



CASP Corporate Members:



CASP TODAY



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**INVESTING
IN YOU...
= INVESTING
IN STUDENTS!**

Spring Institute 2018

Sessions explored ways to attain 'Positive Psychology'

By Raina LeGarreta, CASP Communications Specialist

More than 300 attendees traveled to beautiful Monterey for CASP Spring Institute 2018 on March 22-24.

The concept of Positive Psychology was explored via workshops and other event presentations that offered differing points of view on the strengths that enable school communities to thrive and achieve true happiness.

Attendees gained useful knowledge on Thursday, when luncheon keynote speaker NASP President Dr. John Kelly offered his inspirational presentation, Power of One: Creating Connections, that focused on the crucial connections that school psychologists often make with students that result in their transformative experiences.

Friday's keynote, California Director of Special Education (CDE) Kristin Wright gave significant updates on CDE's Special Education Division reorganization and

current issues, and answered questions from the audience.

In addition to the educational sessions on Positive Psychology, Spring Institute attendees enjoyed opportunities to network and relax, including the Job Fair, the Welcome Reception, and the Alumni Club gathering.

Join CASP for its annual convention on Nov. 8-10 at Hyatt Regency Mission Bay Spa and Marina in San Diego. The theme for this year's event is "Investing in You = Investing in Students!"

School psychology professors and graduate students are invited to submit a proposal to present a three- or six-hour workshop, mini-skills workshop, or paper or poster presentation at the vent via the call for presentations at <http://casponline.org/events/#fall18>. Make sure to submit your proposal by the May 1 deadline.

CASP SPRING INSTITUTE 2018
POSITIVE PSYCHOLOGY



Past President Tom Sopp, Spring Institute Friday's keynote speaker California Director of Special Education Kristin Wright and CASP Board Member Dr. James Hiramoto enjoy Friday's luncheon presentation.

Spring Institute 2019 will be held on March 14-16 at The Marriot San Mateo - San Francisco Airport.

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Spring Institute 2018

continued from page 1



CASP President-Elect Dr. Brian Leung (left) is shown with Thursday's keynote speaker NASP President Dr. John Kelly and Past-President Tom Sopp.



Many employers and potential employees networked at the successful CASP Job Fair held during Spring Institute.



California Baptist University Associate Professor Jane McGuire and Dr. John Kelly pose for pics after the Thursday keynote luncheon.



It's the end of an era. NASP Executive Director Susan Gorin, who has been at the helm at the national association for 25 years, attended her last NASP Convention (at least as executive director). Maureen Schroeder, California Delegate, says her goodbyes.



From left are Misty Bonta, CASP Membership Committee Co-chair; Margaret Sedor, former CASP Board member and NASP Western Region Coordinator; CASP President Pedro Olvera; NASP California Delegate Maureen Schroeder; and (center) CASP Executive Director Heidi Holmblad



CASP Crisis and Mental Health Specialist Dr Susan Coats was honored at the NASP Convention for her advocacy efforts on behalf of California's school psychologists. NASP President Dr. John Kelly presented her with this prestigious award.



NASP isn't the only organization honoring Susan Coats for her advocacy efforts. State Sen. Ed Hernandez, who represents the 22nd Senate District in the state Legislature, named Dr. Coats as a Woman of Achievement in Education in March.

CASP was well represented in February at the Association of California School Administrators (ACSA) Every Child Counts conference. Rodrigo Enciso and Kristin Singh, both of the San Diego Association of School Psychologists, were among several CASP leaders who staffed a CASP booth during the three-day event in Anaheim.





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Congrats to CASP's New Board of Directors

CASP's current Region X Representative and National Association of School Psychologists delegate Maureen Schroeder was elected CASP president-elect 2018-2019. During this three-year term, she will serve as CASP President in 2019-2020 and past president in 2020-2021.

Loyola Marymount University school counseling and school psychology professor Dr. Brian Leung will begin his tenure as CASP President 2018-2019 (see Dr. Leung's article on page 5), while Dr. Pedro Olvera will become past-president; a position last held by Tom Sopp. Jeannine Topalian will begin her tenure as secretary-treasurer, 2018-2020.

The following were elected Region Representatives and will begin their two-year terms: Region II – Mike Giambona; Region IV – Zamecia McCorvey; Region VI – Ali Duerks; Region VIII – Danielle Edwards; and Region X – Armando Fernandez.

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

Maureen Schroeder (President-Elect)

Maureen Schroeder has been the Region X Representative from 2014-2018 and the Elk Grove Regional Association of School Psychologists' (EGRASP) vice president from 2015-2018. She has also been CASP's National Association of School Psychologists Delegate since October 2016. Schroeder has worked as a school psychologist for the Elk Grove Unified School District since 2012 and as an adjunct instructor at Brandman University since 2009. As president-elect, she will continue to advocate for the school psychology profession; placing CASP at the forefront of addressing shortages in school psychologists in school districts and mental health initiatives by collaborating with universities and legislators to develop an action plan.



Maureen Schroeder,
President-Elect

Jeannine Topalian (Secretary-Treasurer)

Jeannine Topalian's professional experience includes over 15 years as a practicing school psychologist in PreK-12 schools and three years as a part-time adjunct university trainer of school psychologists at the master's and doctoral level. She is in her second year as an administrator (specialist)

and supervisor of school psychologists for the Los Angeles Unified School District. Topalian has been active in Los Angeles Association of School Psychologists (LAASP) having served as treasurer for two years, president-elect, president and past-president; Region IV Representative since 2014; and CASP Convention Chair in 2013. As secretary-treasurer, she welcomes the expanded opportunity to work with colleagues across the state to advocate for all children's mental and behavioral health needs in schools and ensure that finances are managed appropriately, accurately and spent accordingly.



Jeannine Topalian,
Secretary-Treasurer

Michael Giambona (Region II Representative)

Michael Giambona has been a school psychologist for Mt. Diablo Unified School District since 2004. As Region II Representative, he will help affiliates in his region access the resources CASP has to offer. Additionally, Giambona would like to work with the local affiliates to grow their memberships through outreach to surrounding districts and facilitating training opportunities.



Michael Giambona,
Region II
Representative

Giambona will replace James Hiramoto, whose term ended as the region's representative. Region II covers the Greater San Francisco Bay Area.

Zamecia McCorvey (Region IV Representative)

Zamecia McCorvey has served as a school psychologist for the Los Angeles Unified School District for over 10 years and served the past four years as an adjunct professor at National University's school psychology program. She has served as a south representative for LAASP's committee at the school district level, and she serves as a Western Representative on the



Zamecia McCorvey,
Region IV
Representative



Assistance to State Committee for NASP. As the representative for Region IV, McCorvey aspires to provide service and develop and strengthen her leadership skills at the state level. She will learn her duty requirements to perform them to the best of her ability and provide support in all areas of CASP as needed.

McCorvey will replace Jeannine Topalian, whose term ended as the region's representative; she was elected CASP's secretary-treasurer. Region IV covers the Los Angeles Unified School District.

Ali Duerks (Region VI)

Returning VI Representative and Riverside Association of School Psychologists (RASP) President Ali Duerks is a bilingual school psychologist in the Romoland School District, where the preschool population is her main focus. In her final term as Region VI Rep, Duerks will continue offering her support to her local affiliates and assist in increasing membership for both CASP and RASP.



Ali Duerks,
Region VI
Representative

Region VI covers the Inland Empire: Riverside and San Bernardino counties.

Danielle Edwards (Region VIII)

Danielle Edwards is a past-president of LAASP and a member of Ventura California Association of School Psychologists. Also an adjunct professor at Phillips Graduate University, Edwards desires to help future school psychologists be all that they can be in all facets of the profession. As Region

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Stepping Out of the Box

New CASP President promotes less testing and more active participation in school psychology

By Raina LeGarreta, CASP Communications Specialist



DR. BRIAN LEUNG

Incoming CASP President Dr. Brian Leung doesn't mind stepping outside of the box in the field of school psychology.

The Loyola Marymount University professor believes that there are many new ideas which can go deeper in solving challenges that students face, and the over-reliance on finding an eligibility as the primary approach for helping students may not be the best practice. The best way to keep abreast of new and better problem solving (vs. placement) strategies and approaches is to learn ideas from fellow school psychologists and other experts at professional development events/workshops.

Dr. Leung believes continuing education is the way to explore new information and techniques that traditional testing will miss. Being able to help school staff to solve individual student problems and overcome school-wide issues makes school psychologists indispensable on school campuses.

During his tenure as CASP President one of Dr. Leung's main objectives is to reach out to others in the profession who have a similar philosophy to his - and discuss ideas that will lead to action and cause beneficial changes in the profession to move away from looking at Special Education as the only game in town.

He knows a tough road lies ahead.

"As school psychologists, we are not currently required to do continued professional development, which I think is dangerous. It's very clear that if you don't continue to learn you will become out of date. I've come across many school psychologists who don't go to the conventions, they don't read any journals - they just keep doing the same thing over and over again," Dr. Leung said. "I've had many interns over the years that they're not encouraged or even allowed to serve students in ways that they're being trained to do because their supervisor doesn't think they're necessary, because these services are not testing related. Best practice means knowing the national practice model which stresses multiple ways that school psychologists should serve students and schools."

Dr. Leung originally had his career path set toward going into the medical field, and then to dentistry, until several chance happenings lead him to becoming a school psychologist.

Upon graduating from USC with a bachelor's degree in psychology, he found out about school psychology and shadowed school psychologists in his district - soon deciding that was the profession he really wanted to pursue. Dr. Leung then obtained a counseling degree and school psychology credential from California State University, Long Beach, followed by a doctorate in educational psychology back at USC.

"I always tell my students: Sometimes your path is not so clear. You just have to go through the doors that are open for you and see where it leads. If it doesn't lead to where you want, just go a different direction," he said.

While many school psychologists focus on a main subject of interest such as a specific learning disability, Dr. Leung instead developed a strong interest in program evaluation as a way to improve programs and services in schools.

“ Dr. Leung believes that school psychologists should attain mandatory continued education to keep abreast of new ideas in the field, instead of relying on traditional ways of testing that aren't always effective with every student. ”

He believes that a significant way schools can be improved is to, as mentioned, make sure school psychologists promote new ways of innovating which requires obtaining continued education throughout their career.

Dr. Leung thinks CASP should be at the forefront of making this education mandatory.

"I don't think CASP is as impactful as we can be because we're dealing with a lot of people who don't see the need to change their practice - that's why we're in a tough place. I'd really like to work on reinstating CEUs during my presidency," he said. "I know we'll have objections, but every journey starts with a first step. I think it's very important to make that a priority. It falls in line with my theme of self-investment."

Self-investment is Dr. Leung's common theme for CASP Convention 2018, titled, "Investing in You = Investing in Students."

More than just physical self-care, which he believes is included in self-investment, the concept includes the need to continue learning in the profession.

"I'm ready to do whatever I can do as president for this organization to move whatever resources we have, lobbyists, the office, etc., to talk to the right people and say, 'Look, this is really for the kids.' In our profession, we always want to say such and such is for the kids; well, how can it be for the kids if you're out of date?" Dr. Leung said.

"You have to make sure you're up to date and make sure you're doing the best to benefit kids. To me, as a school psychologist, to be testing kids and putting them in special ed is not always what's best for them. What's best is looking at improving systems, for example, looking at school climate and creating an environment where everyone is successful and special ed is only used for the most severe kids who are truly disabled, which is what the law intended. Now it seems like the easiest path is to test and label. It's the status quo. Many school psychologists see themselves as nothing more than special ed gatekeepers. That's not leadership."

Dr. Leung believes in using systems like Multi-Tiered Systems of Support before testing for special education as a solution to a learning problem.

"In California, many school psychologists fight the MTSS movement saying they don't have time to work with the kids and would rather test them. But testing takes time, too. It's a shift of mindset. Now we should say, 'How can we keep this kid successful in the classroom?' I believe that most school psychologists are in this to make a difference. But status quo is a really tough thing to fight."

While not advocating for the school psychology profession Dr. Leung enjoys spending time with his wife; daughter, a junior in college, and son, who will start college next fall.

In addition, he is quite the tennis aficionado, and home improvement enthusiast.

"I love to play tennis; I play twice per week," he said. "I also enjoy doing do-it-yourself projects at home. My wife and I have hung new doors, built cabinets in the backyard, re-tiled our whole house - the only thing I won't do is anything electrical or that deals with water."

Dr. Leung will take office as the new CASP president on July 1, while Dr. Pedro Olvera will become past-president and Maureen Schroeder will become president-elect.

For more information on CASP's newly elected board of directors please see the article on page 4

A Practical Solution to the California Dyslexia Guidelines

By Jack A. Naglieri & Steven G. Feifer

Introduction

The *California Dyslexia Guidelines* are based on the International Dyslexia Association definition which states that Dyslexia is a Specific Learning Disability (SLD) that is neurobiological in origin manifested by difficulty with word recognition and/or fluency skills, reading decoding, and spelling skills. These reading problems are associated with the phonological aspect of language, occur despite sufficient instruction, and are inconsistent with cognitive ability. The guidelines clearly state that Dyslexia is one type of a specific learning disability as defined by California's special education regulations. That is, SLD is "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, Dyslexia (*italics added*), and developmental aphasia". To meet this definition (which is the same as that used in IDEA), we suggest that assessment of Dyslexia should include evaluation of basic psychological processes as well as reading and related skill difficulties despite good instruction.

How to Assess Dyslexia

Several methods for SLD eligibility determination that include examining the pattern of strengths and weaknesses (PSW) in academics and cognitive processing have been suggested by Naglieri (1999), Hale and Fiorello (2004), and by Flanagan, Ortiz, and Alfonso (2007). These authors have a similar goal: to present a procedure to detect a PSW in scores that can be used to identify an SLD (sometimes referred to as a third option; Zirkel & Thomas, 2010). Despite differences these authors have in their definition of a basic psychological process and how to determine if a student has a "disorder," they all rely on finding a combination of differences as well as similarities in scores. The PSW approach we use is called the Discrepancy/Consistency Method which we have operationalized with the application of A.R. Luria's conceptualization of the basic psychological processes.

Naglieri and Otero (2017) proposed that Luria's (1973, 1980) description of brain function could be used to define the basic psychological processes referenced in the definition of SLD. There are four basic processes within Luria's description of functional units. The first is *Planning*, which provides cognitive control; intentionality; organization; self-monitoring and self-regulation. Planning is associated with the frontal lobes. *Attention* provides focused, selective, sustained, and effortful activity over time and resistance to distraction and is associated with the brain stem, and targeted cortical areas in the frontal lobes. *Simultaneous* processing provides the ability to integrate stimuli into a coherent whole, and is usually found on tasks with strong visual-spatial demands. Finally, *Successive* processing involves working with stimuli in a specific serial order, including the perception of stimuli in sequence and the linear execution of sounds and movements.

Importantly, it is Successive processing which is the primary cause of difficulties with accurate word recognition, poor phonological, decoding and spelling skills as well as the resulting diminished

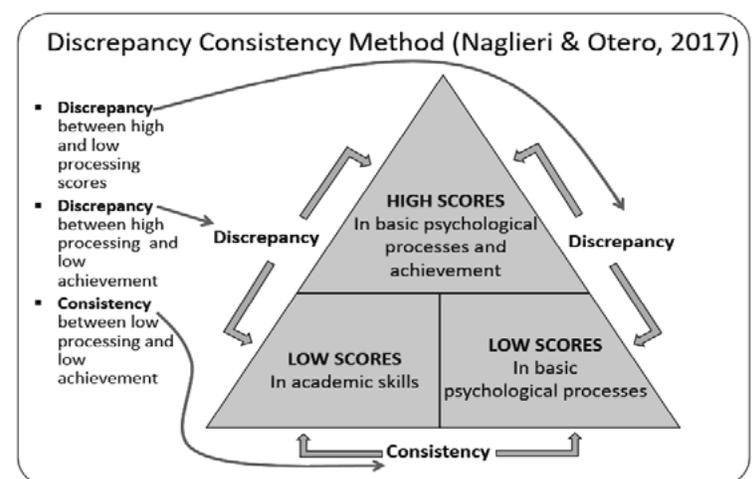
reading comprehension problems associated with Dyslexia (Naglieri & Otero, 2017). Additionally, Simultaneous processing tends to be the underlying cause of difficulties with text orthography and seeing words as a unique whole, a key process in developing reading fluency. The solution to the Dyslexia conundrum is to measure specific psychological processes that underscore both reading accuracy and reading fluency in a manner that is consistent with both State and Federal mandates. We will describe and illustrate two case studies in order to demonstrate a theoretically sound and psychometrically strong procedure for defining 'basic psychological processes' in State and Federal guidelines, and to provide a defensible approach to both identify and remediate students with Dyslexia.

Determining if a student's difficulty with word recognition, reading decoding, phonological and spelling skills is related to a 'disorder in one or more of the basic psychological processes' can best be accomplished using the Discrepancy/Consistency Method. The presence of Dyslexia can be uncovered through analysis of PASS and achievement test scores (assuming the student has had adequate instruction). The method begins with a systematic examination of variability of PASS scores to determine if there is evidence of a PASS cognitive weakness. Naglieri (1999) defined a cognitive weakness as one of the four PASS scores that is significantly lower than the student's average PASS score and that low score is below normal (typically in the 80s or lower). PASS scores are assessed using the *Cognitive Assessment System-Second Edition* (CAS2; Naglieri, Das & Goldstein, 2016)

The CAS-2 can be used as a comprehensive measure of basic psychological processes for learning, and paired with the *Feifer Assessment of Reading* (FAR; Feifer, 2015) as a comprehensive measure of academic and linguistic processes used for reading. Together they can help determine a child's learning needs, as well as target specific recommendations. Figure 1 provides an overview of the Discrepancy/Consistency Method. For instance, a cognitive weakness on the Successive Scale from the CAS2 would be placed in the lower right side of the triangle. Conversely, good scores, for example on the Planning, Attention and Simultaneous scales from the CAS2 would be placed in the top portion of the triangle. Similarly, lower scores on, for example, the Phonological Index of the Feifer Assessment of Reading would be placed in the bottom left triangle, and stronger reading scores in the top portion of the triangle. Figure 1 illustrates the discrepancies among the four PASS

continued on page 13

Figure 1. Conceptual Method



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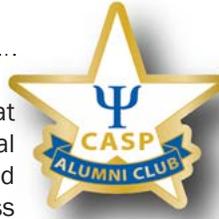
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CASP Alumni: We Want to Hear from You

By Dr. Christine Toleson, CASP Today Editor



Overlooking the sparkling waters of Monterey Bay during the CASP Spring Institute on March 23, a cadre of CASP Alumni Club members met to discuss business while enjoying a luscious dinner prepared by past-CASP president Dr. Brent Duncan and Jill Duncan. CASP Past-President Lynne Aung-Levin presided over the meeting.

Though a few members have retired from their “day jobs,” all have begun new chapters; proving that life continues to provide limitless opportunities for growth and chances to give back. To highlight what some of our members are doing in the post-retirement galaxy, a few activities were noted.

For example, one member had to leave early in order to rehearse for her next gig as a member of a chorus scheduled to perform in a Martin Luther King, Jr. remembrance event at the prestigious Dorothy Chandler Pavilion in Los Angeles. One member recalled that an esteemed colleague was due to celebrate her 97th birthday. Other

members reported that they had become political advocates or had visited universities to discuss the advantages of school psychology as a profession.

In upcoming columns, look forward to interviews with CASP Alumni who will talk about the interesting, inspirational, stimulating and sometimes provocative activities that have kept them engaged as senior members of the CASP family.

Please nominate a volunteer alumnus interviewee for a *CASP Today* feature by contacting: Christine Toleson, Chair, Publications and Research at christine.toleson.casp@gmail.com.

The Alumni Club’s 31 members are adding to the CASP Political Action Committee coffers and helping to fulfill the California School Psychology Foundation’s goal to publicize the profession and the need for more school psychologists.

You, too, can join CASP’s retired, leading and other interested members by taking a lead role in ensuring the future of the profession via the following:

PAC Donations

With an annual donation of \$100, Alumni Club members receive Legislative Updates from CASP, occasional requests to write letters of support (or opposition) regarding potential legislative and regulatory actions, and to consider visits to their state representatives regarding education and school psychology issues. This is to assist with the revitalization of the CASP “For the Children” Political Action Committee.

Time Donations

This section of the Alumni Club program is designed to increase the visibility of school psychology as a profession. Members visit two community college or university psychology classes each year to introduce the students to school psychology. When interest has been determined CASP will schedule the presentations, send materials to the club member and follow up on how well the presentation was received.

Please contact Lynne Aung-Levin, Alumni Coordinator at lynneaung1942@gmail.com for more information about how to join the CASP Alumni Club. 

New Board of Directors

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VIII Representative, she aims to increase the participation of school psychology students in the organization and in local affiliates. Edwards also wants to help CASP continue to make gains in the political world as well as at the district level, specifically in terms of the organization’s influence in areas related to the new autism eligibility; assessment of African Americans; and social emotional interventions. Edwards aims to be an active participant in any committees, social organizations or political movements CASP can support in order to effect influence in these areas.



Danielle Edwards,
Region VIII
Representative

Edwards will replace Lillian Hernandez, whose term ended as the region’s representative. Region VII includes all of the Central Coast.

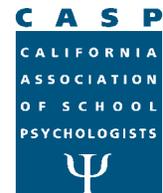
Armando Fernandez (Region X)

Elk Grove Regional Association of School Psychologist (EGRASP) President Armando Fernandez has been a longtime school psychologist in the Elk Grove Unified School District spending nearly 10 years as the district’s Lead Psychologist. He is also a California School Psychology Foundation board member. As Region X Representative, Fernandez will continue to be a vocal proponent for the school psychology profession. He aims to increase the number of affiliates in his region and be available to help others in the region start up new affiliates.



Armando Fernandez,
Region X
Representative

Fernandez will replace Maureen Schroeder who was elected as CASP President 2018-2019. Region X includes all of inland Northern California, from San Joaquin County to the Oregon Border. 



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<http://casponline.org>

A Message from the President

As Time Winds Down

By Dr. Pedro Olvera, CASP President



As time winds down and the end the academic year dawns on us it is clear that the frenzy to close out all assessment and IEPs looms upon us all. Summer is right around the corner and we soon will be free if for a moment in time. I want to encourage you all the make the most of summer by taking the following into consideration:

- **Enjoy each day for what it is.** Each day only occurs once and thus enjoy the hours and the minutes that this summer has to offer. Perhaps a walk in the park or a mental escape to paradise.
- **Don't think about what needs to be done or will be waiting for you back at your school site.** Please don't think about work and the end of the summer. Enjoy the free time that you have. The worst thing to do is to think about work on your vacation.

- **Enjoy family.** It seems like our normal routine is to rush to wake up, rush to get the kids ready and get them to school, rush to work, rush to pick up the kids, rush home to cook dinner, and rush to do homework, and rush to get ready to go to bed. Then the cycle starts again. This summer, please don't rush. Enjoy each day with your children and experience something new. Kids grow fast and then they are gone.
- **Sleep in.** What is wrong with that? Every other day of the year we wake up early and at the sound of the dreaded alarm and roll out of bed to conquer the world. This summer sleep in and take your time to get your day started. You are not working, what's the hurry?

- **Read a good book.** Read the book that you bought a few years ago that sits on your nightstand but never had the chance to start. Read and enjoy each page. Make sure that it is not book on assessment or school psychology.
- **Reconnect with an old connection.** Finally, reconnect with an old friend or family member. Tomorrow is not promised and thus reaching out to an old friend can make for a memorable moment. We are so busy during the year that meeting up with an old friend is nearly impossible, but we all know that the reward is big!

I hope that this summer is memorable and most of all that you recharge. I am humbled to have served as your CASP President this academic year (2017-2018). When I think back of what was accomplished I am humbled and just want to say thank you for the opportunity to have been part of it all. See you in San Diego! 

A Message from the Executive Director

Tell Us Your Stories

By Heidi Holmblad



My dad was a Sears service man. He would go to homes in central and southern Orange County and fix washers, dryers, dishwashers, sewing machines, treadmills, table saws, and other large appliances.

At dinner he would tell stories. About the time he was working at a house that had a glass floor that jetted over the ocean. About the time he worked on a washer on John Wayne's yacht in Newport Harbor – one of the oldest washers he had ever tried to fix. And when he was working in a home and someone said, "Hello, Joe." You see, his name was Joe and there was nobody around except this Mynah bird...

Everyone has stories and we want to hear yours. We're looking for true stories about how a student you counseled overcame anxiety and graduated from high school with honors. How you convinced your principle that a student may need some therapy more than a suspension for a school-related problem. Perhaps how a parent thanked you just for doing your job.

“ Send your stories ... they don't have to be amusing stories, just the ones that remind you why you decided to become a school psychologist. ”

CASP plans to use your stories to tell the others about what you do. School psychology shouldn't be a mystery. Yet we constantly find that legislators and their staff, regulators and even school administrators don't recognize that school psychologists are trained to do so much more than simply test and observe students to see if they qualify for special education.

We want to hear your success stories. Tell us how you are working to improve your school's climate. How you regularly meet with your schools' social worker, counselor, nurse and even the community-based agencies to problem-solve. How some of

your students don't need special education anymore and are doing quite fine, thank you, in general education.

Send your stories to me at executivedirector@casponline.org. They don't have to be amusing stories, just the ones that remind you why you decided to become a school psychologist. We'll place a few on the website and use them in presentations, during legislative visits and when promoting the profession. I'll bet many are better than having a Mynah bird talk to you like an old friend. 

New CASP Webinars Online

- Dyslexia Guidelines,
- Suicide Policies and AB 2246
- A School Based Approach to Promoting the Optimal Development of Black Boys

<http://CASPOne.org>

The Benefits of Attending CASP Conventions as a Graduate Student

By **Alexa Luce**, California Baptist University Practicum Student & CASP Student Leadership Committee Team Member

While attending a conference like the CASP Convention in the fall or the CASP Spring Institute may not be mandatory for school psychology graduate students, it should be highly considered.

Besides the amazing discounts students receive in cost of the conferences the experience while attending and use of information learned long after is unparalleled.

The biggest advantage of attending these mega-conferences while in graduate school is networking; meeting seasoned school psychologists who warmly welcome you to the field, give advice for your internship year, and the insight given to the different tasks performed at various levels is an unforgettable experience.

Beyond that there is an epiphany that these

same knowledgeable professionals are attending to continue their own professional development and are now learning the same things you are. A feeling of comfort accompanies this epiphany; that we do not have to know everything right after internship.

There is the important aspect of continuing education and professional development built into the field. A fire is lit to begin this professional development early on while still attending our amazing universities. You are then motivated to find more local presentations dealing with intriguing topics and scope out useful online webinars.

It is easier to research subjects beyond what is taught in graduate school because you are exposed to so many different topics during the conferences. Even if you do not

have time (or money) to attend all of the presentations you can still get ideas and introductions from the conference program that is given. This exposure can lead you to finding new interests you didn't know you had; consequently, leading to research that you can use for your semester projects in school.

While exploring your new interests, you discover how to apply the current knowledge that you have gained to understand these fresh topics. Then you get the feeling that everything is falling into place and you start to gain confidence in yourself and what you have learned. This leads to more effective participation in discussions with mentors and peers in the field.

Eventually, this all contributes to a better understanding of the field. All the sequential benefits that come from attending just one CASP conference as a school psychology student makes it an easy choice on whether to attend. If you agree that our education has just begun in the field and you are looking to broaden your understanding of your future career path, then there is no better place to start exploring than at the CASP Convention and CASP Spring Institute. 



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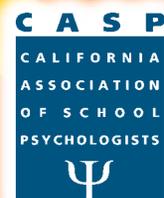
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CASP Legislative and Budget Update

By Jeff Frost, CASP Legislative Advocate, Ball/Frost LLC

Pre-May Revise Budget Update

The Department of Finance and Legislative Analyst Office are busy preparing for the May Revision. According to the Department of Finance, the March revenues collected were \$500 million above projections and the revenue coming in for the first half of April are also above the amount forecast by the DOF. These are all positive signs.

However, given that the Prop. 98 maintenance factor has been paid down new revenue will not be coming to K-14 education as a part of that calculation. Additionally, Proposition 98 is currently in Test II in the current year and will likely remain there for 2018-19. Based on these factors, Prop 98 will probably not receive significant additional revenues in May. The LAO has also noted in hearings that the May Revision is not likely to bring a large infusion to education funding.

So how will the legislature react and what priorities might them push? The education community has coalesced around the need for additional funding in two areas: 1) increase the base funding and 2) address special education funding. Below are a number of funding options being discussed in committees:

- The Assembly Budget Subcommittee on Education Finance laid out three proposals that directly connect to policy bills: One-time funding for community engagement grants (AB 2820 McCarty); supplemental grant for the lowest performing student group (AB 2635 Weber) and increase the base grant (AB 2808 Muratsuchi).
- The Senate Budget Subcommittee, under chair Senator Portantino, put out its budget proposal more than a month ago for an additional \$1.2 billion to LCFF and a proposal for additional fiscal transparency. This proposal would address the base grant and provide additional supplemental and concentration funding.
- Both the Senate and Assembly budget subcommittees have had hearings on early childhood programs and increasing funding, access and quality. The Legislative Women's Caucus continues to champion this issue and will likely pursue a budget allocation.

- The Assembly has also strongly supported an expansion of the Career Technical Education program. AB 1743 (O'Donnell) has been amended to target \$500 million annually for career tech grants on an ongoing basis.

How might a deal come together? This decision will depend on how strong the Governor believes the state's economy is and what goals he wants to achieve in his last year in office. If it does turn out that revenues remain strong, but that very little new revenue ends up being available within Prop 98, the most likely path for Governor Brown is that additional revenue increases will be considered one-time. This would then be negotiated in the final budget process between the spending priorities of the Governor and legislature.

However, it is also possible that with the economy still strong, that the Governor could support new Prop 98 funds being deemed on-going. This determination could result in an expansion of the Local Control Funding Formula. This option could coincide with the LCFF funding proposal that the Senate has laid out to use the \$1.2 billion on one-time funds outlined in the January Budget and expand the LCFF targets, with a portion going to increase the base. It could also lead to an approach supported in the Assembly in AB 2808 which could lead to higher aspirational targets for LCFF.

The May Revise will be made public in mid-May. We will monitor this closely and continue to advocate with the legislature and Governor's office for our budget priorities.

Funding for Special Education

Regarding special education funding, discussions in the Assembly policy committee has focused on the knowledge that all school agencies struggle with increasing special education expenditures and decreasing state and federal funding. CASP has been actively supporting this bill.

Education advocates have united behind AB 3136 which would help address special education funding issues in the state for its most vulnerable student



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population—children with disabilities. AB 3136 implements several of the key fiscal recommendations that were contained in the both the 2015 California Special Education Task Force and the 2016 Public Policy Institute of California reports. These recommendations include addressing special education funding equity by:

- Leveling up base AB 602 funding rates to the 95th percentile
- Establishing a funding formula within AB 602 for programs serving preschoolers with disabilities, and
- Amending the current AB 602 formula to allow school districts the ability to calculate a declining enrollment adjustment based on individual school district average daily attendance (ADA) instead of aggregated SELPA ADA.

In addition, AB 3136 provides a mechanism within the AB 602 formula that provides additional funding for students with significant high-cost disabilities.

The shortcoming with this legislative proposal is the large price tag which is estimated at \$1.3 billion. Given the projected lack of new Prop 98 revenue for the 2018-19 State Budget, this legislative proposal will have an uphill battle. 

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Dyslexia Guidelines

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scores and the differences between PASS and academic scores. Importantly, there is a consistency between the lower cognitive score (Successive) and the lower academic process (Phonological Index). This set of data provides evidence for dyslexia characterized by poor processing and academic difficulty.

Two Types of Dyslexia

According to Peterson and colleagues (2013) review of various computational models of reading, both the “dual route” model and the “connectionist” model describe reading deficits as a breakdown in either (1) the phonological assembly of words or (2) the orthographic representation of words or both. For instance, children with *phonological dyslexia* often struggle with the “sub-lexical” components of reading, meaning that sequencing individual sounds to recognize the entire printed word form is impaired. Therefore, reading pseudowords are especially difficult for students who have difficulty with the phonological assembly of words because this task places such a high demand on Successive processing. In contrast, children with *surface dyslexia* struggle at the lexical level and have difficulty with reading fluency and speed. In other words, the orthographic representation of words is compromised, and the student has difficulty taking in the entire printed word form as a Simultaneous whole. These readers tend to have difficulty on phonologically irregular words (*i.e. debt, yacht, onion, etc.*) because these words cannot be decoded in a sequential manner, and must be recognized as an orthographical unit.

There are three important points when analyzing the interplay between phonological and orthographical processes that children use to recognize the printed word form. First, children at different ages may rely on different processes at different points of time in their reading development. For instance, younger children tend to rely on phonological processes whereas older children on more orthographic ones (Borleffs et al., 2017). Since the IDA definition of dyslexia reiterates that reading difficulties may entail both accuracy and/or fluency deficits, examiners should assess for both *phonological* (Successive) and *orthographic* (Simultaneous) processes. Second, the interplay of orthography and phonology is greatly influenced by the child’s native language. For instance, dyslexics in transparent orthographic systems, such as Spanish, German, Italian, Greek often have more difficulty with reading speed; whereas dyslexics in more opaque languages such as English, struggle more with reading accuracy (Suarez-Coalla et al., 2014). Therefore, the relative contributions of phonology and orthography varies depending upon the demands of the language that a student is reading. Third, knowledge of the semantic value of the word can be a mitigating factor to trigger word recognition that is not accounted for in each model. Therefore, strong vocabulary knowledge can be a compensatory factor that children use to mask weaknesses in a particular psychological process. In other words, it is much easier to use phonological and orthographic processes when there is some familiarity with what the word means, and in what context the word is being read. Consequently, it is incumbent among examiners to measure psychological processes independent of language skills in order to obtain a more ecologically valid score. The CAS2 provides clinicians with the ability to measure psychological processes in a relatively language free format, and thus should yield a more valid indicator of true performance.

ILLUSTRATIVE CASES:

Case 1- Phonological Dyslexia. Jacob is an 8-year-old 3rd grade student currently attending White Oak Elementary School. He was referred for a comprehensive psychological evaluation due to concerns regarding his poor reading progress, difficulty with decoding skills, and failure to respond to targeted interventions.

Table 1. Jacob’s Cognitive Assessment System Second Edition (CAS-2) Results.

	Standard Score	Percentile Rank	Qualitative Descriptor
CAS-2 Planning	92	30%	Average
CAS-2 Attention	98	45%	Average
CAS-2 Simultaneous	90	25%	Average
CAS-2 Successive	72	3%	Very Low
CAS-2 Full Scale*	86	18%	Below Average

*Note: CAS2 Full Scale scores such as these are de-emphasized because of the significant variability of PASS scores which provide more valuable information. See Naglieri and Otero (2017) for more information.

CAS2 Scores: Jacob’s earned average scores on the Planning, Attention, and Simultaneous processing scales, although a significant weakness was observed on the Successive processing scale. This suggested difficulty remembering information in a serial order, as well as sequencing symbols when problem solving. Successive processing is very important for academic tasks such as decoding words when reading, sounding out words when spelling, and remembering the algorithm or series of steps when solving longer math equations.

Table 2. Jacob’s Scores on the Feifer Assessment of Reading (FAR).

	Standard score	Percentile	Qualitative descriptor
Phonological Index	75	5%	Moderately Below Average
Fluency Index	92	30%	Average
Mixed Index	81	10%	Below Average
Comprehension Index	97	42%	Average
FAR Total Index	84	14%	Below Average

FAR Scores: Jacob’s overall FAR Total Index was 86, which was in the *Below Average* range of functioning, and at the 14th percentile compared to peers. A significant weakness was observed on the Phonological Index, as he scored 75, which was in the *Moderately Below Average* range and at the 5th percentile compared to peers. His phonemic awareness skills were very inconsistent, as he struggled to blend, segment, and manipulate sounds in words. Jacob also had difficulty when applying decoding skills to both familiar and unfamiliar words in isolation. His overall passage comprehension skills were a relative strength. Using the Discrepancy/Consistency Method, Jacob presented the academic and cognitive processing profile of a student with Phonological Dyslexia.

The NASP Report

By Maureen Schroeder, NCSP, CA Delegate to NASP



April is a busy month—the Month of the Military Child, Autism Awareness Month, and Specialized Instructional Support Personnel (SISP) Appreciation Week. Stay tuned as we highlight action items and relevant resources in NASP in Brief and on social media.

April also marks the opening of the new membership year. Renew for continued access to member-only NASP resources, professional news and research, and other benefits through June 30, 2019. Renew online by June 15 for the option to divide your dues across three affordable installments: <http://www.nasponline.org/renew>.

The nationwide response to the school shooting in Parkland, Florida represents a potential turning point in how policy makers respond to calls for improved school safety and school violence prevention. The need for more school psychologists and other school-employed mental health professionals has been at the forefront of the national conversation, as has the need for more effective gun safety laws. Your voice is critical! NASP has developed talking points to help you advocate for effective policies and practices: <http://www.nasponline.org/gun-violence-prevention>

NASP has developed an assessment tool and policy recommendations to help schools and districts implement comprehensive school safety efforts: <http://www.nasponline.org/schoolsafetyframework>

NASP's Social Justice Task Force just released its fifth #SP4SJ podcast episode. In this episode, guests discuss important terminology, research, and aspects of school psychology practice that can assist educators in best serving LGBTQ+ students in educational settings: <http://www.nasponline.org/SP4SJ-ep5>.

The omnibus spending bill signed into law by President Trump includes meaningful investments to help schools meet the needs of all students, particularly for those most at risk and in terms of school safety and mental health. NASP has released a statement outlining some of the increases in spending: <http://www.nasponline.org/omnibus-spending-bill-03-22-18>.

Registration is now open for the 2018 summer conferences! Come to Atlantic City, NJ, July 9–11, or California's Garden Grove, July 23–25. Save \$60 when you register by May 9. Student and early career

members enjoy reduced rates. View details about workshops and PREPaRE training at <http://www.nasponline.org/summer>.

Attend part 2 of the two-part webinar series on April 27 regarding the Endrew F. U.S. Supreme Court case and implications for school psychology practice, particularly in special education. View details at <http://www.nasponline.org/olc>.

NASP and George Washington University are cohosting the 2018 Public Policy Institute (PPI) in Washington, DC. This year's theme is "Equitable Policies and Practices That Promote Engagement and Success for Diverse Learners." Scholarships are available for state associations and graduate students. Registration is now open: <http://www.nasponline.org/ppi>.

Help NASP spread the word ... the Call for Presentation Proposals for the 2019 convention opens on May 1 and closes at midnight on June 13. Encourage friends and colleagues to consider presenting. Instructions on composing and submitting a successful proposal are available at <http://www.nasponline.org/NASP2019>.

Please note that the Convention Committee is particularly interested in receiving proposals for advanced, skills-based presentations that will appeal to seasoned practitioners. 

Consider Your Nominations for CASP's 2018 Awards

Now is the time to start thinking about your nominees for CASP's 2018 awards and grant opportunities.

The Sandra Goff Memorial Award recognizes one California school psychologist's contributions to school psychology, and the Nadine Lambert Outstanding School Psychologist Award honors one school psychologist that goes above and beyond in the profession from each region.

Winning the California School Psychology Foundation's Cultural and Linguistic Diversity (CLD) Scholarship does much more than help students pay for graduate school. The \$1,000 scholarship has also assisted many students in funding their education; helping them purchase computers, books, and other necessities to help them along their way, and it has helped them a great deal in landing their first job.

The Paul Henkin/Suzanne Fisher Scholarship Award, offered by the California School Psychology Foundation, offers students and first-year school psychologists the opportunity to attend CASP's annual fall convention for free. This prestigious scholarship is given to one graduate student and one newly credentialed school psychologist each year.

School psychologists can win campus popularity contests by winning the Mini-Grant, also offered by the California School Psychology Foundation. This grant is for programs and projects that directly benefit students for which school district funding may not be available.

Application deadlines:

- **June 8:** Sandra Goff Memorial Award; Nadine Lambert Outstanding School Psychologist Award
- **June 30:** Cultural and Linguistic Diversity Scholarship; Paul Henkin/Suzanne Fisher Scholarship
- **Sept 1:** Mini-Grant

Find out more about each award and apply at: <http://casponline.org/awards>.





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We would like to thank all of our advertisers, presenters, volunteers and attendees who participated in Spring Institute 2018 in Monterey.

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Affiliate Updates

Delta Area Association of School Psychologists (DAASP)

Although Delta Area Association of School Psychologists (DAASP) is still in the process of finding a president, Kim Robinson has been very instrumental in keeping events and activities going at the affiliate. DAASP has partnered with Lodi Unified School District to coordinate a couple of workshops that offered CEUs. DAASP also held its annual Book Drive for the free "Lil Libraries" around Stockton. This year, DAASP members were able to donate \$200 to the CASP Political Action Committee. DAASP will have their end-of-the-year social on May 18 to honor those retiring and celebrate another successful year.

Elk Grove Regional Association of School Psychologists (EGRASP)

Elk Grove Regional Association of School Psychologists (EGRASP) held several workshops throughout the school year. The affiliate hosted a successful winter social/mixer and was able to raise enough funds to donate \$1000 to Cultural and Linguistic Diversity (CLD) Scholarship and \$1000 to the CSP Foundation. The end of the year social is to be determined. EGRASP's website is up and running at <https://www.egrasp.org>. Affiliate president Armando Fernandez has already surveyed members about topics for workshops to hold next year.

Maureen Schroeder will end her term as Region X Representative on July 1, when she will take office as CASP president-elect. She

sends 'thank you's' to CASP membership and affiliates for allowing her to represent the area and highly encourages members to become involved with your affiliate as well as the CASP Board saying, "Everyone has a specialty and great leadership skills that CASP can benefit from as well as our members. Being involved with CASP has help me continue to define my identity as a school psychologist and as an advocate, and more importantly it has allowed me to connect with other school psychologists from all over California that I would have never been able to. The benefits of being involved are endless and gratifying. It feels good to be a school psychologist."

Orange County Association of School Psychologists

As Orange County Association of School Psychologists (OCASP) looks toward to wrapping up this school year, its members are looking forward to planning for next school year. If you are interested in joining the OCASP board of directors for the 2018-2019 school year or are just interested in volunteering at one of their workshops, please send an email to ocasponline@gmail.com by June 1. Please also send a resume if you are looking to run for a position on the board. Elections will be held in early June.

Region II

Members of Region II would like to thank Jana Parker of Menlo Park City School District and Michael Giambona of Mt. Diablo Unified School District for running for the seat of CASP Representative for the region this year. They offer congratulations

to the elected Giambona and look forward to his leadership in the coming years, as well as his active role in the Bay Area Association of School Psychologists affiliate. Region II also looks forward to Parker's efforts in reviving the Santa Clara County Associate of School Psychologists, a past powerhouse local affiliate that has been plagued by economic success in the region and a crippling traffic, stalling its ability to for its membership leadership to find time and location to meet. James Hiramoto, as current and soon to be past Region II Rep, and Giambona, as incoming rep, will be there to support her efforts.

California State University, Monterey Bay's School Psychology Program, Lawton Love Distinguished Professor of Special Education, and the Monterey Institute for English Learners are pleased to invite you to their Inaugural Special Education Conference.

The conference will take place on April 27, 8 a.m.-5 p.m. A continental breakfast and lunch will be provided. Topics to be covered this year will include: Culturally and Linguistically Valid Assessment of Dual Language Learners with CASP President Dr. Pedro Olvera; Bringing Social Justice Into Practice as an Educator with Dr. Dave Shriberg; and Best Practices for Promoting African American Student Success with past CASP President Dr. Brandon Gamble and CASP Board Member Dr. James Hiramoto. CEUs are available. For more information and to register, visit <https://www.eventbrite.com/e/inaugural-center-for-educational-supports-ces-conference-tickets-39526708449>.



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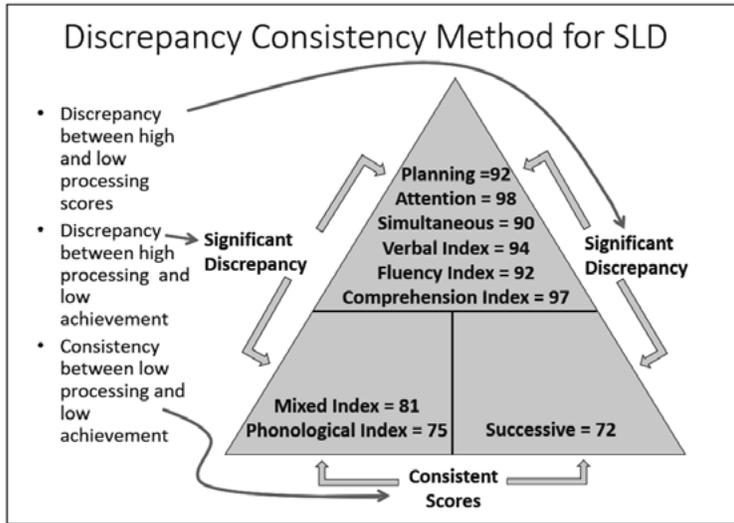
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Dyslexia Guidelines

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Figure 2. Jacob



Case 2- Orthographic Dyslexia: Nelson is a 4th grade student attending Stoney Brook Elementary School. He has been receiving targeted academic interventions since 1st grade due to early reading difficulty, poor work completion, and difficulty with spelling and written language skills. He has continued to struggle keeping pace with his peers and often failed to complete his work in a timely manner.

Table 3. Nelson's Cognitive Assessment System Second Edition (CAS-2) Results.

	Standard Score	Percentile Rank	Qualitative descriptor
CAS-2 Planning	94	34%	Average
CAS-2 Attention	98	45%	Average
CAS-2 Simultaneous	74	4%	Very Low
CAS-2 Successive	90	25%	Average
CAS-2 Full Scale	89	23%	Below Average

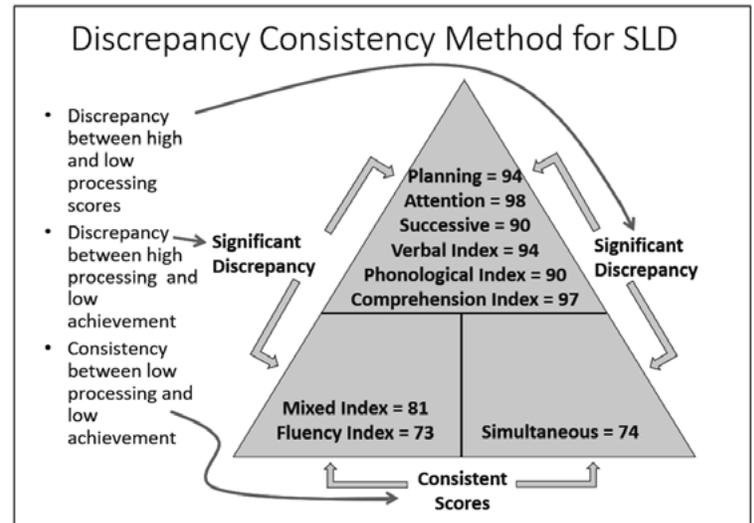
CAS2 Scores: Nelson earned average scores on the Planning, Attention and Successive processing scales, however, a significant weakness was found on the Simultaneous processing scale. This scale measures the ability to work with information that is organized into groups and requires an understanding of how shapes, as well as words and verbal concepts, are inter-related. Lower Simultaneous processing can directly hinder a variety of academic skills such as spelling (difficulty conjuring up a visual spatial image of a word), reading fluency (poor text orthography), and mathematics (visualizing amounts).

Table 4. Nelson's Scores on the Feifer Assessment of Reading (FAR).

	Standard score	Percentile	Qualitative descriptor
Phonological Index	90	25%	Average
Fluency Index	73	4%	Moderately Below Average
Mixed Index	81	10%	Below Average
Comprehension Index	97	42%	Average
FAR Total Index	84	14%	Below Average

FAR Scores: Nelson's overall FAR Total Index was 84, which was in the *Below Average* range of functioning, and at the 14th percentile compared to peers. A significant weakness was observed on the Fluency Index, as he scored 73, which was in the *Moderately Below Average* range and at the 4th percentile compared to peers. He worked slowly and laboriously when rapidly identify letters, struggled on most orthographic processing tasks, and was very inconsistent when reading a list of phonologically irregular words. In summary, Nelson's poor Simultaneous processing abilities are manifested in reading by his struggles with text orthography and difficulty processing the entire printed word form as a unique whole, thereby rendering him more of a sound-by-sound or letter-by-letter reader. Using the Discrepancy /Consistency Method (Figure 3) Nelson presented the academic and cognitive processing profile of a student with Orthographic Dyslexia.

Figure 3. Nelson



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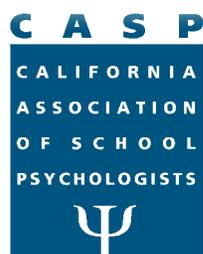
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School psychologists strive to improve the educational experience for all children. They are the school-based experts on many issues, including school violence, special education, learning disabilities, mental health and school and community-linked children's health services.

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MEMBERSHIP / RENEWAL APPLICATION

PERSONAL INFORMATION

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

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

First Name: _____ Last Name: _____

Home Address: _____

City: _____ State: _____ Zip Code: _____

Billing Address:* _____

City: _____ State: _____ Zip Code: _____

District: _____

County Where You Work: _____ Region No.: _____

E-mail: _____ Work Phone: _____ Home Phone: _____



November 8-10, 2018
Hyatt Regency Mission Bay

MEMBERSHIP CATEGORIES

(Please Check One)

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

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

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

Associate Member - \$155.00 (Please Check One)

Credentialed school psychologist employed in a state other than CA.

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

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

Student Member - \$50.00. Student Members are persons who are enrolled in a full-time training program leading to their initial credential in school psychology. 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 2016-2017 membership year and working. Please let us know the following:

Advisor's / supervisor's name: _____

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

Advisor's / supervisor's phone: _____

PAYMENT OPTIONS

I am interested in donating to the:

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

"CLD" Cultural Linguistic Diversity Scholarship Mini-Grants Program "PAC" Political Action Committee

PAYMENT IN FULL Membership Fee \$ _____

Check # _____ Mini-Grant Donation \$ _____
(Payable to CASP*)

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Phone Number: (_____) _____ - _____

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

Signature: _____

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.