



CASP Corporate Members:



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March 22-24
Portola Hotel & Spa in Monterey

CASP Con '17 Explored Effective Ways to Achieve Equity for All Students

By Raina LeGarreta, CASP Communications Specialist

Hyatt Regency Orange County was the home of CASP Convention 2017 held on Oct. 5-7, which adhering through its theme, examined various ways to effectively achieve equity for all students via its strong presentations and meetings.

In addition, fundraising events and fun networking opportunities contributed to the success of the 68th annual event that brought in 915 attendees.

"We had a great turnout. We had school psychologists from all over the state attending the Convention in Southern California," said CASP President Dr. Pedro Olvera. "I am always thrilled to see colleagues networking, attending workshops, and socializing! It reminds me about how dynamic of a profession we have chosen."

Convention and Awards Chair Amy Balmanno also shared her thoughts about the event.

"I was moved by Dr. Shaun Harper's keynote speech and have been working hard to be intentional in my own practice to ensure equitable access for all of my students. I was very pleased to see so many long-time colleagues and friends, and to meet many new practitioners and students, she said. "One of the best things I heard while spending time with a group of new colleagues was when one exclaimed, 'I love



this! Collaborating with people! This is why I come to the convention! I feel energized!' I thank everyone who participated and helped to make this convention a success." CASP Conventions are made successful with the help of our many volunteers, including student monitors who help make sure that the workshops run smoothly for the presenter and the attendees.

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General Session keynote Dr. Shaun Harper spoke about various ways to ensure equity for all students.



CASP Con '17

continued from page 1

University of the Pacific graduate student Kamio Jones has been a workshop student monitor at past conventions including this year's event. She spoke about what she enjoyed most.

"I had the most amazing experience as a student monitor. I had an honor of being a student monitor for Dr. Brandon Gamble this year and he was able to connect me with so many other school psychologists," she said. "At the end of his workshop he introduced me to a group of school psychologists who work in the district that I want to eventually intern for and work for and we all exchanged contact information. It was probably the best networking experience I've had."

The pre-Convention Town Hall Meeting examined the meaning of equity with a focus on African American youth. During that session, school psychologists explored ways to recognize and help solve the challenges that youth face in school – and revisited what can be considered plans of action that have proven to be effective in this area. (See related article in this issue of CASP Today).

Thursday's General Session began with an introduction by Balmanno followed by CASP President Elect Brian Leung's

announcements of CASP's 2017 award winners, including special awards that were given to two of the organization's longtime board members who have recently resigned from the board due to health issues.

Those awarded were longtime former president (1995-1996) Glenn Schumacher, and former president (1976-1977) Barbara Thomas who is the longest serving member of the board.

Schumacher was honored for over 30 years of work with CASP, which include being the Continuing Professional Development Chair, Research Chair, Awards Chair, two-time Regional Representative, Sandra Goff Award winner, and longtime CASP historian. Leung accepted the award in Schumacher's behalf.

"Glenn went above and beyond in his historical role with multifaceted displays dating back to the 1970s. He would provide pop quizzes for the board to keep them on their toes and teaching important aspects of CASP's past," he said. "He provided opportunities for school psychologists new to the field to gain understanding of where CASP started to guide us into the future...he will certainly be missed."

CASP former president Sue Goldman (1998-1999), a close friend of Thomas accepted the award on her behalf.

"She's devoted over 40 years of her life as a continuing board member and is renowned for her contributions to the organization, the profession, and to special education in general," she said. "She was instrumental in getting special ed equally financed throughout the state and very influential with our local legislators. She will be greatly missed by the board."

CASP Past President Tom Sopp introduced Olvera who spoke about the convention's focus on equity prior to keynote Dr. Shaun R. Harper's address.

"CASP has been working relentlessly these last couple of years to provide equitable services to children of color. We still have a long way to go and there are still many issues that need resolving – and we still need to increase the representation of culturally and linguistically diverse school psychologists in the profession," Olvera said. "But the important thing is that we've started the journey and we're going in the great direction."

Harper, president of the Association for the Study of Higher Education and elected member of the American Educational Research Association executive council, provided a well-rounded examination of equity, particularly focusing on African American children.

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Attendees lined up early at the CASP registration booth on Convention kick-off day.



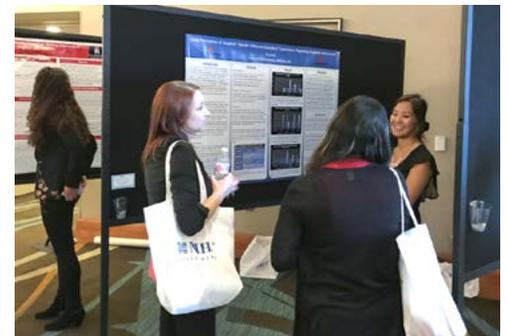
School psychologists Katie Pettersen, Grace Sizelove, Cammie Green and mental health services manager Dania March of KIPP Bay Area Schools presented a mini-skills session that explored ways school psychologists can support transgender and genderqueer youth.



Many mini-skills presentations and workshops delved into the issue of how to promote equity for all students at CASP Convention 2017.



Students learned about various ways to promote equity for all students via posters and papers that were presented at CASP Con '17.





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The School Psychology Work Force Conundrum: Such a Great Career, So Why the Shortage?

By Steve Fisher, Psy.D., Alliant International University

As practitioners, we are very familiar with the rewards and challenges of our chosen profession. Through our direct support and interventions with students; and our consultation with teachers, other educators, families, and community based supports; we effectively facilitate the development of supportive, healthy, and safe learning environments. Utilizing our expertise in learning, behavior, and mental health, we have the unique capacity to collaborate with these varied constituency groups with the end goal of strengthening home, school, and community relations. These developed relationships ultimately manifest into a child-centered support culture. These skills and capacities often result in rewards, sometimes so simple as a heartfelt thank you from a parent, teacher, child, or, better yet, the wide-open smile of a child reacting to a positive event. Worrell, Skaggs, and Brown (2006) found that school psychologists consistently reported high levels of job satisfaction and this sense of job fulfillment has only increased over time.

We are also cognizant of the challenges related to our professional practice. These include copious amounts of required paper work and documentation, assisting individuals who are perhaps not as child centered as they could be, pressures from administration, and our constant need for careful monitoring of our own and others' professional, legal, and ethical conduct. Castillo, Curtis, and Tan (2014) found that additional sources of dissatisfaction include limited job advancement opportunities and burdensome policies and procedures, as well as the professional experience within the educational system's culture, which is more organizationally centered rather than child centered. The professional role varies significantly, from being narrowly focused on assessment to more integrated, allowing for the provision of prevention, intervention, and consultation. While desirous of expanded integrated roles, school psychologists embrace the daily professional role challenges in the best interest of children and, on most days, the benefits and rewards of these efforts and investments far outweigh the challenges.

School psychologists are also drawn to tangible benefits such as salary, health

plans, work schedule, calendar, and a defined benefit retirement system. In fact, the US News World Report (2017) listed school psychology as number one in "Best Social Service Jobs" and number 57 in overall "100 Best Jobs." Their rankings are based on salary, number of expected openings, advancement opportunities, and career fulfillment. For example, the United States Bureau of Labor Statistics (2016) reported a California mean wage for school psychologists ranging from \$79,800 to \$94,650. This also is a profession experiencing a minimal 1.2% unemployment rate. These attractive features are enhanced by job security. Fagan (2004) found that although there have been times when employment opportunities were far more limited, there has not been a time when the pool of eligible school psychologist met the employment demand.

So, with all these tangible benefits, as well as intrinsic rewards, why aren't more candidates pursuing the profession?

Supply and Demand

From a historical perspective, the passage of P.L. 94-142 Education of All Handicapped Children Act (1975) dramatically increased the need for school psychologists due to the involvement in mandated processes related to the identification and determination of eligibility for services. This increase in demand for, and resultant shortage of, school psychologists continued well into the 80's and 90's, and continues to manifest in a troubling supply and demand conundrum (Castillo, Curtis, and Tan, 2014). Retention and recruitment are two specific areas that practitioners, professional organizations, and school systems should focus their energy and research on in order to address the supply deficit.

Retention

NASP (2016) noted that the percentage of psychologists looking to leave the profession was more than 16%. Reasons most sighted were the result of administrative pressures to practice in an unethical and/or a legally non-compliant manner. Similarly, Boccio, Weisz, and Lefkowitz (2016) found that 8% of school psychologists desired to leave the profession as a result of the

perceived coercive power of administrators. Retirement is another significant factor impacting the reduction in the school psychology workforce. Curtis, Grier, and Hunley (2004) predicted that two out of three psychologists practicing in the field in 2000 would retire by 2020. Brock (2015) came to a similar finding. These projections are likely the result of the temporal increase in school psychologists who entered the field as a result of P.L. 94-142, referenced above. Age and experience are accepted as providing estimations of expected retirement. This can be described as the "graying of the field" (Castillo et al., 2014). Applying these concepts to the current workforce, steady retirements are expected to continue at significant rates.

As described above, retirement and attrition are contributing to the current and impending exodus from the profession. Consequently, retention of current school psychologists is critical. Shortages in the workforce pose a very real threat to the roles of the school psychologist, manifesting in reduced availability, types, and spectrum of services provided to children, families, and their school communities. The danger is that the resultant increase in stress and reduced or constricted role may further impact and exacerbate levels of attrition. To illustrate this point, consider that NASP (2000) recommended a psychologist to student ratio of 1/1000. Higher ratios are found to result in increased initial special education evaluations and increased time invested in special education activities (Curtis, Grier, Hunley, 2004). In contrast, the same authors (2002) found that lower school psychologist to student ratios resulted in increased prevention and intervention services, such as individual and group counseling. As a point of reference, the most recent NASP practice model (2017) recommends one psychologist per 500-700 students. Unfortunately, Walcott, Hyson, and Loe (2017) found a current ratio of one school psychologist to 1,383 students, based on national averages. The outcome of higher student to school psychologist ratios have resulted in decreased prevention and intervention services being

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Work Force Conundrum

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provided. Conversely, lowering staffing ratios are identified as resulting in practices that create more desirable and positive outcomes for students, as well as increasing the reward of an expanded professional practice (Curtis, Grier, and Hunley, 2004).

Retention of current practicing school psychologists would increase the likelihood of continuity in service while, at the same time, decrease the potential constriction of the scope of professional practice. Strategies commonly considered as supportive of retention are mentorship and supervision. Mentorship includes support via professional organizations in the way of networking and trainings, as well as peer support experiences for early career practitioners. Supervision can be conceptualized as both professional and administrative. Professional supervision addresses oversight of clinical practice with discipline specific knowledge. Administrative supervision provides guidance for the new professionals developing understanding of the details and nuances of service delivery, such as navigating policy and procedure. On-going professional development is also a key retention strategy. Endeavors here would include providing funding and/or release time for trainings and conferences, as well as facilitating professional networking opportunities. School systems can also boost retention by emphasizing an expanded and multifaceted role, encompassing prevention, intervention, and consultation. These changes strategically position the school psychologist to better meet the varied needs of children in the areas of academics, behavior, mental health and wellbeing.

Recruitment

Due to the reduction of the workforce through retirement and attrition, the need for additional school psychologists entering the field is magnified. Challenges impeding these needs are the limited number of school psychology training programs, internship sites, and program applicants (Castillo, Curtis, & Tan, 2014). Cost of training programs is also frequently cited by prospective school psychology candidates.

Stinnett, Levita, and Capacciolo (2013) found that undergraduate psychology majors were more apt to pursue graduate training than were other undergraduate

majors. They also found that both students and psychology departments lacked information about school psychology as an area of specialization. Lucas et.al. (2005) found that there is a lack of exposure to and reference of school psychology in introductory text books. Another challenge in the area of exposure is that many school psychology programs are housed within the school of education, rather than in the same school as the psychology department. This likely inhibits the connection of undergraduate psychology students, who are known to seek graduate training, in making connections and becoming familiar with the field of school psychology. One strategy that might be considered is that of "bridging" classes, where an undergraduate student could enroll in graduate courses to meet the undergraduate degree requirements, thereby connecting them with the school psychology department and enhancing their awareness and knowledge of the school psychology field. Alternately, an enhanced course could be counted for credit toward the graduate degree. For example, an undergraduate course syllabus could be expanded to include rigorous student learning outcomes, so that it would meet graduate training requirements. Life Span Development is an example of such a course. Similarly, bridging classes from graduate to doctoral programs in a similar fashion could be equally successful. For example, a course could be easily enhanced with expanded student learning outcomes and competencies to act as a bridging course from the Master's program or Education Specialist program to a Doctoral program within the same institution. Psychopathology/Psychopharmacology is a course(s) that could potentially serve both degree requirements.

In addition to there being a lack of exposure to the field of school psychology via introductory text book reference or discussion of the profession; advisement is also an area of challenge. Graves and Brown Wright (2009) found that professors and academic advisors are a common source of information about graduate training and career pursuits. They also found that these sources of advisement were rather limited in their knowledge of, and sharing about, school psychology as an area of specialization leading to a stable and rewarding career experience. In contrast, textbooks, the internet, specific

CASP Working to Ease School Psych Shortage

From speaking engagements in undergraduate psychology classes to offering free "help wanted" advertising, CASP is working to help ease the school psychologist shortage in the state.

CASP's Alumni Club, a group of longtime and retired CASP members, regularly make presentations to community college and university undergraduate psychology classes on the profession. Alumni Club members have found that many students in those classes have never heard of school psychology, or have misunderstandings of what school psychologists do. They report that students often ask for more information about school psychology graduate programs.

While leads to another barrier to more participation in school psychology graduate programs – most of them are impacted. Recent surveys of California State University and NCSP-approved private university programs have found that more applicants qualify for the programs than can be accepted because of a lack of faculty or the size of the university programs. This has been exacerbated by recent retirements of school psychology professors and the inability of programs to find qualified replacements.

A recent study by NASP has found that the number of school psychology professors expected to retire in the next eight years is likely to be much higher than the number of students graduating with doctoral degrees in school psychology. The CASP Board of Directors in October approved a resolution supporting potential legislation that would allow the California State University system to offer Ed.D. degrees in school psychology and school counseling.

CASP has long accepted "help wanted" advertising from school districts, LEAs and agencies at no charge to get the word out on available school psychology positions. These ads can be found in the Members section of the [CASP website](#).

And Brandman and Alliant International universities both offer tuition discounts to CASP members who pursue advanced degrees at the two institutions. Details on those programs are available in the Members area of the CASP website.

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Changing the way we see it

Methods to assure equity for black students were discussed at Convention Town Hall meeting.

By Raina LeGarreta, CASP Communications Specialist

How can school psychologists and other education professionals help black students overcome the challenges they face in schools and optimize their learning? And in what ways have these professionals contributed to the challenges?

These questions and more were the focus of the annual pre-Convention Town Hall meeting held on Oct. 4 at Hyatt Regency Orange County.

The forum examined the meaning of equity with a focus on African American youth and explored ways that school psychologists can recognize and help solve the challenges that youth face in school. The speakers also revisited what can be considered plans of action that have proven to be effective in this area.

Moderated by California State University, Long Beach school psychology assistant professor Dr. Brandon Gamble, the panel members were Dr. Leon D. Caldwell and Keyon Anderson. Dr. Caldwell, owner of Caldwell & Associates, LLC is an award-winning scholar-activist and community based researcher who basis much of his studies in using school-based approaches to promote the optimal development of black boys; he has extensive experience in translating research for practical application. Anderson, assistant director of Long Beach - California Student Opportunity and Access Program (Cal-SOAP) experienced firsthand how determination and empowering education professionals can help students overcome learning challenges in school.

“We wanted to get people thinking about what happens after the Larry P. injunction is over,” Gamble said. “What’s next? Who are we after that’s done - and what can we do to continue to support the youth?”

Caldwell, who received his doctorate in counseling psychology, began the discussion reflecting on the importance of examining and changing dysfunctional systems that are regularly used to evaluate African American students.

“We have to understand the history of the field that we’re studying in. Psychology was never meant to humanize people of color. As a matter of fact, it was used to dehumanize them,” he said. “Oftentimes professionals try to remove themselves from dysfunctional systems within the field when in fact we are the systems, and we must be empowered by realizing that we can actually change them. It’s important to know our role in this. How will we answer the call to have a voice and look at these systems differently to really serve humanity?”

Anderson experienced challenges in grade school that his teachers originally attributed to behavioral issues. He went on to high school reading at a second grade level when he was finally diagnosed with dyslexia after his mother persisted for a proper analysis.

Over the years, functional systems that included encouraging parents, educators and mentors helped Anderson continue on to be successful.

In addition to serving as the assistant director of SOAP, he is currently pursuing his doctor of education degree in educational leadership at the University of Southern California.

“I had family supporting me and academic teachers that enabled me to see that anything is possible, he said. “I found people who were willing to change the curriculum so that it met my special needs and helped me be successful. That shows me the direction we should be moving in education. We have to step away from this ‘perfect’ model that says everyone should speak, act and learn a certain way to become successful.”

The guest speakers and audience members agreed that the first step in promoting equity among all students is adhering to the concept that current systems must be flexible and dynamic to suit them.

The challenge is getting more individuals and organizations to recognize first that there are problems within the systems concerning this topic; getting them to realize that every student cannot be assessed the same way.

“I’m still trying to figure out what the ‘right’ formula is,” said Anderson. “We still have to figure out where we are now and where we’re going with these particular groups we’re working with.”

“One thing I’m beginning to see is more and more districts that are realizing that things are not being done right. They’re using words like ‘innovation’ and they’re having the willingness to do things differently,” Caldwell said. “It’s encouraging to see this and know that people are beginning to see that there are different ways to address these issues.”



The Town Hall held on the day prior to Convention kick-off explored various ways that education professionals can help black students overcome the challenges they face in schools and optimize their learning. The meeting was moderated by Dr. Brandon Gamble and included panelists Dr. Leon D. Caldwell and Keyon Anderson.



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Memorial Fund to be Established for Former CASP Executive Director

Suzanne Fisher, CASP's executive director from 1999 until 2013, passed away recently from complications due to a stroke. She was 62.

The California School Psychology Foundation has added Ms. Fisher's name to the Paul Henkin Convention Scholarship, now called the Paul Henkin/Suzanne Fisher Convention Scholarship, as a way to honor the former executive director.

"When I think about the annual convention I always think about Suzanne," said CASP Past President Tom Sopp, a member of the CSP Foundation Board of Directors.

"She always made sure the convention was run smoothly and was important to CASP members," added Barbara D'Incau, CSP Foundation president. "Making it possible for more people to attend the convention is a good way to honor Suzanne."

The Paul Henkin/Suzanne Fisher Convention Scholarship funds one new school psychologist and one school psychology student to attend the annual convention. Set at a maximum of \$750 each, the fund pays for registration, transportation and lodging.

Ms. Fisher's tenure as CASP's second professional administrator was marked by a period of growth and recognition for the association and new programs and services for members.

When her tenure at CASP began in December 1999, the association's finances had taken a hit, and a CASP convention was about to be held. She quickly turned around the association's financial situation with a series of cuts and new programs, making CASP a strong institution. The CSP Foundation, the charitable arm of the association, was strengthened too, as she found new ways to further the goals of cultural and linguistic diversity among the state's school psychologists and the mini-grant program that awarded small grants for school psychologist's new ideas.

"Suzanne and I came to the board at the same time," said Dr. Stephen Brock, former CASP and NASP president and a professor at California State University, Sacramento. "Those were known as the 'Dark Days II' (because of the precariousness of the association's budget). She was hired to

right CASP's fiscal ship, which she did. She taught me the meaning of 'fulfilling fiduciary responsibility.'"

The Certification of Advanced Training and Specialization (CATS) was a part of Ms. Fisher's legacy, offering advanced courses in assessing ELL students, behavior interventions and starting what was to become the National Association of School Psychologist's PREPaRE training on school crises. She was instrumental in the creation of the Pupil Services Coalition, a group of statewide stakeholders that counts the school counselor, school nurses, speech and language therapists, social workers and attendance officials among its members. Under her direction, CASP won a part of a SAMHSA grant for the development of a mental health anti-stigma curriculum.

“ The California School Psychology Foundation has added Ms. Fisher's name to the Paul Henkin Convention Scholarship, now called the Paul Henkin/Suzanne Fisher Convention Scholarship, as a way to honor the former executive director. ”

Ms. Fisher worked with 14 CASP presidents, from the late Diana Hijos diBari to current Immediate Past President Brandon Gamble. She found every new presidential term a new challenge and worked hard to make sure these men and women received the tools they needed to lead the largest statewide association of school psychologists in the nation.

The recession of 2008, coupled with the state ending continuing education requirements for PPS credentialed professionals, led to new cuts in CASP services and board perks.

"When the economic recession hit she kept CASP afloat with keen business sense and needed budget cuts – which included my own contract," said Jeff Frost, CASP's lobbyist. "It was hard but she performed a needed service for CASP and its members. In my view she kept the organization together when many other executives of small education-related non-profits could not.



"Suzanne was a very tough and hard-nosed organizational leader, Frost continued. "She was not always easy to warm up to but was a fierce supporter and leader of CASP. My experience was that as a manager, she withheld judgment until she felt she knew enough to size you up. Once she believed you were worthy of representing CASP she provided her full support and trust. My thoughts are with her family."

"She was a very spiritual person, had an abiding faith," said Heidi Holmblad, CASP's executive director, who served as the association's communications director until Ms. Fisher retired due to health reasons in 2013. "She single-handedly turned CASP around in her starting days as executive director, not only financially but in relevance to the profession. She created many new programs, made the association a much more professional entity and substantially increased its influence in Sacramento and statewide. Suzanne has been, and continues to be, missed here at CASP."

To donate in remembrance of Ms. Fisher, please click [here](#). To apply for a Paul Henkin/Suzanne Fisher Convention Scholarship, visit [this page](#). 

New CASP Webinars Online

Dyslexia Guidelines,
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Outstanding School Psychologists are honored at CASP Convention 2017

The 2017 Nadine M. Lambert Outstanding School Psychologist (OSP) awardees characterize what it means to the best of the best in school psychology. Their knowledge, dedication and trailblazing ideas make them ideal models of inspiration for future professionals in the field.

The following school psychologists were awarded for their proficiency and commitment to the best interests of their students on Oct. 6 at the Awards Luncheon held at CASP Convention 2017.

Congratulations to this year's Outstanding School Psychologists.

Region I: Christa Forslund | West Sonoma County High School District

"Christa is admired by every superintendent, principal, teacher and family alike. When she chairs an IEP, the families feel heard and supported, and they always end up with a compliant and well thought out IEP process," said Kathryn Davy, Christa Forslund's supervisor at West County Special Education Consortium for over 10 years.

Forslund, who has worked for more than 20 years as a school psychologist, has a varied career that includes serving a local high school and a rural K-8 school as an itinerant school psychologist, chairing IEP meetings, providing ERHMS counseling services, and being the consortium's behaviorist.

Colleagues agree that Forslund is a master of detail; she thoroughly performs each special education evaluation with diligence – and always contemplates what is appropriate and best for the specific child.

"If her hypothesis of a child's needs differs



Christa Forslund, left, winner of the 2017 OSP Award in Region I, and Region I Representative Deanna Fontanes Halliday.

from others, she engages in conversation in a matter that makes all feel heard and respected," said school psychologist, Alan Murakami, a longtime co-worker of Forslund's. "She is truly and asset to any school team."

Region II: Dr. Allan Gold | Reed Union School District

"Dr. Allan Gold is smart, funny and tireless in his service – and incredibly dedicated to students and families. Former students seek him out to tell them how they are faring in life; he never forgets a name."

So says Lexie Sifford, a former Reed Union School District principal who worked with Dr. Gold for over 20 years.

Dr. Gold has worked for the school district for more than 40 years and colleagues agree that his service to students, staff, parents and the community is unprecedented. He is also mindful of his service to parents, by creating grade-level parent meetings to discuss stages of child development, groups to share and discuss common concerns, and is a master at facilitating adult/student relationships.

Former district principal and longtime co-worker of Dr. Gold's, Patti Purcell, further explained his dedication to the field of school psychology, saying, "He isn't 'just' the school psychologist who is the expert in assessment, research, training, counseling, mediation – Allan is the heart of a school. He truly believes in the beauty of differences and works diligently to model and create a culture that fosters respect, empathy and the joy of childhood."



Dr. Allan Gold, winner of the 2017 OSP Award in Region II.

Region III: Kelly Hawkins | Fresno Unified School District

Kelly Hawkins began her career in education as a teacher in Golden Valley, CA. She pursued school psychology with the intent of providing more intensive supports to students, especially those with social emotional needs.



Kelly Hawkins, right, winner of the Region III OSP Award, and Region Representative Melissa Wood

The Central Valley Association of School Psychologists member was the founding member of Fresno Unified School District's crisis intervention team, and has been a team leader ever since. She has been a school psychologist in charge of multiple Emotional Disturbance (ED) programs and has helped shape the structure and supports of ED programs district wide; always with students and family's best interests in mind.

While working in these programs there have been numerous situations where students were in moments of crisis and in need of quick, caring and appropriate interventions. Hawkins never hesitates to take charge or provide support in these situations.

"Even after over 20 years of experience Kelly is always reflecting on best practices; she continually seeks ways to grow professionally," said Hawkins' co-worker Erick Rozigas, a special education teacher at Wilson Elementary School. "She continually seeks ways to grow professionally and exemplifies what a school psychologist should be."

Region IV: Sharon Williams | Los Angeles Unified School District

Sharon Williams has worked for Los Angeles Unified School District as an elementary school teacher, a high school counselor and a school psychologist. She has taken on additional responsibilities at every school she's served; always caring, diligent, reliable, dedicated and conscientious when working with everyone involved.

As a foster care psychologist for foster youth eligible for special education services, Williams' primary role was to provide direct counseling services to develop and improve resilience and self-efficacy in her students.

A Message from the President

Educational Equity:

We Are Only Scratching the Surface

By Dr. Pedro Olvera, CASP President



This year's fall Convention was amazing. I want to thank the all those who pitched in and rolled up their sleeves to make it happen.

I specifically want to extend a deep appreciation to our first long-term Convention Chair Amy Balmanno for organizing and putting countless hours to make sure that the Convention went smoothly and was relevant for school psychologists.

In addition, I'd like to thank Heidi Holmblad and the entire CASP office for their countless hours spent scheduling and marketing the many workshops, speaking, and social events. You are an awesome team.

I'm so excited about this year's convention for many reasons.

Our keynote speaker, Dr. Shaun Harper was amazing and challenged us all not to only

know about equity, but "to do it." He gave specific examples of how to provide equity and the positive outcomes that have come about and left the audience wanting more.

We also had many workshops with dynamic speakers and cutting edge information with immediate applications, for example, equitable practices, dyslexia, mindfulness, autism assessment, counseling, working with ELLs, and many more.

The feedback about the presentations was extremely positive. Thank you to our presenters for sharing their expertise.

We had a great student-practitioner networking social hosted by Alliant International University. The ceviche was amazing as was the opportunity for practitioners and students to hang out and chat.

I realized that mentorship is an honor and a way giving back and contributing to the profession. I challenge our members to consider mentoring a student.

This year's convention could not have been possible without the support our members! Thank you for supporting CASP by participating in this year's Convention.

Before I close, I want to challenge our members to "do equity."

Some ideas include: mentor a student at your school that is of a culturally and linguistically diverse (CLD) background, look for ways to reduce suspension and expulsion among African American youth at your school site or district, recruit future faculty among CLD populations, advocate for equitable assessment practices among dual language learners that decrease SPED identification, and many more.

As school psychologists, equity is what we do not what we say. Don't forget to join us in Monterey for Spring Institute 2018, March 22-24. CaspOnline.org will have details soon.



Student Leadership Committee helps students have a voice in School Psychology

By Megan Tagg, CASP Student Leadership Representative

I am in my second year at Azusa Pacific University.

As a student leader, I had the unique and amazing opportunity to be part of the annual CASP Board Retreat in August. This was a great opportunity where I learned that there are many more aspects to school psychology than I realized - and CASP is involved in all of them.

Those aspects range from helping to change or create laws to figuring out how best to have special education providers work together to help children.

One big take away for me, besides meeting school psychologists from around the state and hearing about how things are done in different districts, was learning about the policy and legal changes CASP is fighting for. This includes firming up language to respond to ongoing questions school psychologists have regarding Larry P.

It was also a new and unique experience for me, as a student, to have my opinion

count for something. I was respected by other members of the board and felt that my opinion mattered as part of the future of school psychology. I know that the board truly valued what I had to say and encouraged me to share my opinion as part of the next generation of school psychologists.

I was also part of the Student Leadership Committee meeting and poolside get together at CASP's annual convention in October. At the meeting, we discussed different ways school psychology students can be leaders on campus, as well as ways to spread information about school psychology to undergraduates looking for graduate programs.

We also discussed what it means to be a good leader; considering examples of leaders that ranged from Malala Yousafzai to Woody from Toy Story - it's important to think about what makes a good leader and then identify which of those traits you see in yourself.

As we continue developing our leadership and growing the Student Leadership Committee, we as a group were challenged to ask our mentors, close friends and anyone else who might know us well, which of those characteristics they saw in us to see where we stood in the eyes of others as leaders.

After the conference day, I attended the poolside student reception where we mingled with conference presenters and CASP board members. This was a fantastic experience and one that I will make sure I am part of again next year. The board members were great at making sure they talked to the different groups of students, which was a fun experience.

It was also nice to have other school psychologists reach out to us to let us know how their districts worked and share some of their funniest experiences working in the field. It was a really good networking experience and a great chance to relax after learning a lot of information during the convention.

I am truly learning a lot through being part of the CASP board and the Student Leadership team, and I look forward to continuing to sharing these experiences and passing my learning on to others.



A Message from the Executive Director

By Heidi Holmblad

CASP has been involved in many issues lately. Here is a quick rundown:

More than 20 school psychologists and LEPs volunteered to travel to Santa Rosa schools to offer counseling services when the schools reopened after the tragic fires that engulfed homes and some school buildings there.

CASP was contacted by representatives of the Sonoma County Office of Education and the Santa Rosa Unified School District who sought advice and volunteers for the first few days after the students returned to classes. CASP Mental Health and Crisis Specialist Dr. Susan Coats and Dr. Stephen Brock, former CASP and NASP president and one of the original authors of NASP's PREPaRE program, offered advice to the county office and the school district.

CASP Today will have an article on school psychologists' experiences at the Santa Rosa schools in the January issue. If your school, district or county office of education need support after a crisis please advise your administrators to contact CASP for support. We have many members who have completed crisis training and are ready to respond where they are invited.

CTC Review of PPS Credentials

A group of school psychology professors and adjunct instructors from a range of California universities met last month to start the Commission on Teacher Credentialing review of the PPS credential in school psychology. Appointed by the commission, these instructors will make recommendations to the commission on how the credential should be updated by the next year.

CASP members have recently been appointed to a number of statewide committees and work groups. CASP President Pedro Olvera is a member of the ELL Special Education Manual work group. Brandon Gamble, former CASP president, and Doug Siembieda, Legislative Committee chair, serve on CDE's Significant Disproportionality Work Group. And Deni Camit, CASP's preschool specialist, was invited to join an Early Intervention subcommittee of the Mental Health Services Oversight and Accountability Commission.

CASP Is There

Your association is striving to ensure that school psychologists are at the table when important decisions that affect how you do your job are being made. These appointments, plus other positions CASP members fill on important boards and commissions, and our lobbying efforts are among the best ways to remind decision-makers of all the services school psychologists provide in California schools. If you have recently been appointed to a statewide, regional or local committee or commission please let us know by emailing me at executivedirector@casponline.org.

“CASPToday will have an article on school psychologists' experiences at the Santa Rosa schools in the January issue. If your school, district or county office of education need support after a crisis please advise your administrators to contact CASP for support.”

Also, if you are invited to speak before a congressional or statewide committee or commission, we would like to know. In October, Dr. Coats was invited to present on legislative issues that affect education at a Mental Health Consortium sponsored by Rep. Grace Napolitano. These and similar



forums are excellent opportunities for the political, educational and mental health communities to understand the power of school psychology.

Other items

The CASP Board of Directors held its August retreat at the Hard Rock Hotel in San Diego in August. With a background of murals of David Bowie, Bob Dylan and other rock luminaries, the board set policies for this school year. Be looking for movement in the African American testing controversy, promotion campaigns and upcoming events. Rock on!

Save the date for Spring Institute 2018, to be held March 22-24 in Monterey. Program and registration information will be available by the end of this month.

New webinars are available on the CASP website, just in time for the holidays. Topics include dyslexia, suicide prevention guidelines and promoting the optimal development of Black boys. Check them out at www.casponline.org

And finally, the CASP Political Action Committee would like to thank the following CASP affiliates for recent donations to the fund. This fund is used for grassroots advocacy and training for CASP leaders.

Donations have been made by:

Ventura County Association of School Psychologists: \$1,000

Central Valley Association - CASP: \$500.00

Elk Grove Association of School Psychologists: \$250.00

Delta Area Association of School Psychologists: \$200.00

Thank you!



With the Beatles rockin' in the background, Past-President Tom Sopp accepts a "thank you" trophy from President Pedro Olvera for his service as CASP President.



Susan Coats, left, was asked to present on student mental health issues at a Mental Health Forum sponsored by Rep. Grace Napolitano. Coats reported on K-12 legislation before the congressional forum, held in October at City of Hope in Duarte, CA.

CASP Legislative & Budget Update

By Jeff Frost, CASP Legislative Advocate

Governor Weighs in on Key Bills

The legislative session has ended and the Governor has taken action on the array of bills that made it to his desk. The 2018 legislative session did not see too many controversial bills introduced. Perhaps the biggest education issues were the Administration's desire to eliminate the role of SELPAs and send all special education funding directly to school districts in a manner similar to the Local Control Funding Formula. There was strong opposition to this proposal from the entire special education community and the final State Budget did not contain any changes to special education policy or funding. The other big issue was the effort to mandate a later starting time for public school students. SB 328 (Portantino) had strong support from researchers and from the State PTA. However, as the bill moved farther through the legislative process the opposition to the mandate grew. The bill failed passage on the Assembly floor by a fairly wide margin. Sen. Portantino has indicated he will bring the bill back in 2019. Below are summaries of some of the bills CASP did follow in 2018.

AB 340 (Arambula) – Early and Periodic Screening; Trauma Screening

AB 340 requires the Department of Health Care Services (DHCS), in consultation with the Department of Social Services (DSS), county mental health, managed care plan, behavioral health, and child welfare experts, and stakeholders, to convene an advisory working group to update, amend, or develop tools and protocols for the screening of children for trauma, within the EPSDT Benefit. The bill requires the work group to consider existing screening tools, as specified, and the efficacy and appropriateness of the types of providers authorized to administer screenings. DHCS is required to convene the work group by May 1, 2018 and the workgroup is required to report its findings and recommendations to DHCS and to the Legislature no later than May 1, 2019. CASP supported this bill.

Status: Signed by the Governor

AB 1261 (Berman) – Pupil Discipline; Pupil Suicide Prevention

AB 1261 focuses on the development of pupil suicide prevention policies. The bill requires a local educational agency with a mandatory expulsion policy or zero tolerance policy for the use of alcohol, intoxicants, or controlled

substances to consider if the policy is deterring pupils from seeking help for substance abuse. CASP had concerns about the bill and took a Watch position.

The Governor vetoed the bill with the following message: *“This bill would require local educational agencies, when adopting suicide prevention policies, to consider whether zero tolerance policies for alcohol or drugs deter pupils from seeking treatment for substance abuse. I agree with the goal of this bill but believe this is a matter more appropriately handled at the local level.*

This bill would require that a parent be offered copies of relevant school records and assessment reports at least five business days before a meeting regarding a student's Individualized Education Program under special education laws.

This bill is unnecessary. The notice of Procedural Safeguards, which is required under the Individuals with Disabilities Act, highlights parents' right to request copies of relevant school records and reports and receive them within five business days of the request.

This document is provided to parents the first time their child is referred for a special education assessment, when they ask for a copy, each time they are given an assessment plan to evaluate their child, upon receipt of their first state or due process complaint in a school year, and when the decision is made to make a removal that constitutes a change of placement.

As a result, parents who wish to review these records and reports before an Individualized Education Program meeting can already do so.”

AB 1264 (Garcia) – Special Education Pupils; IEPs & School Records

Existing law requires a parent of an individual with exceptional needs to have the right and opportunity to examine all school records of his or her child and to receive copies of those records within 5 business days after a request is made by the parent, either orally or in writing. Existing law requires a public agency to comply with a request for school records without unnecessary delay before any meeting regarding an IEP.

AB 1264 would require a public agency, before any meeting regarding an IEP, to



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offer to provide to the parent copies of any available, completed school records related to the pupil's current levels of performance, and any available, completed assessment reports, if these records and reports are related to that meeting. The bill would require the public agency, if the parent requests those copies, to make them available to the parent at least 5 business days before the meeting. The bill would authorize a public agency to charge a parent no more than the actual cost of reproducing these copies, but if the cost effectively prevents the parent from exercising the right to receive the copies, the public agency would be required to reproduce the copies at no cost. The bill would require notice to a parent of an individualized education program meeting to include notice of the right to obtain copies of school records pursuant to these provisions. CASP took a Watch position on this bill.

AB 1264 was vetoed with the same message the governor stated when he vetoed AB 1261 (Berman) above; mainly that the bill is unnecessary because the notification is already addressed under IDEA.

AB 1315 (Mullin) – Mental Health; Early Psychosis and Mood Disorder

AB 1315 establishes an advisory committee to the Mental Health Services Oversight and Accountability Commission to create an early psychosis and mood disorder detection and intervention competitive selection process to expand the provision of high quality, evidence based early psychosis and mood disorder detection and intervention services in the state. The bill establishes the Early Psychosis Detection and Intervention Fund for the purposes of this advisory committee. CASP took a Watch position.

Status: Signed by the Governor

SB 354 (Portantino) – Special Education; Individualized Education Plans

SB 354 would require the local educational agency, if requested by a pupil's parent, to provide the parent with a copy in the native language of the parent of the individualized education program, any revisions to the

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Doug Siembieda wins 2017 Sandra Goff Memorial Award

Doug Siembieda demonstrates the spirit of the Sandra Goff Memorial award via his longtime dedication to, and knowledge of, the school psychology profession.

The current Director of Special Education for the Huntington Beach Union High School District has worn many hats working in the field over the years, including serving as Director of Student Services for Saddleback Valley Unified School District and Director of the South Orange County SELPA.

Siembieda also previously served as the Director of Student Support Services for the Los Alamitos Unified School District, and prior to that as a program administrator for the Long Beach Unified School District where he served as the district crisis team coordinator.

In addition, the past CASP president is a member of the California Crisis Specialty Group, and has also served on the faculty in the school psychology program at Loyola Marymount University

As CASP Legislative Chair for nearly eight years, Siembieda follows and informs the association of pending legislation in the California State Senate and Assembly that may affect the practice of school psychology in particular, and education in schools more broadly. He is a regular on the Board of Directors agenda and presents each year at the CASP Convention.

Siembieda recently spoke about his beginnings as a school psychologist, and shared his thoughts about current topics he thinks are most important for professionals to follow.

“Like a lot of people, I didn’t feel like I should’ve been given the award. I’m only 48-years-old; only half way through my career,” he jokingly said. “But to be recognized with colleagues who I’ve admired and looked up to for a long time, to be part of that group, is very humbling. It’s overwhelming to accept that other folks could consider me as such a heavy contributor to the field in this state. It gives me the sense that I’m not just spinning my wheels with the things that I do to support school psychologists and students. “

Siembieda mentioned that he decided to pursue a career in school psychology after visiting the classroom of a friend, and that his original goal was to provide a positive

male role model to students who didn’t have one.

I grew up in a family where dad wasn’t readily available. I wanted to help kids who were in that similar situation,” he said. “A friend of mind said, ‘Why don’t you visit my class and see what I do?’ When I observed the class at Fairfax High School I just walked in and literally thought, ‘Yep, this is the job for me.’”

Just this year alone, Siembieda was appointed the state Department of Education’s Significant Disproportionality Work Group, and has met with members of the department’s Special Education Division to discuss, among other issues, assessing African American students. He also serves on the Association of California School Administrators’ Student Services & Special Education Council.

“Siembieda has provided exemplary service to CASP in various roles, but the most important role has been as an advocate for students and for advocating for the services provided by school psychologists, which has been a thread throughout his service,” said CASP Past-President Tom Sopp.

Siembieda has been a mentor and district supervisor for school psychology practicum students and interns, and holds high expectations for excellence and ethical standards. He counsels and supports students in learning and implementing the NASP Ten Domains of Practice, and provides fair and supportive evaluations.

He believes that the current issue of focus among school psychologists should be integration.

“We need to find out how to allow students with disabilities to participate with students who don’t have them. That way they can learn to communicate with each other in a general setting,” he said. “Segregation has proven to not work over time. We need to make sure all educators are supportive of this – not just special ed educators.”

Dr. Barbara D’Incau, CASP Past-President (2014-2015) noted Siembieda’s dedicated leadership as having improved the practice of school psychology.

“He is admired and respected by his colleagues and students,” she said.



Doug Siembieda has provided exemplary service to CASP in various roles. He has a passion for advocating for students and for the services provided by school psychologists, and has mentored many students and interns. Siembieda is the winner of the 2017 Sandra Goff Memorial Award.

Robyn Moses, director of Mental Health Services at The Compass Center in Huntington Beach and a colleague of Siembieda’s, further noted the Goff winner’s commitment to the profession, saying, “Mr. Siembieda is a dedicated educator who is always engaged and collaborative with colleagues and parents. He is very student-focused in his interactions and decision-making, and has a unique ability to understand the big picture to meet the district’s needs while simultaneously focusing on each student, and thus finding successful approaches and win-win solutions.”

Congratulations to Doug Siembieda, the winner of CASP’s Lifetime Achievement honor, the 2017 Sandra Goff Memorial Award. 

Michael Goodman Memorial Research Award Winner

The Roles of Academic and Bicultural Self-Efficacy on Academic Achievement among Hispanic Students

By **Miriam Andrade**, California State University, Fresno

Editor's note: Graduate student *Miriam Andrade* and Assistant Professor *Carlos Calderon, PhD*, California State University, Fresno, are the winners of the 2017 Michael Goodman Memorial Research Award. This award, decided by the CASP Research Committee which is chaired by Dr. Christine Toleson, recognizes excellence in a paper or poster submitted for presentation at the annual CASP convention. This is a summary of the winning poster.

The Hispanic population is the fastest growing group in the United States (US Census Bureau, 2010). This ethnic group also has the highest school drop-out rates and lowest college graduation rates (US Department of Education, 2016).

The low educational attainment of Hispanic students is a concern that should be addressed by identifying culturally related factors contributing to academic achievement.

One important factor that affects Hispanic students is the acculturation process. Despite individual differences it has been found that people with a bicultural orientation experience less stress and have better adaptation outcomes than all other acculturation strategies (Berry, 2005). A bicultural individual incorporates two different cultures' practices, values and beliefs into his or her life and remains a member of both (Berry, 2005). Biculturalism is associated with better adjustment and overall well-being for individuals experiencing the acculturation process (Nguyen & Benet-Martinez, 2013).

The benefits of biculturalism carry over to academic performance of Hispanic students. A study found bicultural students had higher academic achievement than less bicultural students (Lopez, Ehly, & García-Vásquez, 2002). It is important to further examine biculturalism when addressing the problem of low educational attainment of Hispanic students. An individual's biculturalism can be viewed from the perspective of Bandura's self-efficacy theory

and LaFromboise's model of bicultural competence (David, Okasaki, & Saw, 2009; LaFromboise, Coleman, & Gerton, 1993). Perceived bicultural competence, or ability to be bicultural, is bicultural self-efficacy (David et al., 2009).

Academic self-efficacy is the perceived ability to successfully perform academic tasks and is associated with the effort and persistence students put into an academic task. Academic self-efficacy has been shown to be a strong predictor of academic achievement (Gore, 2006). For college students, academic self-efficacy has a significant impact on academic performance and is associated with college persistence (Robbins, Lauver, Le, Davis, Langley, & Carlstrom, 2004). Previous research has included limited samples of Hispanic students. In one study with Hispanic participants it was found that academic self-efficacy was a stronger predictor of GPA than demographic factors and previous academic performance (Zajacova, Lynch, & Espenshade, 2005). The effects of academic self-efficacy on academic achievement should be further examined among Hispanic college students.

The current study had three hypotheses. First, it was hypothesized that academic self-efficacy would be a significant predictor of grade point average of Hispanic students. Second, it was hypothesized that highly bicultural students would have higher grade point average than students who are less bicultural. Third, given that academic self-efficacy and biculturalism have both been associated with higher academic achievement, it was hypothesized that there may be an interaction effect of academic self-efficacy and bicultural self-efficacy on academic achievement.

The participants were 235 late adolescent to emerging adults from a university in the southwest region of the United States who self-identified as Hispanic/Latino. The current study used a cross-sectional, non-experimental design. Data were collected in the spring semester of 2016. The participants completed an online survey



2017 Michael Goodman award winner Miriam Andrade's poster explored the roles of academic and bicultural self-efficacy on academic achievement among Hispanic students.

that included an academic self-efficacy scale and the bicultural self-efficacy scale (Zajacova et al., 2005; David et al., 2009). Academic achievement was measured by self-reported current GPA.

The current study used linear regression analyses to determine if academic self-efficacy and bicultural self-efficacy could predict academic achievement. A multiple regression was used to predict academic achievement based on academic self-efficacy, bicultural self-efficacy, and an interaction term (academic self-efficacy X bicultural self-efficacy). First, academic self-efficacy individually predicted college GPA. Second, bicultural self-efficacy individually predicted college GPA. Third, the interaction effect of academic self-efficacy and bicultural self-efficacy on academic achievement was not statistically significant. Additionally, annual income significantly predicted college GPA when controlling for academic self-efficacy, bicultural self-efficacy and high school GPA. These results highlight important factors related to academic achievement, some of which may not be entirely within students' control.

The findings of the current study may support the development of interventions to increase academic self-efficacy and bicultural skills. Although higher academic self-efficacy should be encouraged in all students, programs to increase academic self-efficacy may specifically be beneficial for students of low income households. The current study supports the development of programs to increase bicultural skills such as culture-based curriculums. The program should detail the importance of diversity and participating in the ethnic culture, and be implemented in educational settings.

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Shaywitz
DyslexiaScreen™

Easy to use, quick, and reliable.

The Shaywitz DyslexiaScreen™ is an efficient, reliable, and user-friendly assessment for K-1 students who may be at risk for dyslexia. Dr. Sally Shaywitz, a global leader in dyslexia study, created the screening tool. It emphasizes phonological, linguistic, and academic performance based on classroom teacher observations, all in just a few minutes per student—unlike other measures which take up precious instructional time.

Waiting to identify students at risk for dyslexia has far-reaching consequences both academically and behaviorally—consequences that can affect the student's long-term success in school and in life. Recognizing these long-term effects, many states are implementing plans to screen young children sooner.

Don't wait. Screen this year with the Shaywitz DyslexiaScreen offered in two forms:

- Form 1 with 10 items—for teachers of students ages 5:0 through 6:11 in Kindergarten
- Form 2 with 12 items—for teachers of students ages 6:0 through 7:11 in Grade 1

The classroom teacher rates statements about a student's language and academic behaviors based on the frequency of the student's demonstration of each behavior. The rating results produce an Individual Report and a Group Report. Results for a particular student include a simple classification of "At Risk for Dyslexia" or "Not At Risk for Dyslexia".

- Identifies Kindergarten and Grade 1 children at risk for dyslexia
- Screens individuals or groups
- Friendly teacher-administered rating scale
- Digital administration, scoring, and reporting

CASP Con '17

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He showed a video clip of a news story that focused on the topic of children's views on race. The students were shown a card that depicted children of various colors from light to dark and it was shown that there was an overwhelming amount of children who viewed those of color as "dumb," "mean," or "ugly," they said - while children with lighter skin were viewed as more favorable by children of all races.

The nationally known speaker noted that he doesn't think the challenge with having racial equity among all students isn't as much about getting professionals in the field to be equity minded and "value" it, particularly in California, as much as it is to "do" it, which he said demands race conscious leadership and accountability at all levels - and making sure to keep equity at the forefront of concerns.

Though Harper fully supports the fact that the equity issue can be attributed to several factors including a lack of family support and student effort he also believes that those

who work in the schools have a significant responsibility to help solve the problem. "Those of us who are supposed to do something about the inequities don't know what we're doing because we were never taught," he said. "We were those 4 and 5-year-olds who we saw in the video I showed. In our school psychology master's programs, we learned to dismiss the

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CASP President Dr. Pedro Olvera and CASP Convention and Awards Chair Amy Balmanno presented awards at the Awards Luncheon.



Carl Totton and Barbara Fuller, professors at Phillips Graduate Institute enjoying the Awards Luncheon.



Dr. Pedro Olvera enjoying the Awards Luncheon with mini-grant award winners (from left) Eva Robles, Assistant Principal, Marshall Middle School; Maura Monroe, MS, LEP, school psychologist at Marshall Middle School; and Fernando Meza, Assistant Superintendent, Pomona Unified School District.



Former CASP Presidents and others pose for pics at CASP Con '17 (from left to right): Executive Director Heidi Holmblad, Former President Lynne Aung, Former President Rose DuMond, Former President Harvey Gurman, Former President Susan Goldman and Shirley Morano, 96, who has missed very few CASP Conventions.



2017 Region IV Outstanding School Psychologist Sharon Williams (center) takes a snapshot with fellow members of Los Angeles Association of School Psychologists (LAASP) at the Awards Luncheon.



Cultural and Linguistic Diversity (CLD) Scholarship 2017 winner Jenna Palacios strikes a pose with CASP President Dr. Pedro Olvera at the Awards Luncheon.



CASP President Dr. Pedro Olvera stands with 2017 Paul Henkin Award winners Andrew Newcombe and Amanda Whitely.



This year's Sandra Goff Award winner Doug Siembida and family attending the Awards Luncheon.

CASP Con '17

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perspectives and contributions of people of color. Most of what was written was from white, Euro-centric points of view. We learned to apply those perspectives to our approaches to counseling, testing and relationships – and we also learned to bring those biased frames to our staffing and hiring processes.”

Harper discussed possible solutions he and his group came up with at the USC Race and Equity Center to help promote racial equity, including the importance of talking about race in schools, seen as a taboo topic. The USC professor told of the significance of

having discussions and learning with those of various races, and developing racial literacy, which entails being able to talk comfortably about race; knowing what to say and how to say it.

This year’s Convention also included many social/networking activities and fundraisers including the California School Psychology Foundation fundraising Beer Tasting Reception, where attendees enjoyed great beverages and tasty appetizers. Items were raffled and a trip to Disneyland was the highlight of the giveaways.

The CASP Awards Luncheon honored this year’s Nadine Lambert Outstanding School Psychologists award winners in nine regions, as well as this year’s Sandra Goff Award awardee Doug Siembieda (See

related articles in this issue of *CASP Today*.) CASP members joined on Convention Friday for an early morning cardio workout to benefit the Political Action Committee via the 5k Fun Run/Walk.

Other activities included a special poolside gathering for students and get together for the CASP Alumni Club - and those who visited the Exhibit Hall enjoyed exhibitors that offered services and products catered to the latest in school psychology.

Save the dates for CASP Spring Institute, March 22-24, 2018 in Monterey and CASP Convention 2018, Nov. 8-10, in San Diego. The Call for Presentations for the

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Many attendees mingled with friends and enjoyed appetizers and an array of beers and wine at the CASP Convention Raffle & Reception. Raffle items, including four, one-day park-hopper passes to Disneyland were offered and proceeds went to the California School Psychology Foundation.



San Diego Unified School District Senior School Psychologist Kristin Makena takes some time to mingle at the Raffle & Reception.



Members of the Esperanza High School Jazz Ensemble entertained the audience at the Raffle & Reception throughout the evening.



Attendees enjoyed tasty treats, a cash bar and tons of fun at the Convention’s President’s Reception.



Barbara Thomas and Glenn Schumacher served on the CASP board for multiple decades. They were honored with a special award for their service to the organization at the convention general session.

From left to right: CASP Past President Tom Sopp and Executive Director Heidi Holmblad, Convention keynote speaker Dr. Shaun Harper, and CASP President Dr. Pedro Olvera at general session.



Work Force Conundrum

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courses, posters, professors, and academic advisement routinely serve as robust sources of information about clinical and counseling psychology training and career options. It is clear that school psychology as a profession needs to make significant efforts to make recruitment materials available to undergraduate departments of psychology. Additionally, school psychology departments need to make concerted efforts to interface with other departments, professors, and academic advisors to ensure that information about the field of school psychology is a routine point of exposure to a group of students who are known to seek graduate training. These recruitment strategies could easily be stretched into the high school population as part of the professional practice of school psychologists working with high school students. One strategy would include increasing the visibility of the roles and responsibilities of the school psychologist, focusing on the field as being rewarding and exciting, in an effort to connect on a personal level, with the potential of making significant contributions and becoming a positive influence in social outcomes. Additionally, school psychologists could become involved in high school psychology and Advanced Placement courses via presentations and discussion facilitation. As mentioned in the discussion of retention, mentorship is critical in nurturing a developing interest in the field of school psychology. This could entail shadowing experiences, and early participation in professional organizations, as well as the inclusion of the “bridging course work” concept above, where high school students enroll in undergraduate psychology courses, thereby fast tracking their pursuit of study in the field of psychology, with school psychology as an area of future specialization.

Another aspect of recruitment that must be addressed is the incorporation of efforts to expand the diversity of candidates entering the career field. Current demographic trends reveal that the field of school psychology is constituted largely of Caucasian females (Curtis, Grier, and Hunley, 2004). School psychologists that identify as ‘other than Caucasian’ are grossly under represented, especially when juxtaposed on to the current public school population, which was

reported to be 48% racial/ethnic minority. This leads to a lack of diverse university faculty representation as well. This is a critical point to consider from at least two perspectives. Diversity within training programs, including faculty and cohort membership, has been shown to increase understanding and empathy (Bocanegra, Newel, and Gubi, 2016). Pettigrew and Tropp (2008) also found that increased exposure to, and interaction with, diverse cultural groups increases empathy and knowledge while decreasing prejudices.

Equally important is that the lack of diversity amongst school psychologists significantly decreases the effective mentorship and role modeling for diverse students. Additionally, when there is a disparity between, or a disconnect from, perceived commitments to diversity and actual levels of cultural competence, dissonance with, and dislike of, the program may manifest (Proctor and Truscott, 2012). Consequently, while the perception of cultural competency and a diverse student body may attract students to a program, it is the actual human diversity training, experience, and competence within the program that will sustain student attraction to programs and retention within them. This element of diversity is also important to students from diverse backgrounds in that research has found that such students lack a sense of self efficacy and belief in their potential for success (Bocanegra, Newel, and Gubi, 2016). This finding relates back to recruitment strategies utilized by training programs. Bocanegra, Newel, and Gubi (2016) suggest that recruitment materials targeting potential students from diverse backgrounds should include acceptance and program completion rates, as well as highlight the structure and design of the program and related academic support structures and processes. Additionally, recruitment practices should be increased significantly at universities that serve large numbers of students from ethnically and culturally diverse backgrounds. Graves and Brown Wright (2009) found that 64% of faculty members at historically black colleges and universities reported no recruitment occurred at their institutions, while 35% stated that some recruitment activity had occurred. Further, 78% of faculty members at historically black colleges and universities reported that national organizations such as NASP and APA Division 16 did a poor job of providing information to students about the career field of school psychology.

One additional recruitment strategy that universities should consider in their program design is that of re-specialization. Professionals licensed as a Clinical Psychologist, Marriage and Family Therapist, Licensed Professional Clinical Counselors, or Licensed Clinical Social Workers may be interested in entering the field of school psychology. Teachers and Education Specialists who already hold master’s degrees may also be interested in entering the field of school psychology. The concept of re-specialization is centered around the idea that professionals similarly trained in these related fields could enter into a specifically designed course of study that ensures the candidates meet program and California Commission on Teacher Credentialing standards and competencies. Based on the student’s previous academic work at a regionally accredited university and background, a specialized curriculum, which includes both academic work and practicum/internship training would be designed to facilitate the acquisition of a credential in school psychology without having to complete an additional graduate degree. As these individuals are frequently working professionals, the program design and delivery should be structured in a way to facilitate access to training opportunities. Flexible class schedules such as evening classes, weekend workshops, and summer courses may increase the working professional’s capacity to enroll in re-specialization training programs. Technology has also enabled universities to provide distance learning and online experiences. This instructional delivery model also assists with the serving of underserved populations, such as rural communities, where there are no training programs in close proximity. Students in isolated or rural communities could pursue practicum and, ultimately, internship experiences within their communities, while completing the required course work for entire program completion. This would enable the candidates to stay in their communities both throughout their training and once credentialing has been achieved.

Alliant International University Response

Alliant International University has embarked on many of the practices and processes cited above. Alliant is a proud partner of CASP and several affiliates and offers members special benefits. Through our partnerships, CASP and Partner Affiliate Members can further their education and

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Work Force Conundrum

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benefit from a 10% tuition reduction and an application fee waiver when enrolling as a new, full-time new student in one of our programs. Additionally, we work with CASP and Partner Affiliates for use of campus space for training, workshops, in-services, and internship fairs.

With respect to valuing human diversity, Alliant is an inclusive institution committed to serving diverse populations by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities. These values are supported and realized through the work of the International and Multicultural Education, Research, Intervention, and Training (I-Merit) department. The university's diversity initiatives are aimed at institutionalizing multicultural and international values and perspectives in all of Alliant's education and training programs, as well as within its organizational culture. The University's common conceptual framework establishes institutional diversity goals and objectives, as well as establishes cultural competencies for all students, faculty, and staff/administrators. The focus of our diversity efforts include nationality, race, ethnicity, gender, sexual orientation, religion, spirituality, socioeconomic status, ability, and age.

In the area of recruitment, Alliant International University has instituted the majority of the concepts and strategies identified above. For example, we are

working to identify bridging classes to facilitate student matriculation from the undergraduate psychology program to the Masters, and beyond to the Doctorate program in Educational Psychology. We are also currently redesigning our Psy.D. curriculum to incorporate training and focus on leadership skills, such as educational leadership and supervision, which will facilitate our graduates' pursuits of additional career options within the field of school psychology and beyond. Additionally, we have instituted a re-specialization process where a candidate's previous training in a related field at an accredited institution is considered while developing a specialized course of study, enabling similarly trained individuals to obtain their PPS credential in School Psychology. We also offer distance learning and on-line curriculum to facilitate academic engagement of working individuals, as well as those that are not in close proximity to a brick and mortar campus.

Other universities have similarly embraced updates to their recruitment and retention practices, curriculum design and delivery in attempts to not only market their program, but to facilitate and enable potential school psychology candidates actual pursuit of the career field. Collectively, we can make a positive impact on the shortage of school psychologists with a focus on improving service to children, their families, and communities. ❧

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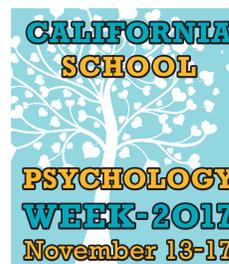
School Psychology Week is November 13-17

What do you have planned for California School Psychology Week?

This year, the special week that brings attention to the field of school psychology and what school psychologists do lands on November 13-17. From hosting walk-a-thons to making a presentation before your school board members, there are many activities you can do start or join to get the word out about school psychology.

Send us photos and articles about your School Psychology Week activities to media@casponline.org . We'll feature the info in the winter issue of *CASP Today*.

Show your school psychology pride by wearing a specially designed T-shirt made just for School Psychology Week. While you're at it, this is your chance to purchase the Equity: CASP Convention 2017 T-shirt. Get one or both, just \$20 each (includes shipping). <http://www.casponline.org> ❧



NASP Report

By **Maureen Schroeder**, NCSP, California Delegate



On Sept. 14-17, I attended the NASP Leadership Conference and was able to meet all of the state delegates.

It was such an “eye opening” experience for me to be surrounded by others who are just as dedicated to our profession as school psychologist just further fueled my passion and commitment in being an advocate for our students, families, schools - and most of all, us, as school psychologists.

There are so many programs/interventions that school psychologists nationwide are using to help support our students’ Social Emotional Learning; districts that are collaborating with their school psychologists to help address students’ mental health needs. Amazing!

I was also able to learn in depth what my role is as your delegate, and I am grateful for having been given the opportunity to serve you, my colleagues. If you have not had a chance yet I highly recommend you read NASP’s Mission and Vision statement.

During the Leadership Conference, NASP conducted its Leadership Assembly meeting, which all delegates and committee chairs/co-chairs, etc. attended.

There were several important items discussed and voted on; most importantly, the item regarding NASP’s Strategic Plan, aka Key Initiatives. It was determined that changing “Key Initiatives” to “Strategic Plan”

provides a framework with specific goals. An important item added to the Strategic Plan was Social Justice. Keep on the lookout for more information. The shortage of school psychologists was also addressed; more to come on this as well.

Overall, the Leadership Conference experience was so invigorating. I highly recommend it to those who are interested in being involved in our state and national associations; please make that contact, it’s a way for us to stay connected with NASP.

California school psychologists have so much to offer and CASP is a conduit for those interested in using their leadership skills in promoting what we do as school psychologists. I’m looking forward to meeting those attending the NASP Convention at Hyatt Regency Chicago on Feb. 13-16. Registration is open and can be done at NASPOnline.org. 

Affiliate Updates

San Diego County Association of School Psychologists

San Diego County Association of School Psychologists (SANDCASP) wants to know how you are planning to bring awareness to the profession during School Psychology Awareness Week, Nov. 13-17. Are you up for the challenge? If so, please send a description along with some photos of your SPAW activities to SANDCASP to enter to win a prize. The SANDCASP Board will select the most creative idea with the widest reach that directly creates awareness of school psychology. SANDCASP members should email submissions to ksingh@sandcasp.com by Nov. 22. SANDCASP Board Meeting Dates (San Diego County Office of Education) will be held from 5-6:30 p.m. on Nov. 18, Jan. 10, Feb. 7, April 11, and May 9. Fall and winter professional development

sessions offered by SANDCASP include: Executive Functions Assessment and Intervention presented by Dr. Milton Dehn (Nov. 13); and Mini-Skills Sessions: Efficient Report Writing and ERMHS Assessments presented by Dr. Michael Hass (Feb. 23).

Elk Grove Regional Association of School Psychologists

Elk Grove Regional Association of School Psychologists (EGRASP) will be hosting its fall mixer in celebration of School Psychology Week (Nov. 13-17) on Nov. 16, 4:30 - 6:30 p.m. The mixer will be held at ZOCOLO, 1801 Capitol Ave. Sacramento 95811. The cost is \$10 for EGRASP members; \$40 for nonmembers (includes EGRASP membership). There will be raffles for over 10 instruments donated by PAR, MHS, WPS and Pearson. Proceeds will go to the Cultural Linguistic Diversity Scholarship Fund. For more information, contact Armando Fernandez at afernaac@egusd.net.

EGRASP and Delta Area Association of School Psychologists (DAASP) congratulates 2017 Nadine Lambert Outstanding School Psychologist recipient Kim Robinson from DAASP. She has always kept DAASP going through the years and always has the needs and interests of area school psychologists in mind

EGRASP will be hosting several workshops throughout 2017-2018 and have sent out their Fall newsletter. They encourage their members to consider writing an article for their spring issue. EGRASP is also working on getting their website up soon and announcements will go out regarding their Spring Fling in 2018.

Stanislaus County Association of School Psychologists

Stanislaus County Association of School Psychologists (SCASP) will officially launch its new website at www.scasponline.org on Jan. 5, 2018.

OSP Awardees

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Sharon Williams (center), winner of the 2017 OSP Award in Region IV, with Region Representative Jeannine Topalian and CASP President Pedro Olvera

After the position was eliminated, she returned to an elementary school site where she demonstrated exceptional organizational skills and has been able to manage the demanding caseload and complete her assessments in a timely manner.

Williams, a member of Los Angeles Association of School Psychologists (LAASP), has also been on the District Crisis team for many years where she is called upon to assist schools with major crisis situations. "Her calm and professional demeanor has helped to de-escalate trauma among students and staff, which allowed the administrative team to reestablish an orderly and supported learning environment," said Delia Flores, district administrative coordinator of psychological services.

Region V: Joseph Rubio | Downey Unified School District

Colleagues agree that Joseph Rubio is an excellent resource in a variety of fields related to special education, crisis situations and working with individuals with social-emotional/behavioral challenges.

He continually demonstrates dynamic leadership while supporting others and willingly shares his knowledge and understanding with colleagues and supervisors alike. Rubio is often assigned the most challenging cases in his district and his work ethic and persistence is very evident.

"His background and experience has made Brossmer the point person for training our district's crisis response team," said Roger Brossmer, district assistant superintendent, secondary education. "I feel that Joseph would be a great asset to any school district."



Joseph Rubio, right, 2017 OSP Award winner for Region V, and Region Representative Reynaldo Vargas

District Executive Director of Special Education Mary Helguera noted Rubio's mellow demeanor during challenging situations, saying, "He remains calm and professional, even when dealing with others who have become emotional and/or angry; always articulating what he needs in a respectful manner."

Region VI: Carla Cruise | San Bernardino City Unified School District

Carla Cruise is widely known in her region for her commitment and dedication to education, and training professionals in district level crisis team implementation. Cruise brought a Crisis Team model to the district and has trained over 100 people in crisis intervention practices at San Bernardino City Unified School District.

Recently, she was the leader for the Crisis Response Team for the Dec. 2 attack that took place in San Bernardino; she he dealt with one school that was near the police activity and devised a plan to help keep the students, staff and parents as calm as possible.

"While she has been providing wonderful service to our profession for over 15 years, her work with the Dec. 2 tragedy by far sets



Carla Cruise, right, 2017 OSP Award winner for Region VI, and Region Representative Ali Duerks.

her apart," said co-worker Sonya Morales. "Furthermore, this year we had a school shooting at Northpark Elementary that made national headlines in which Cruise led the Crisis Team once again in an amazing way. She provided resources to district administration and was with them for each step during the tragedy."

Region VII: H. Orletta Nguyen | San Diego Unified School District

H. Orletta Nguyen provides a wide range of therapeutic and academic interventions for students in need; supporting her special education teachers by collaborating, coaching and teaching them to write and implement effective and meaningful IEPs.

She is a creative, quick problem solver who connects parents with relevant supports within their communities, and has served as an intern supervisor for multiple aspiring school psychologists. "Nguyen has been involved in training para educators in SDUSD on best practices in education, understanding learning disabilities, and how to deal effectively with learning challenges," said Nguyen's supervisor, Carrie Rea. "I've found her to be an exceptional school psychologist."

Elisabeth June was previously an intern supervised by Nguyen and noted her as the type of school psychologist she'd hoped to become, saying, "Aside from delivering typical school psychology services, Orletta frequently gives back to the field through teaching related graduate courses and supervising interns and practicum students. She is a wonderful example of a stellar school psychologist who is driven to not only improve the lives of students, but to help improve the field of school psychology and education."



H. Orletta Nguyen, center, won the 2017 OSP Award for Region VII. She is shown with Region VII Representative Gabriel Gutierrez, right, and CASP President Pedro Olvera

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OSP Awardees

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Region VIII: Katie Aeschleman | Conejo Valley Unified School District

Katie Aeschleman has an impressive history in the field of education. She holds a PPS credential in School Psychology, a Multiple Subject teaching credential, and a Specialist Instruction credential in special education.

Aeschleman also studied neuropsychology and traumatic brain injury allowing her to conduct assessments and provide instruction and services to individuals with a primary disability of TBI.

The Ventura County Association of School Psychologists (VCASP) member taught general and special education for 23 years prior to becoming a school psychologist.

"Katie has offered extraordinary service in a number of areas; it's not possible to pick just one area of service," said fellow VCASP member, Kim Charnofsky, "She is generously supportive of colleagues in the profession; strengthening the group of CVUSD psychologists with her talents and maintaining a positive, forward-looking



Katie Aeschleman, right, winner of the 2017 OSP Award for Region VIII, and Region Representative Lillian Hernandez

approach to challenges that arise while keeping her wonderful sense of humor."

Region X: Kimberley Robinson | Stockton Unified School District

Kimberley Robinson has gone above and beyond to assist families in need throughout her 25 years as a school psychologist. She has helped parents understand the special education process and various services; coordinating with receiving school sites and attending meeting with them.

Robinson makes sure to be available during student study team meetings and advocates for parents who may not fully understand the

process and its purpose. In addition to her expertise in the field, Robinson has served as a mentor to many new psychologists in her district.

School psychologist May Lee Dacuycuy noted how she has inspired her to be the best that she can be in the profession. "Kim has been an excellent mentor to me since I started in SUSD and to others. She is wise, knowledgeable, helpful, and generous with her time," she said. "She takes this role with great pride to share her knowledge and prepare students to become the best psychologists serving students, parents, and the community. She's a passionate psychologist and the most committed professional we have at SUSD."



Kimberley Robinson, right, 2017 OSP Award winner for Region X, and Region Representative Maureen Schroeder

CASP Legislation

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individualized education program, and certain documents discussed at an individualized education program team meeting within 45 days of that meeting or within 45 days of a later request, except as otherwise determined by a consent decree. The bill was one of the more controversial bills of the session because it sought to make important improvements that would allow parents to better understand the needs of their children. However, the requirements of the bill would be very expensive.

The bill would require the documents to be translated by a qualified translator, as defined, who is proficient in both the English language and the non-English language to be used. The bill would provide that these requirements apply only for the top 8 languages, other than English, in each school district, as determined by the State Department of Education and reported on DataQuest. CASP opposes the cost of this bill.

Status: Two Year Bill; still in Assembly Education Committee

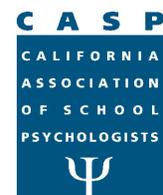
Goodman Award Winner

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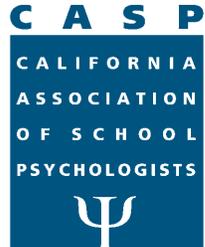


CASP Con '17

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CASP Convention 2018, Nov. 8-10
 Hyatt Regency Mission Bay, San Diego

fall convention will be available in January. Also, please start thinking about your nominees for our 2018 awards, including the Nadine Lambert Outstanding School Psychologist awards, which honors one school psychologist from each region who is recognized by his/her peers, and the Sandra Goff Memorial Award that recognizes one California school psychologist's contributions to school psychology, CASP would like to thank the CASP Convention 2017 Committee for its dedication and hard work on this convention: Amy Balmanno, chair; Pedro Olvera, CASP president; Gabriel Gutierrez; Seble Gebremedhin; Arpita Mandal; Arlene Ortiz; Zaareh Manassian; Melissa Garcia; Lorraine Joseph; Sergio Romero, Anita Olson; Ashley Ausseresses; Erin Spillane; Giniena Tan; Jenny Ponzuric; Jeannine Topalian; Catherine Ogden; Sarah Rodriguez; and Maureen Schroeder. 



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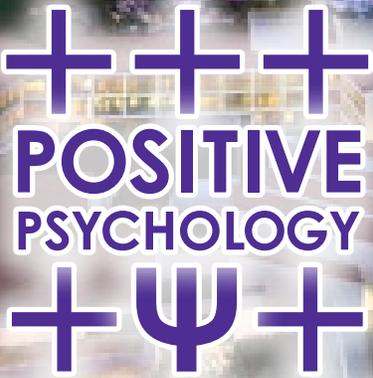
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Keynote speaker
John Kelly, PhD,
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Check here if Home & Billing address are the same. I have been a school psychologist for _____ years.

First Name: _____ Last Name: _____

Home Address: _____

City: _____ State: _____ Zip Code: _____

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City: _____ State: _____ Zip Code: _____

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County Where You Work: _____ Region No.: _____

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March 22-24, 2018

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(Please Check One)

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

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

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

Associate Member - \$155.00 (Please Check One)

Credentialed school psychologist employed in a state other than CA.

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

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

Student Member - \$50.00. Student Members are persons who are enrolled in a full-time training program leading to their initial credential in school psychology. Please complete Advisor information below:

1st Year School Psychologist - \$50.00. Members in this category are persons who are renewing CASP members that have graduated during the 2014-2015 membership year and working. Please let us know the following:

Advisor's / supervisor's name: _____

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

Advisor's / supervisor's phone: _____

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Payroll Deduction (Regular Members Only)

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

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

____-____-____

Social Security Number:

This information will only be used for processing this application.

Signature: _____

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