum Disorders (ASD), one of the most effective educational treatment options in addressing the varied behavioral needs of these children is the use of well developed behavior support plans (BSPs). A comprehensive and well-thought-out BSP can provide a critical and foundational framework for developing new skills and behaviors so that the child with ASD can function with far more independence and in least restrictive environments. Case studies will be used to illustrate how to address core behavioral deficits resulting from a diagnosis of ASD. As a result of participating in this workshop, school psychologists will learn about the key components of a high quality BSP, including applied behavior analysis, and will develop a framework for consultation so that they can support school teams in the development of truly useful BSPs for the child with ASD.

Kristine Strong, Ph.D., has provided educational psychology services for the past 18 years in Northern California. She is a part-time faculty member at CSUS, in school psychology, and is a lead associate with Autism and Behavior Training Associates, providing training to educators in best practices in the educational treatment of autism. **Gail Cafferata**, is a program specialist for Butte County Office of Education with more than 30 years of experience. She is currently a part of the PENT leadership team, a statewide network of trainers for positive behavior interventions. Gail is also a lead associate with Autism and Behavior Training Associates.

Topic D • Strand 2
Skill Level II • Grade level 2 LCSW/MFT • CATS Behavior

W-20 • 2.00^{PM} – 5.00^{PM}

Working Effectively with Children who Present with Challenging Behavior

Vernon Wright

This workshop offers participants a comprehensive approach to applying intervention which goes beyond the narrow focus of containment, coercion, and control which is common in some crisis management models. This workshop is about talking with youth who are under extreme stress, or are in conflict/crisis. Participants will learn to apply strategies that will assist in connecting with and teaching children and youth in crisis. Participants will be guided in developing therapeutic talking strategies they will need to help children during stressful incidence, as well as the skills to manage their own feelings, and counter – aggressive tendencies when intervening with aggressive or out of control behavior.



Vernon Wright, MA is a Psychologist/Consultant for Los Angeles County Office of Education. He is a nationally certified Crisis Intervention Trainer that works extensively with troubled and At – Risk children in residential treatment, non – public and public schools. Vernon teaches at Glendale Community College and the Lanterman Regional Center.

LCSW/MFT • CATS Behavior

W-21 • 2.00^{PM} – 5.00^{PM}

Using Diagnostic Reading Assessments Within an RTI Model

Catherine Christo, Ph.D.
Jack Davis, Ph.D.

A primary focus of Response-to-Intervention (Rti) models is early intervention to improve reading achievement for struggling students. Such models hold the promise of greatly reducing the number of children who suffer from lifelong reading problems. This presentation will discuss the use of academic and neuropsychological assessments related to the development of reading and their use in an Rti model. Specifically, it will provide information on which assessments are most useful at each of the levels in a three-tiered Rti model and how these assessments relate to learning to read. It is expected that participants will develop greater understanding of the cognitive processes involved in learning to read, common characteristics of students at-risk for reading difficulties, methods for assessment of developing and struggling readers and how this information relates to intervention planning. Knowledge gained in this presentation will improve participants' effectiveness as consultants within an Rti model.

Catherine Christo, Ph.D., is a professor in school psychology at California State University, Sacramento. She also has experience as a practicing school psychologist, an educational psychologist in private practice, and as a grant writer and program evaluator. She has presented at state and national conferences, primarily in the fields of reading disabilities and assessment and in the use of data for program evaluation and progress monitoring. **Jack Davis**, Ph.D., is a professor at California State University, East Bay.

Topics C & D • Strands (C)2 & (D)1
Skill Level II • Grade Level 4

LCSW/MFT

PAPER PRESENTATIONS

P-07 • 2.00^{PM} – 2.50^{PM}

The Obesity Epidemic: School Prevention and Intervention

Primary obesity prevention programs have had limited success but secondary intervention programs appear to have more promising outcomes. This paper will discuss the characteristics of these programs, the importance of further research in this area, and the role school psychologists can play in mitigating this important public problem.

Sarah I. Ferrentino, graduate student, Chapman University.

Topic D • Strand 1 • Skill Level I-III • Grade Level 4

P-25 • 2.00^{PM} – 2.50^{PM}

Art Therapy for Crisis Intervention with Elementary School Children

This paper presentation will discuss the research supporting the use of art therapy as a crisis intervention tool, as well as providing art therapy methods that can be used in concert with teachers. In addition, resources from which school psychologists can develop individualized plans for intervention will be reviewed.

Natalie Zehnder, Kathy Gatten, and Elizabeth Crain, graduate students, California State University, Sacramento.

Topic E • Strand 7 • Skill Level I • Grade Level 2

P-15 • 3.00^{PM} – 3.50^{PM}

Using Caring Relationship Data in Social/Emotional Intervention Planning

The purpose of this paper presentation is to provide an overview of how student data on caring relationships in schools can be used in social/emotional screening and planning.

Greg Jennings, Ph.D., professor, California State University, East Bay; School Psychologist, Vallejo City Unified School District

Topic E • Strand 1 • Skill Level II • Grade Level 3

P-19 • 3.00^{PM} – 3.50^{PM}

Ethnic Studies as a Tier I Intervention at the Secondary level

This presentation will provide empirically based arguments that support the inclusion of multicultural studies as a Tier I intervention to improve academic achievement among high-school level CLD students.

Brian P. Leung, Ph.D., professor at Loyola Marymount University; **Victoria Wright** and **Kimberly de Deaux**, second-year students in the School Psychology Program at LMU.

Topic F • Strand 2 • Skill Level III • Grade Level 3

P-08 • 4.00^{PM} – 4.50^{PM}

Optimism: The Use of Positive Psychology in the Schools

This presentation, (a) describes the expectancy and explanatory style perspectives of optimism, (b) summarizes benefits associated with high optimism, (c) reviews instruments that can be used in school contexts to assess optimism, and (d) discusses how school-based prevention and intervention programs are using optimism as an organizing theme. Some examples of research conducted by the authors will be presented to demonstrate school-based applications.

Michael Furlong, professor; **Camille Jones & Elena Lilles**, graduate students, University of California, Santa Barbara.

Topic E • Strand 1 • Skill Level I • Grade Level 4

Friday Overview



MORNING SESSIONS

General Session

K-02	• Changing Society's View of People With Autism Spectrum Disorders	8.30 AM – 10.15 AM	22
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Invited Address

I-03	• Responding to America's Mental Health and Educational Pandemic	10.30 AM – 11.30 AM	22
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Special Session

S-01	• Technology and School Psychology: Bridging the Digital Divide	10.30 AM – 6.30 PM	23
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Paid Full-Day Workshops

W-12	• Using DIBELS for Progress Monitoring and Evaluating Response to Intervention	10.30 AM – 6.30 PM	23
W-34	• PAL-II Diagnostic for Reading, Writing, and Math: Assessment-Instruction Links	10.30 AM – 6.30 PM	23

Panel Discussions

N-11	• Valid Assessments for Minority Students	10.30 AM – 12.00 PM	24
N-01	• An Individualized Approach to RtI	10.30 AM – 12.00 PM	24
N-03	• Enhancing Success of Diverse Children with Autism	10.30 AM – 12.00 PM	24
N-10	• Curriculum-Based Measurements: What Every School Psychologist Should Know	10.30 AM – 12.00 PM	24

Paper Presentations

P-10	• Other Health Impairment – Definition, Criteria, Population, & ADHD	10.30 AM – 11.20 AM	25
P-14	• Response to Intervention with SIED Students	10.30 AM – 11.20 AM	25
P-12	• Bipolar Disorder: How to Differentiate it From Other Disorders	10.30 AM – 11.20 AM	25
P-20	• The Oral-Written Language Connection	10.30 AM – 11.20 AM	25

Poster Presentations

R-01	• The English to Spanish Translation of Psycho-Educational Materials	10.30 AM – 12.00 PM	25
R-02	• Possible Future Implications of Behavior	10.30 AM – 12.00 PM	25
R-03	• Home School Collaboration in a Rural School District	10.30 AM – 12.00 PM	25
R-05	• Adolescent Girls and Relationships	10.30 AM – 12.00 PM	26

AFTERNOON SESSIONS

Paid Half-Day Workshops

W-11	• Executive Functions: Concepts, Assessment & Intervention	2.00 PM – 5.00 PM	26
W-37	• Creating Lifetime Plans	2.00 PM – 5.00 PM	26
W-16	• Diagnosing Autism, Related PDDs, Pediatric Bipolar Disorder, and ADHD with the BASC-2	2.00 PM – 5.00 PM	26
W-01	• Legally Savvy – but Practical and Reasonable – Reports, IEPs, and Practice	2.00 PM – 5.00 PM	27
W-19	• Promoting Children's Mental Health through Social and Emotional Learning in Schools	2.00 PM – 5.00 PM	27
W-25	• Assessment and Special Education for Asian American Students with Learning Disabilities	2.00 PM – 5.00 PM	27
W-02	• The Identification, Assessment, and Treatment of ADHD	2.00 PM – 5.00 PM	27

Paper Presentations

P-26	• Reading Interventions: Choosing the Best Intervention for Schools and Students	2.00 PM – 2.50 PM	28
P-16	• Where in the World Is School Psychology? An International Study	2.00 PM – 2.50 PM	28
P-22	• Prenatal Exposure to Methamphetamines: Trends in Research	3.00 PM – 3.50 PM	28

Events

CLD Networking Breakfast	7.00 AM – 8.30 AM	37
CASP Legislative Committee Meeting	10.30 AM – 12.00 PM	22
CASP Awards Luncheon	12.00 PM – 2.00 PM	28
Region Representatives and Affiliates Meeting	4.00 PM – 6.00 PM	34
PAC 'For the Children' Fundraiser	6.00 PM – 11.00 PM	34



Friday, March 14

GENERAL SESSION

K-02 • 8.30 AM

Creating the Future Today: Changing Society's View of People With Autism Spectrum Disorders

Barbara Doyle

Each of us can have a profound impact on societal perspectives toward people with special needs, regardless of our roles in their lives. We can help to create a future world society that honors, embraces and values all people. This presentation helps to empower participants to more consciously influence the attitudes of those around them, and thus, society and the world.

Families, friends and staff who know, love and support people with autism spectrum disorders and other diagnoses want society to respond with recognition, understanding, valuing and acceptance. Our destination is a society that embraces human diversity and values everyone. Who is society? How is society going to learn to appreciate people with special differences?

Perhaps the most powerful tool for societal change that families, friends and service providers have is ourselves! We are the teachers of society in the journeys of our lives and relationships. Our behavior shapes societal values whether we know it or not! People in all communities are trained and attitudes are shaped when anyone observes our interactions with the special individuals we love and support. This presentation explores the powerful role of family members, friends and service providers in consciously creating the attitudes of the world of the future.



Barbara T. Doyle, MS, is a nationally known author, master teacher, trainer, keynote presenter and consultant. Her goals are inclusive communities in which everyone has an opportunity to belong, contribute, communicate, participate and be safe. She has worked for over 35 years to help create effective special education programs and services, creating inclusive schools that meet the needs of ALL students. She provides

training, technical assistance and consultation services to schools, families, advocacy groups, professional organizations, adult service providers and universities. Ms. Doyle is an engaging and lively presenter, noted for her practical strategies delivered with humor and humanity. She is a family member of three people with disabilities. She is the co-author of *Autism Spectrum Disorders from A to Z*, winner of the Autism Society of America Book of the Year Award 2006 for the Spanish edition, translated by her sister and co-author Emily Iland. Her website is www.barbaradoyle.com

Barbara Doyle will present a workshop, Teaching Ten Important Goals to People with Special Needs of All Ages Friday from 2-5 p.m.

This keynote is sponsored by Future Horizons, Inc.

I-03 • INVITED ADDRESS

10.30 AM – 11.30 AM

Ecological School-Based Consultation: Responding to America's Mental Health and Educational Pandemic Within a Public Health Context

Terry Gutkin, Ph.D.

Our nation finds itself trapped in a mental health and educational pandemic. National statistics show clearly that "water is coming into the boat faster than we can bail it out." The problems we face at every level of our educational and mental health systems cannot be addressed successfully by doing more of the same. As noted by George Albee many decades ago, no "disease" was ever cured by treating those that have it. To reverse the national mental health and educational pandemics will require alternative and more sophisticated (a) conceptualizations of human behavior, pathology, and learning, and (b) psychological and educational service delivery models. Although "more of the same" may help individual children and adolescents, it will not resolve the systemic problems that threaten our society.

School psychologists are perfectly situated to play a major role in reversing the mental health and educational pandemics that confront us. An analysis of the field reveals that we have the perfect population (children and adolescents), the ideal setting (schools), and the most powerful professional metaphor (education). Combining these elements with (a) ecological understandings of human behavior, (b) consultation service delivery models, and (c) a public health mindset could (should) set the stage for school psychologists to dramatically alter the mental health and educational status quo in America. The challenge awaits us. Are we up to the task? Are we ready to move forward or will we stay mired in the status quo?

Terry Gutkin, Ph.D., is professor and former chair of the Department of Counseling at San Francisco State University. He is editor of *School Psychology Quarterly*, the official journal of the Division of School Psychology of the American Psychological Association; editorial board member of the *Journal of School Psychology*, *School Psychology Review*, *School Psychology Quarterly*, *Journal of Educational and Psychological Consultation*, *Journal of Psychoeducational Assessment*, *Computers in Human Behavior* (Founding Editor). He is co-editor (along with Cecil Reynolds) of *The Handbook of School Psychology*, editions 1, 2 and 3 (4th edition is currently in preparation); author of approximately 100 articles published in school psychology and general psychology journals; and presenter of approximately 100 papers, primarily at the annual conventions of the American Psychological Association and the National Association of School Psychologists.

FRIDAY, MARCH 14 • 10.30 AM – 12.00 PM

CASP Legislative Committee Meeting

CASP advocates before the state Legislature on behalf of school psychologists. Come learn about the Association's legislative platform and share your ideas about future legislation.



SPECIAL SESSION

S-01 • 10.30^{AM} – 6.30^{PM}

Technology and School Psychology: Bridging the Digital Divide

Rose DuMond
Sean Surfas
Mike Jones
And many more...

How can technology help school psychologists expand their roles in schools?

What technology tools improve the work and working conditions of school psychologists?

These questions will be considered in a fast-paced, interactive presentation designed to help bridge the digital divide between school psychologists who use technology minimally in their work and those who are already proficient on many levels with digital tools. This workshop is for those who are looking for ways to improve their knowledge base as well as increase their efficiency through the use of technology tools. It is also for school psychologists already proficient in using technology tools in their work, presentations, and data gathering to share how they use these tools with others.

Short presentations using Word, Excel, Publisher, Powerpoint and PDAs during the school psychologist's day will be introduced. The use of distance learning and podcasts will also be discussed. In addition, specific tools will be on hand introducing technology directly related to school psychologists needs. School psychologists are encouraged to bring their knowledge of their favorite technology tools to this FREE presentation.

Rose DuMond is coordinator of Special Services for the Fremont Union High School District, served as a Past President of CASP in addition to serving many years as a CASP Board Member. She is currently working on a Certificate in Instructional Technology at San Jose State University. **Sean Surfas**, Ph.D., LEP, is in private practice and works with schools and agencies across the state, assisting individuals with developmental delays and autism. Dr. Surfas' private consultation group, T. O. T. A. L.: Treatment for the Autistic Learner, provides services for individuals with autism and developmental disabilities providing in home behavior support and community integration experiences. **Mike Jones** is CASP's webmaster and computer guru.

PAID FULL-DAY WORKSHOPS

W-12 • 10.30^{AM} – 6.30^{PM}

Using DIBELS for Progress Monitoring and Evaluating Response to Intervention in an Outcomes-Driven Model

Ruth A. Kaminski, Ph.D.
Kelli D. Cummings, Ph.D., NCSP
Kelly A. Powell-Smith, Ph.D., NCSP

Progress monitoring is a critical component to implementing Response to Intervention (RtI), and RtI represents a target of opportunity for improving the efficacy, utility, and defensibility of special education eligibility decisions. Even more important is using a prevention-oriented response to effective intervention approach within an Outcomes-Driven Model. The objectives of

this workshop are to: Provide an overview of DIBELS and describe most current research; provide an overview of RtI and describe the key components of various RtI models; and highlight ways that school psychologists can utilize DIBELS assessment data to promote an RtI approach that maximizes learning for all students.

Ruth A. Kaminski, Ph.D. is the director of Research and Development for Dynamic Measurement Group and co-author of *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*. For the past 15 years she has conducted research on assessment and preventative interventions for preschool and early elementary age children. **Kelli D. Cummings**, Ph.D., NCSP, works as a senior research scientist with Dynamic Measurement Group where she directs research related to general outcomes measurement and early literacy, language, and social development. **Kelly A. Powell-Smith**, Ph.D., NCSP, is a senior research scientist with Dynamic Measurement Group as well as a former associate professor of School Psychology at the University of South Florida, where she spent 12 years training school psychology students in a problem-solving/outcomes-driven approach to service delivery.

Topic C • Strand 2 • Skill Level II • Grade Level 2

LCSW/MFT

W-34 • 10.30^{AM} – 6.30^{PM}

PAL-II Diagnostic for Reading, Writing, and Math: Assessment-Instruction Links

Virginia W. Berninger, Ph.D.

The PAL-II Diagnostic for Reading, Writing, and Math integrates research on cognitive/brain bases of reading, writing, and math and instructional interventions. Nationally normed on K-6 students, it can be used with older students achieving at or below sixth grade. The main goals of this introductory workshop are (a) interpreting standard scores for subtests alone and compared to others on PAL-II and other tests, and (b) linking results to intervention. Cases for group discussions and breakout sessions will illustrate principles of test interpretation and linking results to intervention.

Virginia Wise Berninger, Ph.D., is a professor of educational psychology, director of Internship Training, School Psychology Program of the School Psychology Program and director of the Multidisciplinary Learning Disability Center at the University of Washington. She is the author of *The Process Assessment of the Learner (PAL) Intervention Guide* and *the Process Assessment of the Learner (PAL) Test Battery for Reading and Writing*, and subsequent PAL materials. She has been a Fellow, American Psychological Association, since 1995, author or co-author of more than 100 refereed journal articles, author or co-author of six books and more than 30 book chapters and a frequent presenter at regional, national and international conferences.

LCSW/MFT



Friday, March 14

PANEL PRESENTATIONS

N-11 • 10.30^{AM} – 12.00^{PM}

A Panel Discussion on Assessment and RTI with African American Children

Tracy S. Catalde, Ed.D.
Michael D. Elium, Ed.D.
Renée Dawson, M.S.W., M.A.
Jennifer Simmons, M.S., LEP, ABSNP
Phoebe Howard, M.A., MFT, NCSP

Over-representation of African American (AA) students in special education is well documented and persists today despite the Larry P. mandate and recommendations for alternative assessment. At the same time, many “research-based” reading programs used as part of a larger response-to-intervention effort have not included African American and English Learners in validation studies. Under these circumstances, lack of responsiveness and subsequent referral for assessment may rest on false assumptions. The panel discussion will center around two primary issues related to over-representation in special education, assessment practices and valid intervention practices.

Tracy S. Catalde, Ed.D., is a school psychologist with the Pittsburg Unified School District a visiting assistant professor at the University of the Pacific, Stockton. **Michael D. Elium, Ed.D.**, is an associate professor of education, University of the Pacific. **Renée Dawson, M.S.W., M.A.**, is Assistant Director; **Jennifer Simmons, M.S., LEP, ABSNP**, school psychologist; and **Phoebe Howard, M.A., MFT, NCSP**, school psychologist; with the Diagnostic Center Northern California.

N-01 • 10.30^{AM} – 12.00^{PM}

An Individualized Approach to RtI

Jeanne Anne Carriere
Tasha Woods
Beth Hoecker

Many school psychologists’ knowledge, skills, or motivation to implement the Response to Intervention (RtI) process may surpass their school district or local educational agencies. We will offer those practitioners a guide for beginning a school-wide implementation of RtI. Consensus, infrastructure, implementation, and sustainability at three large urban elementary schools will be presented. With the multi-tiered, problem-solving model as a guide, participants will develop a working knowledge of the essential components of RtI, understand their role in the process of implementation, and learn to create a database of student needs while organizing and utilizing interventions to drive the RtI process.

Jeanne Anne Carriere, MA is a school psychologist for Long Beach Unified School District, currently working at an elementary and high school. Ms. Carriere is also an adjunct assistant professor at Chapman University, teaching in their School of Education’s Counseling and School Psychology Program. **Tasha Woods, MA**, is a school psychologist with the San Diego Unified School District. **Beth Hoecker, MA**, is an intervention specialist with the Los Angeles Unified School District.

Topic C • Strand 5 • Skill Level I-II • Grade Level 2

N-03 • 10.30 AM – 12.00 PM

Enhancing Success of Diverse Children with Autism: Bridging Home and School Cultures

Heather A. Haskell
Rachel D. Coronado
Beth S. Gerdes

This panel will explore how school psychologists can strengthen outcomes for African-American, Asian-American, and Latino children with autism spectrum disorders (ASDs) by infusing cultural strengths into pre-existing research-based interventions. Specific examples of culturally enhanced Social Stories, PECS, and Power Cards will be demonstrated. Further, the concept of non-traditional IEP teams, including cultural community interventionists, will be introduced. In addition, the importance of strengthening home-school partnerships will be addressed and participants will communicate guidelines for improving these partnerships in their practices. Participants will leave with the skills to immediately improve interventions and home-school relations for diverse children with autism.

Heather A. Haskell, Rachel D. Coronado, and Beth S. Gerdes, graduate students, San Diego State University.

Topic D • Strand 2 • Skill Level II • Grade Level 4

N-10 • 10.30^{AM} – 12.00^{PM}

Curriculum-Based Measurements: What Every School Psychologist Should Know

Genevieve M. Thomas
Stacey Anderson
Carla Harwell
Brian P. Leung

Curriculum-Based Measurements (CBMs) are a common way of assessing and tracking growth in RtI-based programs. The purpose of this presentation is to familiarize school psychologists with the application of these assessments in a literacy intervention context. Attendees will have an opportunity to practice administering and scoring a CBM.

Genevieve M. Thomas, M.A., student, Special Education Department coordinator; **Stacey Anderson**, student and senior behavior therapist, Behavior Frontiers; **Carla Harwell**, student and substitute teacher, Lennox School District; and **Brian P. Leung, Ph.D.**, professor and director of the School Psychology Department; all of Loyola Marymount University, Los Angeles.

Topic C • Strand 5 • Skill Level I • Grade Level 4

PAPER PRESENTATIONS

P-18 • 10.30^{AM} – 11.20^{AM}

A Follow-up Study of Students Who Did Not Pass the California High School Exit Exam (CASHEE)

To earn a high school diploma beginning in 2006, all students in California were required to pass the California High School Exit Exam (CAHSEE). According to California Department of Education figures, up to 120,000 students across grades 9-12 dropped out of school or remained in school but failed the test.



What happened to students, who after repeated attempts, are unable to obtain a passing score? This study examines the options they pursued and their current education and employment activities.

Shane Jimerson, Ph.D., Michael Furlong, Ph.D., Jill Sharkey, Ph.D., Erika Felix, Ph.D., Mary Skokut, Ph.D., and Russell Rumberger, Ph.D., University of California at Santa Barbara.

Topic G, Strand 2, Skill Level I.

P-10 • 10.30^{AM} – 11.20^{AM}

Other Health Impairment – Definition, Criteria, Population, & ADHD

The purpose of this presentation is to offer available information about the special education category of Other Health Impaired (OHI). The presentation will address the definition of OHI, evaluation criteria, medical conditions, statistics, and changes in IDEA 2004. Current information from literature and legislature about how exactly a student is found eligible for OHI, qualifying medical conditions, how to best assess a student with ADHD, and various court case rulings in regard to OHI, will be discussed.

Michael Giambona, Ed.S., school psychologist, Mount Diablo Unified School District; **Teresa Richards, Ed.S.,** school psychologist, Woodland Joint Unified School District.

Topic B • Strand 5 • Skill Level II • Grade Level 4

P-14 • 10.30^{AM} – 11.20^{AM}

Response to Intervention with SIED Students

The purpose of this presentation is to highlight a case study involving a school psychologist in various Response-to-Intervention roles in intervening with an emotionally challenging students.

Leesa Huang, Ph.D., assistant professor, California State University, Chico; **R. Brett Nelson, Ph.D.,** professor, California State University, San Bernardino; **Dudley Wiest, Ph.D.,** professor, California State University, San Bernardino; and **Diana Nelson, Ed.S.,** school community facilitator, Greeley Public Schools, CO.

P-12 • 10.30^{AM} – 11:20^{AM}

Bipolar Disorder: How to Differentiate it From Other Disorders.

This presentation will provide participants with brief information regarding the red flags, symptoms, and diagnostic criteria of bipolar disorder, but will mainly focus on assisting professionals with differentiating bipolar disorder from other, more common disorders, such as major depressive disorder and attention-deficit/hyperactivity disorder (ADHD).

Shelley Hart, MA, is a school psychologist with the Fairfield-Suisun Unified School District and **Stephen Brock, PhD,** is an Associate Professor, California State University, Sacramento.

Topic E • Strand 2 • Skill Level I • Grade Level 4

P-20 • 10.30^{AM} – 11.20^{AM}

The Oral-Written Language Connection: What Every School Psychologist Needs To Know

The purpose of the presentation is for participants to understand the relationship between oral-written language skills, to know the questions to ask teachers to determine the difficulty a student may be having with oral-written language skills, and to gain knowledge of skill-building strategies.

Anne M. Nathan, M.S., NCSP, school psychologist, doctoral student, Department of Educational Specialties, University of Nevada, Reno. **Debra C. Vorfil, Ph.D.,** associate professor, Department of Speech and Audiology, University of Nevada, Reno.

Topic D • Strand 1 • Skill Level I • Grade Level 2

POSTER PRESENTATIONS

R-01 • 10.30^{AM} – 12.00^{PM}

The English to Spanish Translation of Psycho-Educational Materials for Use During School Crisis Interventions

After reviewing the general principals for translating educational materials from one language to another, this poster session offers guidance designed to assist school psychologists in translating psycho-educational materials used during crisis interventions from English to another language.

Stephen E. Brock, Ph.D., associate professor; **Lecenia Navarro, & Evelyn Teran,** graduate students, California State University Sacramento.

Topic E • Strand 7 • Skill Level II • Grade Level 4

R-02 • 10.30^{AM} – 12.00^{PM}

The Development Link Between Theory of Mind, Executive Functioning, and Delay of Gratification: Possible Future Implications on Behavior

The purpose of this investigation is to examine whether the developmental link between theory of mind and executive functioning in preschoolers can later predict inhibitory control in the fifth grade, as assessed by delay of gratification tasks.

Mais Khourdaji, University of the Pacific, Department of Educational Psychology.

Topic D • Strand 5 • Skill Level 1 • Grade Level 1 & 2



Friday, March 14

R-03 • 10.30 AM – 12.00 PM

Home-School Collaboration in a Rural School District: Parents' and Teachers' Perceptions

The purpose of this research study was to examine parent and teacher perspectives of home-school collaboration in a rural school environment, all of which are areas tremendously lacking in research.

Sarah M. Manual, California State University, Chico.

Topic A • Strand 3 • Skill Level II • Grade Level: 4

R-05 • 10.30 AM – 12.00 PM

Adolescent Girls & Relationships: Using the Group Setting to Build Skills, Strengthen Relationships, and Increase Social Support

This study tailored a social support curriculum to address the interests and needs of nine racially diverse adolescent girls who were identified as being "at risk" for school failure, social isolation, aggressive activity, or early sexual activity.

Christina Siller, Emily French, Kristine Taniguchi, Benerd School of Education, University of the Pacific.

Topic F • Strand 1 • Skill Level I • Grade Level 2

PAID WORKSHOPS

W-11 • 2.00 PM – 5.00 PM

Executive Functions: Concepts, Assessment & Intervention

Peter K. Isquith, Ph.D.

This skills-based workshop focuses on understanding concepts and assessment methods for including an executive function model in everyday practice. Definitions, development, and neural bases of self-regulation will be discussed along with methods of assessing individuals' profiles of executive functioning in the everyday context and application of these concepts to a wide range of clinical presentations. These fundamental concepts form the basis for an intervention model. Participants will be able to define executive functions and understand underlying concepts, articulate the range of executive function domains, explain profiles of strengths and weaknesses in clinical populations, describe strengths and weaknesses of assessment approaches, and develop a working model for intervention planning.

Peter K. Isquith, Ph.D. is a licensed psychologist in Vermont with specialty in pediatric neuropsychology. He researches and presents regularly on self-regulation across the lifespan, has co-authored several articles and chapters on the topic, and is co-author of four measures of executive function for preschoolers through older adults.

This workshop is sponsored by PAR, Inc.

**Topic D • Strand 1 • Skill Level I-III
Grade Level 4**

LCSW/MFT MCEP approval pending

W-37 • 2.00 PM – 5.00 PM

Creating Lifetime Plans

Barbara Doyle

A Lifetime Plan is a process through which everyone who is committed to being a part of the life of a person with special needs comes together to create a vision for the person's future. When everyone agrees on the best possible life that can be envisioned for a person, it becomes easier to work in harmony with each other. It becomes easier for families to explain to others what is important to them. Teams can then choose and implement goals and strategies that are most likely to result in the acquisition of the skills needed to live a successful life, as described in the plan. Participants will learn: how to stop being afraid of lifetime planning and learn to love it; the importance of lifetime planning throughout the life span of individuals with developmental disabilities and other special needs, components of the lifetime plan, strategies for the lifetime planning process, communication ideas to enhance lifetime planning resources.

Barbara T. Doyle, M.S., is a nationally known author, master teacher, trainer, keynote presenter and consultant in private practice. An adjunct faculty member of Southern Illinois University School of Medicine, she focuses on children and adults with autism spectrum disorders, autism with hearing and/or vision impairment, autism with mental illness, deafness, deafblindness and assistive technology. Ms. Doyle consults, trains, presents and provides technical assistance to schools, families, universities, organizations and agencies. An engaging trainer, she delivers practical information with humor and humanity. She is a family member of three people with disabilities, one of whom has ASD. Her website is www.barbaradoyle.com

Ms. Doyle will be the keynote speaker on Friday morning.

Barbara Doyle's appearances are sponsored by Future Horizons.

LCSW/MFT

W-16 • 2.00 PM – 5.00 PM

Diagnosing Autism, Related PDDs, Pediatric Bipolar Disorder, and ADHD with the BASC-2.

Cecil R. Reynolds, Ph.D.

Autism and related pervasive developmental disorders have been diagnosed with increasing frequency over the last decade. Many attribute this to more accurate diagnosis and reporting, while others consider this increase to be associated with trends toward labeling normal behavior as pathological. During this same time, pediatric bipolar disorder and ADHD have also seen notable increases in frequency of diagnosis. This workshop will focus on diagnostic guidelines as well as actuarial determination of autism and related PDDs, differential diagnosis of pediatric bipolar disorder and ADHD, and major depressive disorder using BASC-2 actuarial profiles. Applications of the BASC-2 and its existing software for evaluating response to intervention for behavioral programming will be demonstrated.



Cecil R. Reynolds, Ph.D., is the author of more than 300 scholarly publications and author or editor of 43 books including *Handbook of School Psychology*, *the Encyclopedia of Special Education*, and the *Handbook of Clinical Child Neuropsychology*. He is also the author of several widely used tests of personality and behavior including the BASC-2 and the RCMAS. He is currently a professor of Educational Psychology, professor of Neuroscience, and Distinguished Research Scholar at Texas A & M University.

This workshop is sponsored by Pearson Assessments.

Topic D • Strand 2 • Skill Level II LCSW/MFT MCEP approval pending

W-01 • 2.00^{PM} 5.00^{PM}

Legally Savvy – but Practical and Reasonable – Reports, IEPs, and Practice

Eric Beam

Attorneys can tell you exactly those practices on which they can or cannot build a legal defense, but can you really apply those practices to every student, every time? This workshop focuses on the intersection of best educational practices and best legal practices. The workshop will cover the basic premise of the law, compliant and powerful assessment reports and IEPs, common mistakes and traps, and daily practices that are reasonable and practical to implement in the real world. While no case is legally impenetrable, attendees will be able to make a daily practice that will decrease legal exposure, produce documents that can withstand legal scrutiny, and improve student outcomes. Attendees will not be expected to give up their identity as educators, sell their soul, or live under constant paranoia. These principles have been used effectively to prevent and prevail in legal action, as well as dramatically reduce district legal costs.

Eric Beam is currently a doctoral student in UCLA's Educational Leadership Program. He received his MS/CAGS from Northeastern University in School Psychology and his BS in Psychology from UMass Amherst. He supervises school psychologists and speech pathologists for Antelope Valley Unified High School District.

Topic B • Strand 5 • Skill Level I-III • Grade Level 4 LCSW/MFT

W-19 • 2.00^{PM} – 5.00^{PM}

Promoting Children's Mental Health through Social and Emotional Learning in Schools: Strong Kids and Strong Teens Curricula

Oanh K. Tran, Ph.D.

This workshop will provide a better understanding of how children's mental health is associated with academic outcomes. As well, an overview of how to best support students' academic and social-emotional success will be presented. One way to support all students is through social and emotional learning (SEL). Topics presented include the components of SEL to enhance social and emotional competence, promotion of interpersonal and emotional adjustment, and use of effective curricula in school settings. The Strong Kids and Strong Teens evidence-based, social and emotional learning curricula will be presented. Strategies and approaches will be given on how to successfully apply social and emotional instruction to prevent mental health problems.

Because this workshop has a strong focus on prevention and early intervention of social and emotional problems, participants will learn how to better implement SEL efforts.

Oanh K Tran, Ph.D., is an assistant professor of child clinical/school psychology at California State University, East Bay. She received her doctorate in school psychology from the University of Oregon in 2007. Dr. Tran completed a clinical internship at a community mental health agency working with children and youth with emotional and behavioral disorders. Her teaching and research interests include prevention and early intervention of social and emotional problems, behavioral assessment, parent-child interactions, and consultation.

Topic E • Strand 2 • Skill Level II LCSW/MFT

W-25 • 2.00^{PM} – 5.00^{PM}

Effective Assessment and Special Education for Asian-American Students with Learning Disabilities: A Case-Based Approach

EunMi Cho, Ed.D.
Woo Jung, Ph.D.

This workshop will focus on the cultural values and assumptions behind the intercultural communication patterns used in the special education community between Asian-American parents and special education professionals with diverse backgrounds. First, attention will be paid how the interaction between Asian-American parents and special education professionals with diverse background using different communicative styles can lead to conflict or misinterpretation, often to the detriment of the child with specific learning disabilities. Second, two specific case studies will be introduced. Third, the ways of increasing the effectiveness of special education and related services for ethnic minority students with LDs, especially Asian-American descendents by enhancing the communication skills between their parents and special education professionals.

EunMi Cho, Ed.D., is an associate professor and consultant to the Department of Special Education at California State University, Sacramento. Dr. Cho is also the editor (in English and Korean) of the *Journal of Special Children Education*, a publication of the Korean Association for Children with Special Needs, and serves as chair of the Multicultural Committee of California Learning Disabilities Association. **Woo Jung, Ph.D.**, is an associate professor in the Special Education Department of California State University, Fullerton. He has authored many publications, and served as a reviewer of the book *Exceptional Children and Youth, 4th Edition*.

Topic F • Skill Level II • Grade Level 4 CATS-EL • LCSW/MFT

W-02 • 2.00^{PM} – 5.00^{PM}

The Identification, Assessment, and Treatment of ADHD

Stephen E. Brock, Ph.D.
Bethany Grove
Melanie Searls

After specifying reasons for being better prepared to evaluate and work with students who have Attention-deficit/Hyperactivity Disorder (ADHD), this workshop offers guidance designed to



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assist school psychologists in identifying, assessing, and treating students with ADHD. It includes examination of the causes, prevalence, and associated features of this disorder. However, more importantly, participation in this workshop will develop skills important to conducting the psycho-educational evaluation of students with ADHD. This workshop element includes review of strategies designed to obtain valid test results, as well as examination of specific assessment practices, tools, and profiles for use when assessing students with ADHD, and in particular how assessment data can be used to inform instruction. It is anticipated that at the conclusion of this presentation participants will better understand the nature of ADHD, and how to better evaluate and serve this population of students.

Stephen Brock, Ph.D., NCSP, is an associate professor in the School Psychology training program at California State University Sacramento (CSUS). Before joining the CSUS faculty, Dr. Brock was the lead psychologist for the Lodi Unified School District. He is the lead author of the book *Identifying, Assessing, and Treating ADHD at School*. **Bethany Grove** is a second year graduate student in the School Psychology training program at CSUS. Ms. Grove's research interests include developing effective classroom accommodations for students with ADHD. **Melanie Searls** is in her second year in the School Psychology training program at CSUS.

Topic D • Strand 2 • Skill Level II • Grade Level 4 LCSW/MFT

Schools and Students

The primary focus of the presentation is on reading interventions and how to evaluate interventions for use at a school wide level as well as with individual students. Currently used reading interventions will be reviewed as examples. Participants will also be provided with resources useful in consulting with schools on reading interventions.

Catherine Christo, Ph.D., professor, California State University, Sacramento.

Topics C & D • Strands (C)2 & (D)1 • Skill Level II • Grade Level 4

P-16 • 2:00^{PM} – 2:50^{PM}

Where in the World Is School Psychology? An International Study

This study addresses three important questions; 1) How many countries have professionals who provide school psychology services? 2) Which countries do and do not have school psychologists? 3) What evidence of school psychology is available in each country?

Shane R. Jimerson, Ph.D., Professor, **Mary Skokut**, **Santiago Cardenas**, **Heather Malone**, and **Kaitlyn Stewart**, all of the University of California at Santa Barbara.

Topic A • Strand 2 • Skill Level I

PAPER PRESENTATIONS

P-26 • 2:00^{PM} – 2:50^{PM}

CASP Awards Luncheon

Friday, March 14, 2008
From Noon
\$30.00

CASP's Past Presidents Present The Best in School Psychology

CALIFORNIA ASSOCIATION OF SCHOOL PSYCHOLOGISTS PRESENTS

Sandra Goff Memorial Award
Nadine M. Lambert Outstanding School Psychologist Awards

CALIFORNIA SCHOOL PSYCHOLOGY FOUNDATION PRESENTS

Cultural and Linguistic Diversity Scholarships
Paul Henkin Convention Awards

CASP PRESENTS THEIR NOMINATIONS FOR THE

National Association of School Psychologists Awards

There is still time to nominate or apply for the CASP and for the CSP Foundation awards.
Deadline is December 9, 2007. Applications are on the CASP web site at www.casponline.org

Saturday Overview



MORNING SESSIONS

Special Sessions

S-02	• RTI Round Table Discussion	8.30 AM – 11.30 AM	29
S-03	• Landing a School Psychologist Position & Managing Effectively and Efficiently	8.30 AM – 11.30 AM	29

Paid Workshops

W-27	• Emotional Behavior Disorders & Social Maladjustments	8.30 AM – 11.30 AM	30
W-09	• Improving Evaluation Practices	8.30 AM – 11.30 AM	30
W-23	• Provide Hope and Motivate Youth to Overcome Poverty, Violence and Failure	8.30 AM – 11.30 AM	30
W-26	• CHC and PASS Theories of Cognitive Ability and Function	8.30 AM – 11.30 AM	31
W-28	• Profiles of Autism Spectrum Disorders on the KABC-2, BASC-2, and the Vineland-2	8.30 AM – 11.30 AM	31
W-15	• Resolving Conflicts at IEP Team Meetings	8.30 AM – 11.30 AM	31
W-24	• Trauma and the Brain: How to Assess, Designate, and Serve	8.30 AM – 11.30 AM	32
W-13	• The Neuropsychological Impact of Prescription Medication and Recreational Substances	8.30 AM – 11.30 AM	32
W-08	• What to do with ALL Those Counseling Referrals?	8.30 AM – 11.30 AM	32

Panel Discussions

N-05	• Promoting Intervention Integrity within Rtl	8.30 AM – 10.00 AM	32
N-07	• The Role of School Psychologists in Building Multicultural Competency	10.00 AM – 11.30 AM	33

Paper Presentations

P-02	• Self-Injury Interventions for School Psychologists	8.30 AM – 9.20 AM	33
P-06	• Crossing the Bridge Between General Education and the Needs of Gifted Children	8.30 AM – 9.20 AM	33
P-09	• A Longitudinal Study of School Readiness as Predictor of Future Academic Achievement	9.30 AM – 10.20 AM	33
P-27	• Resilience and the Preschool Child	9.30 AM – 10.20 AM	33
P-21	• An Innovative Model to Enhance Response to Adolescent Delinquency	10.30 AM – 11.20 AM	33
P-24	• Transition Skills for Middle Schoolers	10.30 AM – 11.20 AM	34

SPECIAL SESSIONS

S-02 • 8.30 AM – 11.30 AM

RTI Round Table Discussion

Catherine Christo, Ph.D.
CASP RTI Workgroup

This free, three-hour discussion will allow participants to have questions answered about implementing your school's or district's Response-to-Intervention models. Members of the CASP Rtl Workgroup will serve as discussion leaders at various tables in a large ballroom. Each table will be focused on a different topic regarding Rtl. The three hour block would be divided up into segments and participants could move from table to table according to their own interests within these time segments. This is an opportunity to come together for focused discussions with other psychologists and with members of the CASP Rtl workgroup and help fill the need for an opportunity to talk with others about "next steps" and to have the opportunity to consult with someone regarding their districts' data, etc.

Catherine Christo, Ph.D., is chair of the CASP Rtl Workgroup and a professor at California State University, Sacramento. Other members of the workgroup are expected to participate.

S-03 • 8.30 AM – 11.30 AM

Landing a School Psychologist Position & Managing Assessment/Report Writing Demand Effectively and Efficiently

Tracy Jones

In the first half of the session attendees will receive sample interview questions and develop cogent responses to inquire on child development, assessment, disorders & syndromes, special education law, creating working relationships and leadership skills. A 'before the interview' review sheet will be developed in the workshop.

During the second half of the workshop attendees will receive downloadable organizational templates, schedules, and tracking sheets for calendar management. A paper file and case file management system will be demonstrated. In addition, attendees will receive downloadable individualized report templates, recommendations, interventions, and monthly staff educational bulletins.

Tracy Jones, M.A., Ed.S., NCSP, works as a school psychologist in the San Ramon Valley USD. Ms. Jones brings 21 years of experience in rural, suburban, and urban public school districts to her role. Her stellar skills in professional organization streamline and manage the daily task and paperwork demands. She serves on the CASP Board of Directors as the new school psychologist specialist.

Topic B • Strand 2 • Skill Level 1 • Grade Level 4



PAID WORKSHOPS

W-27 • 8.30^{AM} – 11.30^{AM}

Emotional Behavior Disorders and Social Maladjustment: Differential Diagnostic Assessments and Interventions with Ecological Considerations

Josie Woodson, Psy.D.
Penny Koepsel, Ph.D.

The distinction between ED and social maladjustment can seem arbitrary and indistinguishable for many children and adolescents. It is often extremely difficult for school psychologists to make this determination, which in turn can lead to disproportional placement into special education programs and services. As a primer, this workshop will review theories of normal development and psychopathology. Next, a review of the diagnostic criteria for social-emotional evaluations will be presented based on educational models (IDEIA) and the clinical standards (DSM-IV). Personality subtypes with callous/unemotional, narcissistic, and impulsive traits will also be reviewed, with emphasis on importance of early identification, cultural sensitivity, and intervention. Early intervention reduces the likelihood of these behaviors continuing into late adolescence and adulthood. Participants will learn how to use the Anti-Social Process Screening Device (APSD) for early identification of children and adolescents who are exhibiting symptoms of behavior disorders.

Josie Woodson, Psy.D., is a credentialed school psychologist who has worked with preschool through young adult populations. As a school psychologist, she has trained school psychology interns and focused, developed, and provided professional development trainings that include an ecological theoretical perspective for understanding student academic and behavioral difficulties. She delivers large group presentations and provides professional development training with Continuing Education Credits to school districts in support of their efforts to maximize student performance. Dr. Woodson is currently an educational consultant for Multi-Health Systems (MHS) and supports school districts in the Western United States. **Penny H. Koepsel, Ph.D.**, LSSP, LPC, has clinical and school psychology experience. She has been a project director, team leader and psychologist for two different community mental health agencies in Texas. She served as a school psychologist for a number of Texas school districts and as a clinical psychologist for the Department of Education Region 1 in Maui, Hawaii. Dr. Koepsel was also employed as Special Education Program Coordinator of Assessment and Psychological Services for Klein Independent School District in Spring, Texas where she supervised school psychologists, educational diagnosticians, related service counselors, social workers, and LSSP interns. Dr. Koepsel is currently Southeast Clinical and Educational Consultant for MHS.

LCSW/MFT

W-09 • 8.30^{AM} – 11.30^{AM}

Improving Evaluation Practices: Overcoming the Emotional Disturbance/Social Maladjustment Dichotomy to Enhance ED Identification and Student Service

Bryan Euler, Ph.D.

Because of vague terminology and incomplete definitions pertaining to Emotional Disturbance (ED) and Social Maladjustment (SM), there has been considerable discussion in school psychology regarding the distinctions between ED and SM. It appears that these ambiguities have led to a trend of examining ED and SM within the context of a dichotomy. Recently a new measure, the Emotional Disturbance Decision Tree (EDDT), was developed with the goal of improving evaluation practices by providing professionals with a tool that systematically quantifies ED and SM. Data on over 350 students ranging (ages 5-18) who have been classified as ED, SM, or ED and SM will be presented. First, to establish the reliability of the EDDT, internal consistency and item-with-total correlations will be presented. Next, to demonstrate criterion validity, the relationship between the EDDT and other behavioral assessments (i.e., CAB, CBCL, BASC-2) will be examined. Lastly, the construct validity of the EDDT will be investigated to illustrate the ability of the EDDT to classify students as ED, SM, or ED and SM. Detailed case studies will be presented demonstrating the use of the EDDT in concert with other assessment measures. Intervention methods will be included in this.

Bryan Euler, Ph.D., is licensed as a school and clinical psychologist, and is the lead psychologist for the Albuquerque Public Schools, a multicultural New Mexico school district of 90,000 students and 130 campuses. He has 17 years experience in school psychology, with 12 of that as a supervisor / trainer of other school psychologists. Dr. Euler is the author of the Emotional Disturbance Decision Tree (EDDT), recently published by PAR Inc.

This workshop is sponsored by PAR, Inc.

Topic E • Strands 1 & 2
Skill Levels I-III • Grade Level 4.

LCSW/MFT MCEP approval pending

W-23 • 8.30^{AM} – 11.30^{AM}

Why Try? Innovative Interventions that Provide Hope and Motivate Youth to Overcome Poverty, Violence and Failure

Christian Moore

Participants will learn several practical methods to teach emotional intelligence and important life skills such as: anger management, problem solving, overcoming peer pressure, keeping laws and rules, building support systems, and having a vision of the future. This workshop will emphasize a strength-based approach to helping youth overcome their challenges using "multiple intelligence" methods that emphasize the youths' learning styles, including visual analogies (pictures), music, and hands-on activities, to teach youth in ways that they will understand and remember.



Christian Moore is a licensed social worker. He has several years experience working with at-risk youth specializing in adolescents with conduct disorder and learning disabilities. He is the founder of the WhyTry Organization, and developed an at-risk program, "The WhyTry Program," used by more than 500 school districts nationwide.

Topic E • Strands 1,4,6,7 • Skill Level I-III • Grade Level 4 LCSW/MFT

W-26 • 8.30^{AM} – 11.30^{AM}

CHC and PASS Theories of Cognitive Ability and Function: Irreconcilable Differences or Just In Need of Marriage Counseling

James F. Hiramoto, Ph.D.
Pedro Olvera, PsyD.
Veronica I. Olvera, PsyD.
Leslie J. Bacon, M.S.

This workshop is intended for moderate-to-advanced practitioners who use either CHC/Cross Battery Assessment or PASS/Neurological Assessment tools in their assessments. This workshop's goal will help explain why both competing theories are right and why an integration of CHC and PASS are both important and that it is not an either/or proposition when it comes to the professional practice of school psychology.

James Hiramoto, Ph.D., is the program director for the school and educational psychology programs at Alliant International University-San Francisco. Dr. Hiramoto has worked as a school psychologist recently at Santa Clara Unified, and currently Byron Union. Research interests include: theories of cognitive ability and test development. **Pedro Olvera, PsyD.**, has been a bilingual school psychologist for the Santa Ana Unified School District for the past five years. His research interests are in the areas of bilingual assessment, integration of CHC and PASS theories, and behavioral intervention case management. **Veronica Olvera, PsyD.**, is an assistant professor at Azusa Pacific University (APU) and a supervisor of assessment at the Pediatric Neurodevelopment Institute at APU. Areas of research interests include malingering, Spanish and bicultural neuropsychological assessment, and pediatric neuropsychology. **Leslie Bacon, MS**, is a doctoral student of Alliant International University, San Francisco. She is American Board of Neuropsychology Credentialed with 16 years as a practicing school psychologist.

Topic D • Strand: 1
Skill Level II & III • Grade Level 4 LCSW/MFT • MCEP approval pending

W-28 • 8.30^{AM} – 11.30^{AM}

Cognitive, Behavioral, and Adaptive Profiles of Autism Spectrum Disorders on the KABC-2, BASC-2, and the Vineland-2.

Elaine Fletcher-Janzen, Ed.D.

As the identification of autism spectrum disorders (ASD) continues to increase, and younger children are being identified, so does the complexity of differential diagnosis with these disorders. This presentation will first provide an overview of the most recent research with ASD in terms of etiology, differential diagnosis, and imaging. There will also be a history of the KABC-2, BASC-2, and

Vineland-2 in terms of the use of these instruments in differential diagnosis for the past twenty years and how distinct profiles have emerged for ASD from cognitive, behavioral, and adaptive perspectives. Specific profiles will be described for the three instruments along with suggestions for interventions and IEP goals and objectives. Hands on materials and resources will also be included.

Elaine Fletcher-Janzen, Ed.D., NCSP, has been a school psychologist in the public schools and neuropsychiatric inpatient settings for the past 24 years. She was a Visiting Professor of Psychology at the University of Colorado, Colorado Springs for the past 6 years and has recently moved to San Angelo, Texas. Dr. Fletcher-Janzen has co-edited and authored 14 books and reference works in the fields of school psychology, child clinical neuropsychology and special education including: the *Handbook of School Neuropsychology*, the *Diagnostic Desk Reference of Childhood Disorders*, and the *Handbook of Cross-Cultural Neuropsychology*.

Her current research interests are in the cross-cultural aspects of cognitive abilities, the impact of socioeconomic status on cognitive and RTI scores, neuropsychological aspects of chronic illness, and the systematic management of pediatric chronic illness in school and clinical settings. Dr. Fletcher-Janzen has been a trainer and trainer of trainers in cultural diversity and awareness workshops since 1990.

This workshop is sponsored by Pearson Assessments.

LCSW • MCEP approval pending

W-15 • 8.30^{AM} – 11.30^{AM}

Resolving Conflicts at IEP Team Meetings

Brendan Pratt, Ph.D.

An IEP team meeting is an opportunity to understand a child's educational needs, strengthen working relationships with parents, reach compromises, set goals and measure progress. Instead, these meetings often become a time of confusion, anger and threats. Parents and teachers tend to blame one another when a child does not progress, and it may be difficult to reach agreements. School psychologists play a critical role in IEP meetings because they have the opportunity to clarify misconceptions, explain testing data, mediate conflicts and set reasonable goals. Understanding parents' perspectives, clarifying common myths, diffusing anger and reaching compromises that are cost-effective and compassionate will be addressed. Selected case examples will be used.

Brendan Pratt, Ph.D., is a licensed psychologist specializing in psychological evaluations of children and adolescents. He received a Ph.D. from the California School of Professional Psychology. He is past president of Santa Clara County Psychological Association and is a member of the Board of Directors of California Psychological Association.

Topic A • Strand 3
Skill Level II • Grade Level 2 MCEP approval pending • LCSW/MFT



Saturday, March 15

W-24 • 8.30^{AM} – 11.30^{AM}

Trauma and the Brain: How to Assess, Designate, and Serve

Regalena Melrose, Ph.D.

The purpose of this workshop is to deepen our understanding of students who display natural, albeit challenging, responses to traumatic experiences. Participants will learn that trauma is more common for today's students than imagined, that its impact on the brain and nervous system has a direct and negative effect on learning and behavior, and that unresolved trauma is related to many of the affective problems students experience (i.e., depression, anxiety, substance abuse, and self-mutilation). When the relationship between trauma, the brain, and subsequent functioning is understood, interventions may be developed that work not only in the short-term but also for years to come. Simple yet powerful ways to intervene successfully across academic and behavioral domains will be highlighted.

Regalena Melrose, Ph.D., specializes in trauma and the brain and has worked in the schools for more than a decade. She has written three books adapting neuroscientific research to best practice, and speaks to educators all across North America.

Topic E • Strand 1 • Skill Level I • Grade Level 4 LCSW/MFT • CATS Crisis

W-13 • 8.30^{AM} – 11.30^{AM}

The Neuropsychological Impact of Prescription Medication and Recreational Substances

Mary Joann Lang, Ph.D., A.B.P.N., R.N., P.N.P.

This presentation is about the neuropsychological impact of prescription medication and recreational substances. A discussion on the structure and function of the nervous system will be presented first. Next, the chemical signaling system by the neurotransmitters and hormones will be reviewed. The following section will cover the basic principles of pharmacology, which will include the pharmacokinetic factors that influence drug action. Issues, including cultural factors, related to the use, abuse and addiction to medications/substances will then be covered. This will be followed by more specific information related to several commonly used medications/substances that have a significant neuropsychological impact on children and adolescents. The School Neuropsychology Model (Miller, Lang & De Fina) will be used as a basis for understanding these neuropsychological affects.

Mary Joann Lang, Ph.D., A.B.P.N., R.N., P.N.P., is a Board Certified Neuropsychologist. She is also a Pediatric Nurse Practitioner. Dr. Lang maintains a clinical practice in neuropsychology. The focus of the practice is children and adolescents with medical conditions and developmental disabilities including Autistic Spectrum Disorder.

Topic D • Strand 3 • Skill Level II • Grade Level 3 LCSW/MFT

W-08 • 8.30^{AM} – 11.30^{AM}

What to do with ALL Those Counseling Referrals?

Chris Ellis

This workshop is to help school psychologists set up a fun, rewarding and effective counseling program. This workshop is designed for the new psychologist or those wanting to refresh their basic counseling skills at the elementary level. It is designed to help create a counseling program from beginning to end, including legal issues, differentiating between children who need behavior interventions in the classroom and those that need counseling with talk or play, writing measurable goals, assessing progress, choosing researched based appropriate counseling methods and knowing when to exit a student. Attendees will practice matching referrals with appropriate counseling strategies. They will play with some of the games and make some of their own counseling materials. Sample forms, goals and bibliography will be provided.

Chris Ellis has been a practicing school psychologist in Los Angeles Unified School District for 14 years. Previously, she was a social worker counseling blind children and emotionally disturbed boys 5-12. She has supervised interns, helped write a new district counseling manual, created a counseling library and writes a counseling column for the *LAASP (Los Angeles Association of School Psychologists) WORD*.

Topic B • Strand 2 • Skill Level I • Grade Level 2 LCSW/MFT

PANEL PRESENTATIONS

N-05 • 8.30^{AM} – 10.00^{AM}

Promoting Intervention Integrity within RtI

Diane Richmond
Lori Sarkissian
Veronica Olmos
Lynn Rose Gallo
Brian P. Leung, Ph.D.

Intervention integrity - the ability or willingness of the teacher to deliver an intervention as originally designed or intended is a critical element in the successful implementation of RtI. This presentation will present a framework, based on research that explores the myriad of factors that impact teacher's use of interventions. The focus of our presentation will be a 3-tier model, similar to RtI, for teachers to increase intervention integrity. This presentation will also offer strategies, based on the framework, for school psychologists to use in their role as a consultant within the proposed model.

Diane Richmond, **Lori Sarkissian** and **Veronica Olmos** are graduate students at Loyola Marymount University. **Lynn Rose Gallo** is a behavioral therapist for FirstSteps for Kids, Inc. **Brian P. Leung**, Ph.D., is the program director for the School Psychology Program at Loyola Marymount University.

Topic A • Strand 2 • Skill Level III • Grade Level 4



N-07 • 10.00^{AM} – 11.30^{AM}

The Role of School Psychologists in Building Multicultural Competency

Marcelett C. Henry, Ph.D.
Patricia Nellor Wickwire, Ph.D.

The purpose of this presentation is to provide elements for professional development in multicultural, diversity training and team building. The school psychologist has a pivotal role in multicultural and diversity team building in our complex, global environment. Multiculturalism is a very basic and influential part of life in California. Do we see and understand learning, living, responsibility and relationships through multicultural lenses? If not, this is a panel for you. Empowering our leaders of tomorrow begins with today.

Marcelett C. Henry, Ph.D., has served as a consultant to the California Department of Education, past president of the Association for Multicultural Counseling and Development of the American Counseling Association, chartering president of the California Association for Multicultural Counseling and a member of several other multicultural groups. **Pat Nellor Wickwire, Ph.D.**, NCC, LEP, MFT, is president of the American Association for Career Education, representative of the American Counseling Association on the Joint Committee on Testing Practices, and principal of The Nellor Wickwire Group of Hermosa Beach.

Topic A & F • Strands 4 & 2 • Skill Level II • Grade Level 4

PAPER PRESENTATIONS

P-02 • 8.30^{AM} – 9.20^{AM}

Self-Injury Interventions for School Psychologists

The purpose of this presentation is to teach and equip school psychologists with research-based intervention strategies for adolescents who engage in self-injurious behavior. The intervention strategies will include: understanding and assessing self-injury, the referral process of the self-injurious adolescent within school settings, ensuring the safety of the self-injurious student, therapy ideas and recommendations for working with self-injurious adolescents, and how to care for the adolescent who self-injures.

Misty Bonta, Sherry Jankans, Liana Lopes, Delia Villasenor, school psychology graduate students, California State University, Sacramento

Topic E • Strand 6 • Skill Level II • Grade Level 3

P-06 • 8.30^{AM} – 9.20^{AM}

Crossing the Bridge Between General Education and the Needs of Gifted Children

Little is taught about gifted children in any chapters in school psychology textbooks and yet every school psychologist works with gifted and highly able children in the course of their assignments. This session will provide a look at the characteristics of gifted children, how some of these characteristics might be recognized and what to do when they are manifest at school or at home.

Marcia DiJiosia is a 23 year veteran as the Senior School Psychologist for San Diego Unified School District's internationally renowned Gifted and Talented Education Program and mother of grown gifted children.

Topic C • Strand I • Skill Level I & II • Grade Level 4

P-09 • 9.30^{AM} – 10.20^{AM}

A Longitudinal Study of School Readiness as Predictor of Future Academic Achievement

To better understand the importance of school readiness and early academic intervention, this presentation presents findings from the first two years of a four-year longitudinal study. It will focus on: (a) the psychometric proprieties and viability of the Kindergarten Student Entrance Profile (KSEP); (b) the relationship between teacher ratings of student development made at school entry and later academic performance in grade 1; and (c) risk factors at school entry associated with diminished academic performance.

Michael Furlong, Ph.D., professor, and **Elena Lilles**, graduate student, University of California at Santa Barbara.

Topic C • Strand 2 • Skill Level I • Grade Level 1 & 2

P-27 • 9.30^{AM} – 10.20^{AM}

Resilience and the Preschool Child

This paper will present the characteristics of a resilient preschool child and highlight ways in which a parent can foster resilience in their child. Children's literature will be cited to offer examples of learning to persist in times of hardship.

Mary Merchant, Psy.D., school psychologist with the Tustin Unified School District; and **Crystal Bejarano, Psy.D.**, school psychologist with the Capistrano Unified School District.

Topic E • Strand 1 • Skill Level I-III • Grade Level 1

P-21 • 10.30^{AM} – 11.20^{AM}

An Innovative Model to Enhance Response to Adolescent Delinquency

Numerous individual, family, school, and community factors relate to delinquency. Scholars of the School Psychology Research Collaboration Conference adopted an ecological, systemic, and relational approach to build a model of systemic responsiveness to learning, behavioral, and emotional needs of delinquent adolescents.

Jill D. Sharkey, Ph.D., University of California at Santa Barbara; **Janay B. Sander**, University of Texas at Austin; **Diane Tanigawa**, University of California at Santa Barbara; **Roger Olivarri**, University of Texas at Austin

Topic F • Strand 6 • Skill Level I • Grade Level 4



P-24 • 10.30^{AM} – 11.25^{AM}

Transition Skills for Middle Schoolers

This presentation will explore current research in the area of middle school transition issues, current IDEA guidelines on transition planning, current retail programs focused on transition, and present a model for a social skills/counseling group.

Christy Byrne Yates, Grant Joint Union High School District, Sacramento; **Francesca Corti, Heidi Linscheid**, and **Liana Lopes**, all graduate students, California State University, Sacramento.

Topic C • Strand 1 • Skill Level I • Grade Level 2

FRIDAY, MARCH 14 • 4.00^{PM} – 6.00^{PM}

Regional Representatives and Affiliate Leaders Reception

Regional representatives elected by the CASP membership and Affiliate leaders will discuss how to become more involved in your association during this informal reception.

CASP has 18 affiliates that meet regularly and sponsor workshops and social events. Some are called upon to help plan and staff the annual convention. Affiliate leaders often become CASP board members and help set policy for the association. Affiliate leaders will be sharing best practices for a successful school psychology association – at the local level.

Find out how to join – or how to start – a CASP Affiliate in your area!

CASP PRESENTS

For The Children



A fundraiser for the For the Children Political Action Committee

We're jazzing up the annual PAC celebration this year. Come join us for an evening of wine, hors d'oeuvres, jazz and cool stuff!

Live & Silent Auctions

Wine Tasting

**Jazz by:
Coopersmith**

Auctioneer Steve Bowerman will bring excitement to the evening while he auctions our outstanding items. **Be sure to bid!**

Gift certificates for: A Mexican or Caribbean cruise
A Luxury Hotel Overnight stay
A Wine country bed & breakfast inn
Assorted Entertainment & recreational activities
Other items include: Test kits, gift baskets & celebrity autographed books

Proceeds from the auction go to the For the Children Political Action Committee fund. This fund is used to pursue legislation and support legislators statewide who support the profession of school psychology. Support school psychology in California. And raise a toast!

Friday, March 14, 2008 • From 6:00^{pm} • \$25.00

Auction items needed: do you have tickets to a popular concert or to a major sports event? Do you have a timeshare you may not be able to use next year? Have connections in the computer or other industry to someone who can make a major donation to the CASP PAC? CASP is looking for spectacular items for its live auction! Let us know if you have something that would bring in funds for the PAC by emailing us at communications@casponline.org, or contacting the CASP office at 916/444-1595.

Student Volunteers



EARN A FREE WORKSHOP! AND HAVE A CUP OF COFFEE ON US.

Students can earn a free workshop by volunteering their time. Student volunteers are needed to distribute handouts, check badges, monitor attendance and continuing education sign-in sheets and ensure that evaluation sheets are distributed at CASP Convention workshops. You'll be able to meet workshop presenters and assist them during their presentations. It's fun and can be very valuable. Follow the instructions carefully and sign up today!

TO QUALIFY FOR A FREE WORKSHOP

- Be a CASP student member.
- Complete the Convention Registration Form. Select workshops and events you wish to attend. You must register and for at least one half-day workshop to qualify as a Student Volunteer.
- Pay the Convention Registration fee and the fee(s) for the workshop(s) and/or events you wish to attend.
- Complete the Student Volunteer form below. Indicate which workshops you have selected.
- Submit all payment and forms to CASP.
- After receiving your assignment from CASP, report to the Convention Volunteer Room one-half hour before your assigned workshop begins.

WHAT CASP WILL DO

- CASP will notify you by February 22, 2008, regarding your assignment. We will do this by email. Please respond to this email so we know you are still interested.
- Provide a timesheet for you to document the hours you worked. This must be returned to, and signed by, the Volunteer Room coordinator, who will give you a Starbucks or Jamba Juice gift card as our way of saying thank you .
- You will receive a refund of \$60 (for a half-day) or \$95 (for a full-day) for the workshop for which you paid and monitored. Refunds will be mailed by May 1, 2008.

STUDENT VOLUNTEER INFORMATION

Return the form below with your Convention Registration forms and payment. Please note that all communication will be done by email. Volunteer slots are assigned on a first-come, first-served basis.

STUDENT VOLUNTEER FORM

I would like to monitor a three-hour workshop:

- Thursday, March 13 2:00 PM - 5:00 PM
Workshop Number: W- _____
- Friday, March 14 2:00 PM - 5:00 PM
Workshop Number: W- _____
- Saturday March 15 8:30 AM - 11:30 AM
Workshop Number: W- _____

I would like to monitor a six-hour workshop:

- Thursday, March 13 10:30 AM - 6:30 PM
(with 2 hours for lunch)
Workshop Number: W- _____
- Friday, March 14 10:30 AM - 6:30 PM
(with 2 hours for lunch)
Workshop Number: W- _____

First Name _____ Last Name _____

Address (please use the address where you would like you reimbursement check sent)

City _____ State _____ Zip _____

E-mail Address _____

Phone (In case we are unsuccessful notifying you by email) _____

Volunteer assignments will be confirmed via email by February 22, 2008. If selected, you will receive an email that will include detailed Student Volunteer instructions. Thank you for your participation.



Convention Volunteers

Give us a couple of hours and get a CASP gift! If you are a CASP member and will give us at least two hours at Convention 2007, we can use your time. Take a look at the volunteer opportunities, fill out the form below and send it in with your registration materials. Make sure we have your e-mail address so we can reach you. Volunteer assignments will be confirmed via e-mail the week of February 20, 2007.

GENERAL SESSIONS

Thursday, March 13 8.00^{AM} - 10.30^{AM}
Friday, March 14 8.00^{AM} - 10.30^{AM}

CASP EXHIBIT HALL

Thursday, March 13 8.00^{AM} - 5.00^{PM}
Friday, March 14 8.00^{AM} - 5.00^{PM}
Saturday, March 15 8.00^{AM} - 1.00^{PM}

NASP PRESIDENT RHONDA ARMISTEAD INVITED ADDRESS

Thursday, March 13 12.00^{PM} - 1.00^{PM}

SUSAN PHILIPS - STEPFAMILIES INVITED ADDRESS

Thursday, March 13 12.00^{PM} - 1.00^{PM}

CULTURAL AND LINGUISTIC DIVERSITY NETWORKING BREAKFAST

Friday, March 14 7.00^{AM} - 8.30^{AM}

CASP AWARDS LUNCHEON

Friday, March 14 12.00^{PM} - 1.45^{PM}

PAC AUCTION AND WINE TASTING

Friday, March 14 3.00^{PM} - 10.00^{PM}

VOLUNTEER INFORMATION

All volunteers must be registered for Convention 2007. Please note that all communication will be by e-mail. To get your volunteer assignment, please complete and return this form with your Convention Registration Form:

First Name _____ Last Name _____

E-mail Address _____

Phone (In case we are unsuccessful notifying you by email) _____

For which events would you like to volunteer? (Note: Two-hour slots work best!)

1st Choice _____ Time Available _____

2nd Choice _____ Time Available _____

3rd Choice _____ Time Available _____

Volunteer assignments will be confirmed via email the week of February 25, 2008. Thank you for your participation.

Exhibit Hall

The latest in school psychology. All in one ballroom!

That's what you'll find at the CASP Convention 2008 Exhibit Hall.

Exhibitors may be offering special pricing on their goods and services. That makes the Convention a great place to purchase books, test kits, and other services.

Exhibit Hall Hours:

Thursday, March 13 8.00^{AM} - 5.00^{PM}

Friday, March 14 8.00^{AM} - 5.00^{PM}

Saturday, March 15 8.00^{AM} - 12.00^{PM}

BOOK SIGNING



Susan Philips author of *Stepchildren Speak* will be signing her books in the Exhibit Hall

Thursday, March 13 1.30^{PM} - 2.00^{PM}

Mentors Receive Special Honor



Cultural and Linguistic Diversity Networking Breakfast

Announcing the winner of the California School Psychology Foundation's Cultural and Linguistic Diversity Scholarship.

Friday, March 14, 2008

7.00 ^{am}

\$20.⁰⁰



GUEST SPEAKER

Michael Givens, founder of Fathers Saving Sons

Michael Givens' life came crashing down when his son murdered one man and seriously injured another. After a downward spiraling journey of loss, grief, anger and blame, Mr. Givens emerged with a mission – to save other men's sons because he could not save his own.

Fathers Saving Sons is dedicated to helping boys and young men avoid lives of drugs, gangs and crime by providing mentors and alternate social, educational and healthful outlets. Mr. Givens, videographer and president of Legal Images and Associates, located in Oakland, says he doesn't want other families to lose a son or brother to violence. Nor does he want them to experience the pain and guilt he has endured.

So, he is telling his story so that other families will not be afraid to step forward to stop the violence.

Mr. Givens' son, Jermaine, started to get into trouble at age 13. A rock-throwing incident kept him out of his middle school graduation. But he attended high school and played football, while living with his mother, eventually landing in a continuation school. Discipline for Jermaine was not even, and Givens said he argued with Jermaine and was once arrested for hitting him in the jaw. He realizes that he had been showing his son his worst side. Despite that, Jermaine held two jobs right out of high school, and appeared to be successful, until he moved to West Oakland and started to hang out with his childhood buddies. He started to live the gangster life, dealing drugs, driving nice cars. Although he reached out to his father after a chain of deadly attacks over a drug corner that lasted several months, Mr. Givens' had lost his son.

Jermaine is now serving a life sentence at San Quentin.

Mr. Givens had taken his story to churches, the streets to the media. "The thing that got me, I didn't think I raised somebody like that, (a person) who would kill somebody," Givens told the Oakland Tribune. He will talk about his experiences and how Fathers Saving Sons may give hope to other families.

MENTORS

Do you have a mentor in your past or present whom you would like to honor?

CASP will honor mentors again at this year's convention. But we need you to tell us about your mentor.

The rules are simple: your mentor must be a CASP member, and you need to write why, in 150 words or less, this person is important in your life as a school psychologist. Deadline is February 25, 2008.

It's easy to do, and everyone whose name is submitted to CASP, either via the form below, or on the website, will be published in CASP Today. Best of all, mentors attending the convention will receive a special button, and will be recognized at the Thursday Morning General Session.

So don't delay – tell us about your mentor today!

MENTOR NOMINATION FORM

Name of your Mentor _____

Phone Number _____

E-mail Address _____

Will your mentor be attending the Thursday Morning General Session at CASP Convention 2008?

Your Name _____

Phone Number _____

E-mail Address _____

State in 150 words or less why you wish to recognize this person and how they have impacted your professional life

Please submit all materials no later than February 25, 2008.

Forms and essays should be emailed to: communications@casponline.org.

The information can also be mailed to CASP Mentors, 1400 K Street, Suite 311, Sacramento, CA 95814 or faxed to 916/444-1597.

CASP Regions and Affiliates



REGION I

NORTHERN COAST

Affiliates: Humboldt - Del Norte Association of School Psychologists, Sonoma County Association of School Psychologists

Counties: Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Sonoma, Trinity

REGION II

GREATER BAY AREA

Affiliates: Santa Clara County Association of School Psychologists, School Psychologist Association of San Mateo County, Monterey County Association of School Psychologists

Counties: Alameda, Contra Costa, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz

REGION III

SAN JOAQUIN VALLEY

Affiliates: Kern County Association of School Psychologists, Central Valley Association of School Psychologists, Stanislaus County Association of School psychologists

Counties: Fresno, Kern, Kings, Inyo, Madera, Mariposa, Merced, Stanislaus, Tulare

REGION IV

LOS ANGELES UNIFIED SCHOOL DISTRICT

Affiliate: Los Angeles Association of School Psychologists

REGION V

SOUTH AND EAST LOS ANGELES COUNTY

Affiliate: Foothill Association of School Psychologists, Greater Long Beach Association of School Psychologists

REGION VI

INLAND EMPIRE

Affiliates: Riverside Association of School Psychologists

Counties: Riverside, San Bernardino

REGION VII

WAY SOUTH REGION

Affiliates: San Diego Association of School Psychologists

Counties: Imperial, San Diego

REGION VIII

CENTRAL COAST REGION

Affiliate: Antelope Valley Association of School Psychologists, San Luis Obispo County Association of School Psychologists, Ventura County Association of School Psychologists

Counties: San Luis Obispo, North Los Angeles County, Santa Barbara, Ventura

REGION IX

ORANGE COUNTY

Affiliate: Orange County Association of School Psychologists

REGION X

SACRAMENTO VALLEY

Affiliates: Delta Area Association of School Psychologists

Counties: Alpine, Amador, Butte, Calaveras, Colusa, El Dorado, Glenn, Lassen, Modoc, Mono, Nevada, Placer, Plumas, Sacramento, San Joaquin, Shasta, Sierra, Siskiyou, Solano, Sutter, Tehama, Tuolumne, Yolo, Yuba

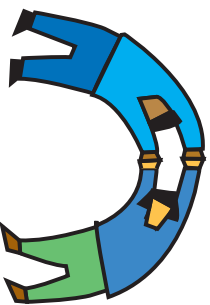


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