



CASP Corporate Members:



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CASP Con '17 promotes equity for all students

By Raina LeGarreta, CASP Communications Specialist

EQUITYΨ
CASP CONVENTION
FALL 2017
October 5-7, 2017
Hyatt Regency | Orange County

Merriam-Webster's Dictionary defines equity as justice according to natural law or right; specifically, freedom from bias or favoritism. In terms of school psychology it is important to place equity at the forefront of the profession in order to make sure that every student receives what they need to succeed, and all families are equally supported.

CASP's 68th Annual Fall Convention, "Equity," to be held at the Hyatt Regency Orange County, Oct. 5-7, will give professionals and future pros in the field a deeper understanding of the topic as related to different aspects of school psychology via workshops, mini-skills sessions, and paper and poster presentations.

And as always, no CASP Convention is complete without the presence of opportunities to network with fellow professionals or just kick back and relax.

Here's what's in store!

General Session

The Convention will begin with the General Session on Thursday morning with CASP

President **Pedro Olvera's** address, Equity: The Battle Has Just Begun.

Dr. Olvera, director of Brandman University's School Psychology graduate program and a published writer and teacher in the area of assessment of ELLs, cognitive assessment and enhancing collaboration with Latino families, is passionate about ensuring that the voices of the culturally diverse are heard. (Read more about Pedro Olvera on page 3) in this issue of *CASP Today*)

Following his address will be keynote speaker **Dr. Shaun Harper**, president of the Association for the Study of Higher Education and founder and executive director of the Center for the Study of Race & Equity in Education. Dr. Harper studies topics concerning equity trends, race and gender in education and social settings,



and climate issues on college campuses, and his research has been cited in nearly 5,000 published studies.

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CASP Con 2017

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

The Convention will include many workshops, mini-skills and paper and poster presentations suited for current and future school psychologists. Noted presenters and students will explore subjects such as legal hot topics, cultural aspects, school crisis intervention, studying for the LEP Exam and what to do with your LEP license, and more.

The following sessions are just a glance at what's in store.

• **PREPaRE Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals.** Presented by **Dr. Stephen E. Brock, NCSP, Robert Coad, M.A., LEP and Libby Barnish, EdS, MA**, this 2-day, 13-hour workshop held on Thursday and Friday provides school-based mental health professionals and other school crisis intervention team members with the knowledge necessary to meet the mental health needs of students and staff following a school-associated crisis event. With updated research and crisis intervention strategies, this workshop teaches participants how to prevent and prepare for psychological trauma, helps to reaffirm both the physical health of members of the school community and students' perceptions that they are safe and secure, evaluates the degree of psychological trauma, responds to the psychological needs of members of the school community, and examines the effectiveness of school crisis intervention and recovery efforts. We have special pricing on this important training. Bring your school crisis team!



• **Psychoeducational Assessment and Intervention for Ethnic Minority Children: Evidence-Based Approaches** This full-day Friday workshop will be presented by licensed psychologist and Associate Professor at Texas A&M University **Dr. Jamilya Blake**, and Ohio State University Associate Professor **Dr. Scott Graves**. The presenters believe that in order to address the educational needs of racial/ethnic minority



• **A School Based Approach to Promoting the Optimal Development of Black Boys.** In this workshop award-winning scholar-activist **Dr. Leon D. Caldwell** will build the capacity of school psychologists, administrators and teachers to: 1) define optimal development with parents and communities; 2) design interventions that promote optimal development; and 3) create metrics that account for the strengths and assets of Black boys and their families.



• **Tough Kids, Cool Counseling.** clinical psychologist and professor of counselor education at the University of Montana **Dr. John Sommers-Flanagan's** workshop will help attendees articulate evidence-based relationship factors and technical procedures that contribute to positive counseling outcomes; acquire skills for using numerous cognitive, emotional, and constructive intervention strategies; and develop awareness of and be able to address important multicultural counseling issues with teenagers.



• **Black Parents' Perspective on School Psychology: A qualitative research study.** **Dr. Brandon E. Gamble** has found that black youth are overrepresented in special education and it is school psychologists who find the students eligible. The assistant professor in school psychology at California State University, Long Beach will delve into a study that shares parents' self-reported attributes of school psychologists as well as experiences in schools with educators and/or mental health providers.



• **Comprehensive Suicide Prevention: Meeting the Mandates of AB2246.** **Richard Lieberman MA, NCSP**, lead consultant for the CalMHSA Student Mental Health Initiative for the Los Angeles County Office of Education and **Susan K. Coats, Ed.D., LEP**, CASP Chair on Mental Health and



students, it is imperative that school psychologists be equipped to address barriers that might hinder these students' academic success. The purpose of this workshop is to guide participants in the assessment and implementation of intervention strategies to prevent and interrupt the cycle of inequitable school discipline practices for racial/ethnic minority students before it results in academic disengagement and failure.



Crisis Consultation and a member of CDE's Student Mental Health Policy Work Group, will review activities judged to be consistent with the intent of AB2246, which calls for schools serving grades 7-12 to have a suicide prevention policy. It will review primary suicide prevention, immediate suicide intervention, and suicide postvention activities.



• **Don't Suspend Me: Equity in School Discipline.** This workshop is designed to shine a light on the disproportionality in school discipline with special education students. School Psychologist **Dr. Jessica Hannigan** and San Diego Unified School District principal **Dr. John Hannigan** will help school psychologists understand the positive impact of creating an effective behavior system addressing general education and special education that are equitable for all students.



Special Events

Thursday evening head over to the **Welcome Reception and Raffle** that will include appetizers and a host of beers and wine for tasting; proceeds will benefit the **California School Psychology Foundation (CSPF)** that awards the Paul Henkin Convention Award and Cultural and Linguistic Diversity Scholarship at the Convention, and Mini Grants throughout the year.

Come out to the **CASP Awards Luncheon** on Convention Friday afternoon to cheer on the Nadine Lambert Outstanding School Psychologist from your region and find out who will win the Sandra Goff Memorial Award as the statewide outstanding school psychologist. Awards for the CSPF Foundation will also be made, and past CASP presidents will be honored. And explore the latest in school psychology services via the **Exhibit Hall** where many exhibitors will be present to share their information on Thursday and Friday from 8 a.m. – 5 p.m.

Register for CASP Convention 2017 by September 11 to receive the special early-bird rate and book your hotel room at <http://event.casponline.org>, where you can also view full workshop descriptions and special events information. 



REGISTER

New CASP President will continue to advocate proper assessments of ELL students & more

By Raina LeGarreta, CASP Communications Specialist

CASP President Dr. Pedro Olvera is steadfast to his goal of making sure language learning isn't wrongly assessed as a learning disability among students.

Olvera is an Associate Faculty and Program Chair of the School Psychology Program at Brandman University with experience in the assessments of autism, ADHD, emotional disturbance, developmental disabilities and other issues that may contribute to a child's learning problems.

As a bilingual school psychologist and clinical practitioner in the Santa Ana Unified School District Olvera had the opportunity to work with many students who were English-language Learners (ELL), and he developed the ability to properly differentiate academic difficulties due to language acquisition versus learning disabilities.

Olvera has been a member of CASP for nearly 15 years, presenting at many of the organization's conventions and additional state and national conferences; he is also an associate editor for the Contemporary School Psychology (CSP) academic journal.

His research interests include bilingual school psychological service delivery, home-

school collaboration with Latino/Spanish speaking families, best practice bilingual psychoeducational reports, achievement gap study, and specific learning disability identification (SLD) methods (Cattell-Horn-Carroll theory).

"I became a school psychologist because I wanted to work with families and kids to provide optimal learning environments for them so that kids can reach their true potential," he said.

As CASP President, Olvera stated that his top goals are to bridge internal communication gaps within the organization and continue to work with partners to make sure ELL, LGBTQ and other students whose learning may be hindered by cultural issues or social injustices are treated equally and assessed correctly.

“ We need to continue to work on interventions for kids who are at risk for academic and behavioral difficulties and continue to strive for valid, non-discriminatory/non-offensive practices. ”



"We need to continue to work on interventions for kids who are at risk for academic and behavioral difficulties and continue to strive for valid, non-discriminatory/non-offensive practices," he said. "I want to continue to work with the California Department of Education, our lobbyists and our local school districts to overcome these barriers, including Larry P., which is a significant one."

Olvera added, "I'd also like to improve communication between our affiliates, our Region Representatives and CASP to make sure information is getting across clearly."

He believes that the top issue in school psychology is mental health; specifically, ensuring that schools continue to be the starting point for mental health services.

While taking time away from being proactive in the profession Dr. Olvera enjoys spending time with family, going to the beach, reading, road trips, traveling - and being a top foodie; sampling a variety of creative foods that are deemed to be "the next great thing." 

CASP Launches Mentorship Program

By Maureen Schroeder, Region X Representative
CASP Mentorship Committee Co-Chair

A mentorship program was one of 2016-2017 CASP President Tom Sopp's top goals. Sopp noted several important reasons for doing so, stating that, "California is unique in many ways compared to other states, including the education code and mentoring school psychologists that have practiced in other states then moved to California would be a helpful service."

He said that a mentorship program would also allow CASP to align with the NASP Standards of Professional Development, and that having one would help school psychologists in rural areas who may not have opportunity to work with a highly trained mentor. Sopp also noted that school psychologists may want a mentor that is from outside their districts, who may provide a unique, objective perspective.

When he asked if anyone was interested in helping CASP pilot the program I didn't hesitate to volunteer; mentoring and mentorship has been one of the reasons I love my profession as a school psychologist. Having a mentor as well as being a mentor has allowed me to grow professionally in so many ways.

I read this quote which to me resonates the importance to mentor as well as to have one, "A lot of people have gone further than they thought they could because someone else thought they could," author unknown.

To get our pilot up and running we encouraged our CASP Board members to participate as our mentors, which many gladly volunteered to do. Our Board is a diverse group of experienced school psychologists

with so much to offer and for that I thank you all of you who were our mentors and took time out of your schedules to connect with their mentees.

It was the goal of the Mentor Committee to encourage mentees that met the following criteria: those new to the profession, those returning to the profession and those that moved to California. Those interested completed a brief survey that allowed for the Committee to match mentors with their mentees. After the pairs were matched they were notified prior to our CASP 2016 Convention.

By doing so, the pairs were encouraged to coordinate their face to face meeting at the Convention, particularly those that were planning to attend. For those who were not able to attend the Convention they were encouraged to connect in other ways such as calling, emailing, etc. The mentors and mentees were encouraged to coordinate with each other to best fit their schedules.

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District teams are awarded 2017 CSPF Mini-Grants

By Raina LeGarreta, CASP Communications Specialist

Results from projects to expand and enhance Mindfulness and PBIS programs show that funding from the California School Psychology Foundation's Mini-Grants program continue to make positive differences in the schools.

The CSP Foundation developed the mini-grant program as part of its mission to enhance and support the practice of school psychology via financial support for projects designed to provide direct benefit to students.

The main purpose of the funding is to promote effective interventions that address both learning and social/emotional issues that impede a child's success and happiness while embracing individual and group differences in children. Successful applicants for the mini-grant include programs in which promote the development of positive assets in children and youth.

Below are summaries of this year's winning projects.

The Mindfulness Initiative – San Diego Unified School District

Team Members:

Registered Nurse Donna Magden, Senior School Psychologist Kristin Makena, and School Psychologists Shari Melia, Tanya Robinson, Jen Schell and Kelly Yonston.

The Mindfulness Initiative project is entering its third year of implementation at San Diego Unified School District. During this first year, six team leaders completed the Mindfulness Fundamentals and Mindful Educators Essentials online courses through Mindful Schools as a means of professional development in promoting social-emotional learning in schools.

The pilot leaders then implemented mindfulness classes at four school sites, collected pre and post data at each site, conducted a universal high school screener, held a variety of district trainings, and presented at the California Association of School Psychologists (CASP) Spring Institute 2016.

At the end of the year, six schools (one high school, one middle school, and five elementary schools) had implemented mindful classrooms, schoolwide staff trainings were conducted at two elementary schools, 14 district and/or departmental trainings were completed, and training at

the CASP 2016 convention was held. There was also a 12-week mindfulness program implemented at a local community center through their grass roots leadership cohort (University of San Diego).

Key points found included that: programs were most effective when the teacher supported the use of the curriculum regularly in the classroom; the district-wide trainings provided a good introduction into the practices, but on-site school trainings proved more valuable in the creation of a mindful school climate; administrator buy-in was essential in supporting school climate change; and mindfulness practices were most effective when staff started with a self-care practice on an invitational basis before introducing it to students.

It was found that the data analysis process was difficult due to the individualistic nature of mindfulness teachings, inconsistency in data collection, and small sample sizes. Due to these inconsistencies the team is collaborating to create a consistent data measurement tool. A mindfulness curriculum outline was also created and will be implemented consistently with the MindUP curriculum to increase fidelity.

Using PBIS to Create an Environment for Student Success – San Diego Unified School District

Team Members:

School Psychologist Kelsey McDermott, Vice Principal Juan Nunez, Resource Teacher Patty Albanez, Teacher Gigi Carrillo, Noon Duty Supervisor Jessica Wemett, Teacher Denise Paquin, Teacher Marie Bastien and Teacher Alejandra Gomez.

The Language Academy is a magnet school in San Diego providing French and Spanish immersion to students in grades K-8. With a population of over 1,000 students many challenges existed in building student success and in 2015 a PBIS team was formed that initially identified and prioritized common areas on campus to target with interventions based on data collection.

Students from grades 3-8 as well as all staff were surveyed in the spring 2015 and results provided many clear and insightful findings. Based on the results, in the first year the PBIS team implemented a school-wide policy for its cafeteria. Problems reported included a high noise level, trash left in cafeteria, and students behaving in



generally disrespectful way toward other students and staff.

The team then built a policy for that identified goals for the cafeteria experience, expectations of behavior for both students and staff, supervision expectations, reinforcement procedures and corrective procedures. The team created a similar policy for the campus playground in the second year.

With assistance from the CSPF mini-grant the team diligently tried out and modified many interventions as components of their policies over the course of two years, among them were:

- Lesson plans for teachers to introduce and teach lunch policy to students during the first week of school.
- Assemblies held for all grade levels to show students the results from their surveys, reinforce teaching of lunch policy, and to build a sense of school community.
- Visuals posted around the cafeteria for the lunch rules, including separate visual reminders of expected voice and speed levels.
- Letters sent home to inform parents of new procedures.
- Staff provided professional development on supervision expectations and techniques.
- Weekly PBIS reminders provided on a video bulletin that students watched each Monday.
- Incentives provided on a weekly basis for individual students (raffle tickets drawn for "caught being good") and for classrooms (extra recess for earning more tickets), as well as popcorn/movie parties per trimester.
- To provide general school-wide behavior support, a 3-tiered level of misbehavior guideline was created with staff input. This guideline provided definitions of each level of misbehavior, as well as examples, suggestions of consequences, and documentation procedures for behaviors of increasing intensity.

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Goodbye Discrepancy Model, Hello PSW: Using Science and Best Practice to Assess for Specific Learning Disabilities

By **Scott Gutentag, PhD**, Licensed Educational Psychologist
Nationally Certified School Psychologist
Diagnostic Center, Southern California

and **Jack A. Naglieri, PhD**

Research Professor, University of Virginia and Senior Research Scientist,
Devereux Center for Resilient Children

The purpose of this article is to describe a procedure that can be used to identify children with SLD using the pattern of strengths and weaknesses model and the Discrepancy/Consistency Method. One such approach to defining and measuring basic psychological processes which form the basis of the pattern of strengths and weaknesses is based on the PASS neurocognitive theory that has been extensively studied.

The goal of any best-practice and legally defensible assessment is using measures that are theoretically sound, empirically supported and straightforward to use. Our hope is that we can help practitioners more accurately identify and instruct students with specific learning disabilities according to California Educational Code Title V and IDEIA.

What PSW is and What it Means for SLD Identification

According to California Code of Regulations, §3030 Eligibility Criteria, SLD means 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 do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, and cognitive abilities including association, conceptualization and expression.

One of the ways in which students in California can be identified with an SLD is if he/she exhibits a pattern of strengths and weaknesses (PSW) in performance, achievement, or both, relative to age,

state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.

More specifically, a student must present with cognitive strengths that are inconsistent with his/her academic weaknesses and cognitive weaknesses that are consistent and logically relate to his/her academic weaknesses. These relationships must result in an actual educational impairment.

An empirically based application of PSW is the PASS neurocognitive approach as described below.

Neurocognitive Approach to the Assessment of Thinking and Problem Solving

Luria's (1966, 1973, 1980) research on the functional aspects of the brain provided the basis for the PASS neurocognitive approach as an alternative to traditional notions of intelligence which was, initially described by Das, Naglieri, and Kirby (1994) and operationalized by the CAS (Naglieri & Das, 1997) and more recently updated by Naglieri and Otero (2007, 2017). The four PASS processes represent a fusion of cognitive and neuropsychological constructs such as executive functioning (Planning and Attention); determine, select and use strategies to solve problems where self-monitoring and self-correction are especially important (Planning); selective, sustain and shifting, attention (Attention); visual-spatial processing of information into a coherent whole (Simultaneous); and serial processing of information (Successive) (Naglieri & Das, 2005). The four PASS neurocognitive processes

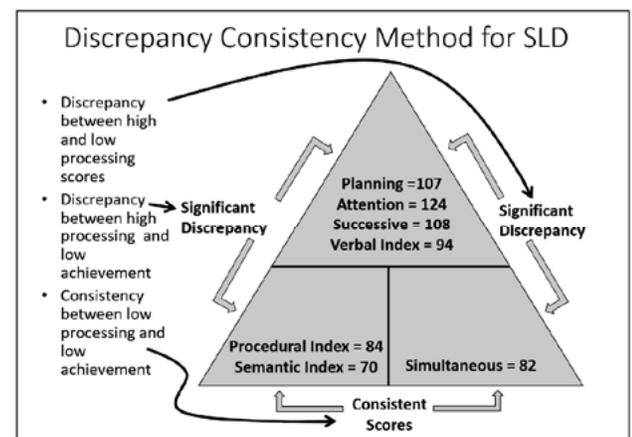
can be measured by the CAS2 the CAS2: Brief and the CAS2: Rating Scale (Naglieri et. al., 2014a, 2014b, 2014c).

Applying the PASS Theory to the PSW Approach for Assessment

Naglieri (1999) first described the Discrepancy/Consistency Method for the identification of specific learning disabilities. The method is based on a systematic examination of both cognitive and academic achievement test scores. Determining if the processing scores show a pattern of strengths and weaknesses is accomplished using a modified version of the method originally proposed by Davis (1959), popularized by Kaufman (1979), and Silverstein (1993).

It is important to note that the ipsative approach that is used in the Discrepancy/Consistency Method is based on an analysis of theoretically defined measures of basic psychological processes that correspond to brain function (see Naglieri & Otero, 2007, 2017). We also recommend that analysis of differences among basic psychological processing scores be based on (a) a theoretically derived test of neurocognitive processing; (b) the focus should be on scales that represent the theory, *not* subtest scores; and (c) the academic skills that are assessed should correspond to the measure of neurocognitive processes. Stated more exactly, we strongly recommend using scores from scales that reflect a *specific* neurocognitive theory for determining if there is a disorder in one or more of the basic psychological processes and scores that measure *specific* aspects of academic performance. We also advocate a two-dimensional analysis of processing scores: low scores in relation to the *student's* average processing score and low scores in relation to the *national* average.

Figure 1: Discrepancy Consistency Method for SLD



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Culturally Responsive as an Intervention: Refugee Students from Middle Eastern and North African Countries

By Christina Saad, School Psychologist

Christina Saad is a school psychologist for Sacramento Office of Education (SCOE). The following article describes her experiences with Culturally Responsive intervention for immigrant students.

California educators and more specifically, school mental health practitioners, are in a critical position to provide meaningful support for refugee status students arriving from the Middle East and North Africa (ME/NA). It is critical due to the fact that these children will spend a majority of their time during the day in a public school. Many of these children may feel frightened and confused by the throngs of their loud, gregarious, and energetic American counterparts. That alone makes it crucial for staff that comes in contact with these children to be patient and strategic when offering support. Further, the current political climate in the U.S. has become increasingly unwelcome and even hostile toward individuals immigrating from the ME/NA. These children face a steep learning curve in becoming accustomed to American culture all while dealing with the trauma they may have experienced living in their native countries.

I have particular interest in this topic of cultivating care and support for students who come from Arabic speaking countries, specifically war-torn ME/NA countries. I am an Egyptian-American school psychologist. I was born in the United States after my parents immigrated here in the late 1970s. I am semi-fluent in spoken Arabic; however, I do not consider myself an expert in all the cultural nuances of all Arabic speaking countries in the ME/NA. That being said, I feel that it is the obligation and duty of all Arabic speaking school psychologists (as well as other school mental health practitioners) to be advocates for these children and guide school staff on how to provide culturally responsive interventions and support.

I was fortunate to work my fieldwork hours at an elementary school in Sacramento with several students who had just immigrated

from several Middle Eastern countries. These students had only been in the States for a few weeks when I met them: five girls and one boy ranging from 3rd to 5th grade. The children had immigrated from Iraq and Sudan. The girls were quiet and small, peeking out from behind their *hijabs* (veils that cover their hair and are worn for religious purposes) at me with tentative smiles. When we first met, they had difficulty understanding my dialect but soon, we found our own rhythm in understanding one another. This group of children had difficulty acclimating to the school environment at first and only felt comfortable sitting with one another in the cafeteria at lunchtime. They were reluctant to interact with the other students, likely due to the language barrier but also; they were timid and unsure of how to behave. While the school staff was thrilled to have me provide some support for these children and bridge the culture gap, I was somewhat overwhelmed. I reached out to my parents and did my own research regarding norms and practices from the students' native countries. I worked to help the children understand some of the school expectations. For example, they were all reluctant to eat the cafeteria food, likely because it was so different from what they were accustomed to eating. I communicated to their parents that since they were not eating at school, to provide a lunch for them each day. This helped to turn things around, as the children were more energetic and content once they realized they could eat their own lunch at school.

One of the more interesting experiences that happened during my fieldwork at this school was when the fifth-grade teacher of the Iraqi boy invited me to the parent teacher conference. She was nervous and felt that it may run more smoothly if I was present, since I was somewhat familiar with the language and had spent some time with the boy. The teacher explained to me that she was concerned about the boy's progress in school. It seemed that he was not just unfamiliar with the language, but basic skills that any fifth grader should be somewhat acquainted with: staying seated in your desk, staying inside the classroom,

walking with the class in the hallways, etc. It seemed as if he was completely unfamiliar with school and had difficulty navigating the day-to-day expectations. During the course of the parent teacher conference, I was able to find out some things that stunned everyone around the table that day. This boy had not been enrolled in formal education for the last 3 years while living in Iraq. His family decided that he would stay home since it was too dangerous to be coming and going to the schoolhouse every day. They lived in a part of Iraq that was heavy with violence, insurgents, and air raids. The father had experienced an injury that left his leg maimed as a result of a bomb that blew up his place of business. This happened in the year before they were able to immigrate to the U.S. After this meeting, the teacher became much more empathic toward the obvious struggles the boy and his family had gone through. Interventions and accommodations were implemented with the idea in mind that this child had not attended school since he was in the 2nd grade and has experienced an unimaginable amount of trauma.

School psychologists, as well as other school mental health providers, require culturally responsive knowledge and skills to work with children who immigrate here from the ME/NA as refugees. For example, refugee children may or may not be exhibiting signs of trauma (i.e. startling easily, excessive aggression, separation anxiety, withdrawal, irritability, sadness, poor sleep, wetting one's self, etc.) (National Child Traumatic Stress Network, 2010). Therefore, it is essential that staff is trained on how to know if a student is exhibiting signs. Another important aspect of having a culturally responsive practice is knowing and understanding what the student's religion is and how aligned they are with that belief system. This can assist in understanding their worldview and common practices/norms. For example, many students from ME/NA countries identify as Muslim, however, a large majority of these immigrants identify as Christian (Krogstad & Radford, 2017). While religion is a sensitive topic, it will be important to find out (indirectly or directly if necessary) whether the parents and children are in touch with families from the same country and can get access to a local mosque or church. These resources can be helpful when learning to navigate access to permanent housing, employment, healthcare, and education. If there is a staff

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A Message from the President

Educational Equity: We Are Only Scratching the Surface

By Dr. Pedro Olvera, CASP President



I am truly humbled to be writing this column as your California Association of School Psychologists (CASP) President for 2017-2018.

Before discussing my vision and goals, I'd like to introduce myself: My name is Dr. Pedro Olvera and I am an associate faculty/program director of the School Psychology Program at Brandman University.

I teach coursework in both the school psychology and school counseling program. Although I have been in higher education for the past eight years, I have a total 15 years of experience as a bilingual school psychologist and have been in private practice for the last seven. I have been directly involved with CASP since 2007 and I have seen firsthand the impact that CASP has had on the profession and I feel honored to carry the torch for the next year.

As I look at the current state of education, there is still lots of work to be done in the area of educational equity. My conviction is that this work is in its infancy; we have a long way to go and many issues that need resolving. For example:

- English language learners (ELLs) are still disproportionately represented in Special Education.
- African American Students are still over-identified as emotionally/behaviorally disturbed and expelled at higher than any other racial group.

- African American and Latino students still lag behind in reading (achievement gap) compared to white peers in a post-No Child Left Behind world.
- School psychology, as a profession, is still largely Caucasian and female. We need an increased representation of culturally and linguistically diverse (CLD) practitioners.

Given the concerns above, the school-to-prison pipeline is truer today than ever before. My vision is simple: To advocate and keep fighting for educational equity for children from disadvantaged backgrounds. That is why my goals as CASP President will be as follows:

1. Continue to work to resolve equity issues caused by Larry P.
2. Introduce and continue to train school psychologists to engage in nondiscriminatory assessment practices.
3. Increase school-based mental health services especially in communities that have minimal community-based resources.
4. Advocate for multi-tiered support services (MTSS) especially as it relates to positive behavior intervention services (PBIS).
5. Continue the dialogue about evidenced-based support services (behavioral and academic) for CLD students.
6. Work to increase representation of CLD school psychology practitioners.

As can be seen, there is a lot of work to be done and I can't do it alone; I implore the school psychologist community in California to help me push the above listed priorities forward. A simple conversation with your Individual Education Plan (IEP) team about disproportionality can go a long way.

Initiating collaboration with your local mental health clinic and developing new systems of support for children in schools can have a lasting impact on children that may not have access to those services.

I challenge school psychologists in California to join and support CASP. Come to the CASP Convention on October 5-7 in Orange County and learn about equitable practices that can be implemented the next day at our school site.

In closing, I want to thank Past President Tom Sopp and the CASP Board for the gains he made during his tenure in advancing mental health awareness and creating momentum to overturn Larry P.

I also want to thank CASP Executive Director Heidi Holmblad for her tireless work on behalf of school psychologists, her passion to ensure that our voice is heard, and her vigilant awareness of pending bills and legislation that impact how school psychologists serve children.

I also want to extend a thank you and appreciation to the CASP office staff who work tirelessly behind the scenes to ensure that member voices are heard and needs are met. Most of all, thank you CASP members for your support and trust. Let's make this a memorable and productive year. 

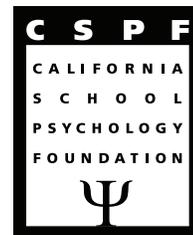
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Each year, the California School Psychology Foundation (CSPF) supports newly minted and student school psychologists, as well as those who wish to increase the visibility of the profession. These popular programs need your help.

CSPF AWARDS

- **Paul Henkin Convention Award** sends one graduate student and one newly credentialed school psychologist to the annual CASP Convention.
- **Cultural and Linguistic Diversity Scholarship** is a \$1,000 award in recognition of the need to eliminate racial and other prejudice and help each student achieve his/her fullest potential.
- **Mini-Grants** are available to working school psychologists with up to \$1,500 to pay for programs that are important to their students, but are not funded by their school districts. These programs promote effective interventions that address both learning and social/emotional issues that impede a child's success and happiness while embracing individual and group differences in children.

To find out how you can support the CSPF with your donations, visit: <http://casponline.org/about-casp/csp-foundation>.



A Message from the Executive Director

Planning for Fall? CASP Has Items for Your List

By Heidi Holmblad



Ah summer! A time for vacations, relaxing, and, for most school psychologists, preparing for the next school year.

While considering 2017-2018's activities, allow CASP to add to your list of items to consider:

Suicide Prevention Policy: Under state law, your school district's Board of Trustees for grade 7-12 schools should have a new suicide prevention policy in place by the time the 2017 school year starts. Within that policy, there should be some training. As the school psychologist, you should get up to speed so you can do that training. The policy can be accessed on the CASP website under Legislative and Regulatory Items of Interest, under the Legislative tab at <http://www.casponline.org>

CASP has a webinar online that can help. "AB2246 & Developing Your Suicide Prevention Policy: What School Leaders Should Know," is a brief video featuring Richard Lieberman, MA, NCSP, a Lecturer in the Graduate School of Education at Loyola Marymount University, who once coordinated Suicide Prevention Services for Los Angeles Unified School District. This free-for-members webinar, presented by Kognito, goes over what you, as a school psychologist, should know about these model policies. Find it at <http://www.casponline.org>, click on webinars.

Need more info? CASP will offer a more intense workshop on suicide prevention at its annual convention. Lieberman and Susan Coats, CASP's mental health and crisis consultation chair, will present

Comprehensive Suicide Prevention: Meeting the Mandates of AB2246 on Saturday, Oct. 7, from 9 a.m. – 4:30 p.m. More information on the convention is below. <http://event.casponline.org/saturday/w-30/>

CASP membership: Many of you have not yet renewed your membership for the coming year. Remember, CASP memberships now start when you sign up and end a year later – no matter when you sign up. Continue to get CASP member benefits (like the webinar mentioned above) by making your membership is current. Not sure if you are a current member? Go to <http://www.casponline.org> and click on members to access the members only section. If you no longer have access, you need to renew. That's just as easy. Click on Join CASP and fill out the form. Want to try payroll deduction? Now is the time to do it! You'll get a few months for free if you do that before school starts.

“CASP memberships now start when you sign up and end a year later – no matter when you sign up. Continue to get CASP member benefits.”

Mini-Grants: Have a project in mind that takes a small amount of money but won't be funded by your school district? Apply for a California School Psychology Foundation Mini-Grant. Grants of up to \$1,500 are available. Get more info <http://casponline.org/about-casp/csp-foundation/#minigrants>. Application deadline is September 1.

CASP Convention 2017: Equity is this year's theme. Several presentations will focus on how to make sure all students have access to the education they need. This year's convention is at the start of the school year, and the deadline for early registration is Sept. 11. So, now might be a good time to check out all the presentations to be offered and start building a calendar. If your school district will pay your way, be sure to get your request and the purchase order form that shows what you plan to attend to whomever is in charge of such requests at your school or district. Remember, it sometimes takes some time to get through the district approval process and the district likely won't want to pay the late fees. The convention will be held Oct. 5-7 at the Hyatt Regency Orange County, about a mile or so from Disneyland.



October 5-7, 2017
Hyatt Regency
Orange County

Other news: Former CASP presidents Brandon Gamble and Doug Siembieda were appointed to the CDE Significant Disproportionality Stakeholder Workgroup. President Pedro Olvera was appointed to the AB 2785 Work Group on English Learners with Disabilities. Board member Susan Coats was re-appointed to the Student Mental Health Policy Work Group. CASP is striving to get its members appointed to statewide commissions and work groups. Let us know if you have been asked to add the school psychologist's perspective to a statewide group. It's one of many ways available to us to ensure that decisionmakers know the value of school psychologists! 

School Psychology Week is November 13-17

California School Psychology Week is held each year in conjunction with NASP's School Psychology Awareness Week. This year, the week is observed on Nov. 13-17. This is your chance to hold various events throughout the week that offer opportunities to publicize the field of school psychology to your communities.

Activities such as raising your visibility with school board member to remind them of the special week; telling your school board and others if you have a co-worker/associate who has won the



Nadine Lambert Outstanding School Psychologist Award; or creating fun activities in your district to raise awareness of the profession are just a few ideas of what you can do during School Psychology Week.

For more information, visit <http://www.nasponline.org/research-and-policy/advocacy-tools-and-resources/school-psychology-awareness-week-2017>

Don't forget to send photos and information about your School Psychology Week 2017 events to Raina LeGarreta at media@casponline.org for them to be included in *CASP Today!*

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CASP Legislative & Budget Update

By **Laura Wasco**, CASP Legislative Advocate
Ball Frost Group, LLC

Governor Signs 2017-18 State Budget

On July 13, 2017, Governor Brown signed the 2017-18 State Budget. In a signing statement, the Governor noted that “this budget keeps California on a sound fiscal path and continues to support struggling families and make investments in our schools. We’ve come together on this balanced and progressive budget and I’m confident that we can do the same to extend our critical cap-and-trade program.” The Governor’s focus on the need to reauthorize the existing cap and trade program drove much of the budget discussion because of the need to ensure that all Democrats would be supporting the cap and trade bill. As a result, there were clearly more budget actions that favored the interests of the legislative leaders than has been the case in prior years. Many of the legislatively driven programs are outlined below as is the decision to allocate all of the one-time funds with none deferred until May of 2019.

While the budget may be technically balanced, there is still concern over the level of revenue, particularly the projected capital gains taxes, that will actually be scored during the coming year. The May Revision expanded the one-time funding for Prop 98 to almost \$1 billion but also sought to delay the allocation of those funds until May 2019 based on a determination by the Director of the Department of Finance (DOF) that the funds were available. The final budget allocated all \$876 (\$148 per ADA) million of the one-time funding. Given the DOF revenue projections in May, districts should be cautious in how they handle these funds.

Proposition 98 Fund Levels

The final Budget includes Proposition 98 funding of \$74.5 billion for 2017 18, an increase of \$2.6 billion over the 2016 Budget Act level. When combined with revenue changes attributable to the 2015 16 and 2016 17 fiscal years, as well as other one time savings and adjustments in those years, the Budget provides a \$3.3 billion increased investment in K-14 education over the three year period. Funding for LCFF

gap closure was \$1.362 billion to close the remaining gap. This amount was only \$200 million below the amount proposed in January.

Significant Adjustments:

Local Control Funding Formula — An increase of almost \$1.4 billion Proposition 98 General Fund to continue the State’s transition to the Local Control Funding Formula (LCFF). This formula commits most new funding to districts serving English language learners, students from low income families, and youth in foster care. This increase will bring the formula to 97 percent of full implementation.

One Time Discretionary Grants — An increase of \$877 million Proposition 98 General Fund to provide school districts, county offices of education, and charter schools with discretionary resources to support critical investments at the local level. These funds can be used for activities such as deferred maintenance, professional development, induction for beginning teachers, instructional materials, technology, and the implementation of new educational standards. Funds received by K-12 local educational agencies will offset applicable mandates debt owed to those entities.

Use of Test 3B – In May, the Governor proposed a suspension of the statutory Prop 98 Test 3B supplemental appropriation in 2016-17, as well as in 2018- 2019 through 2020-21. Under Test 3B, school funding grows at the same rate as the rest of the budget in years when the economic growth is slower. Funding reduced through this mechanism will be automatically added to the maintenance factor obligation which will restore Prop 98 funds over time. This suspension could have a significant impact on Prop 98 funding in the out years should the economy stall.



© Steven Pavlov

Programmatic Expansions

After School and Education Safety (ASES) Program — An increase of \$50 million Proposition 98 General Fund to increase provider reimbursement rates for the ASES program, bringing the total spending to \$600 million Proposition 98.

Teacher Workforce — A combined increase of \$41.3 million one time (\$30 million one time Proposition 98 General Fund and \$11.3 million one time federal Title II funds) to fund several programs aimed at recruiting and developing additional teachers and school leaders, with particular emphasis on key shortage areas such as special education, math, science, and bilingual education. Specific investments include:

California Educator Development Program (CaED) — An increase of \$11.3 million one time federal Title II funds for a one time competitive grant program that assists local educational agencies in attracting and supporting the preparation and continued learning of teachers, principals, and other school leaders in high need subjects and schools.

Classified School Employees Credentialing Program — An increase of \$25 million one time Proposition 98 General Fund, available for five years, to support a second cohort of the California Classified School Employees Credentialing Program established in the 2016 Budget Act. The program will provide grants to K-12 local educational agencies to support recruitment of non-certificated school employees to participate in a teacher preparation program and become certificated classroom teachers in California public schools.

Bilingual Professional Development Program — An increase of \$5 million one-time Proposition 98 General Fund for one time competitive grants to support professional development for teachers and paraprofessionals seeking to provide instruction in bilingual and multilingual settings.

Hello PSW:

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Naglieri (1999) first suggested that a low score in a basic psychological process could provide evidence of a *specific* disorder in processing *only* if the score is also below the Average range relative to age mates. Additionally, the student must have deficient academic performance. The student with a weakness in basic psychological processing is very likely to have significantly lower achievement scores and have been identified as exceptional (Naglieri, 2000). This approach is illustrated in Figure 1 which shows that SLD can be detected when there is a significant *discrepancy* between the child's high cognitive processing scores and some specific academic achievement, a significant *discrepancy* between the child's high and low cognitive processing scores (using the ipsative approach), and a *consistency* between the child's low processing and low achievement scores. This is a method to operationalize the Pattern of Strengths and Weaknesses (PSW) approach.

The Case of Cheryl and Her Difficulties with Simultaneous Processing and Math

Cheryl is an 8th grade student whose advanced language and memory skills appear to be no match for the spatial types of skills needed to pass her Geometry class, as this marked the first time in her academic career that Cheryl was failing a course. She especially struggled on problems involving spatial relationships and estimation skills, as Cheryl appeared out of her element when thinking in pictures and not in words. A review of her CAS-2 PASS scores provided an explanation for her learning difficulty as seen in Table 1.

Table 1. Cheryl's PASS and Full Scale Scores from the Cognitive Assessment System – Second Edition.

Cognitive Assessment System - 2			Difference from PASS Mean of:	Significantly Different (.05) from PASS Mean?	Strength (S) or Weakness (W)
PASS Scales	Standard Score	Percentile			
			102.6		
Planning	107	68	4.4	no	
Attention	124	95	21.4	yes	S
Simultaneous	82	12	-20.6	yes	W
Successive	108	70	5.4	no	
CAS-2 Full Scale	92	30			

Table 2. Feifer Assessment of Math Scores for Cheryl

FAM Index	Standard score (95% CI)	Qualitative Descriptor
Procedural Index	84(+/-8)	Moderately Below Average
Verbal Index	94 (+/-8)	Average
Semantic Index	70 (+/-5)	Moderately Below Average
FAM TOTAL INDEX	82 (±8)	Below Average

Cheryl has a strength on Attention scale (124) and a cognitive weakness on the Simultaneous scale (82) with average scores on Planning (107) and Successive processing (108). It is likely that she has compensated for the Simultaneous weakness by developing and using strategies (Planning), having excellent ability to focus and resist distractions (Attention), and good ability to work with and remember information in sequence (Successive processing). However, geometry relies primarily on Simultaneous processing to draw upon a visual-spatial image, or gestalt, when dealing with questions of shape, size, relative position of figures, and the properties of space. Cheryl's cognitive weakness in Simultaneous processing could be a significant factor hindering the acquisition of specific math skills.

Further testing with the Feifer Assessment of Math (FAM) noted significant deficits with her Semantic Index, which involves a collection of subtests measuring skills such as spatial memory, perceptual estimation, and magnitude representation. In other words, the FAM provides evidence of how a particular cognitive processing deficit, as measured and defined by the CAS-2, specifically hinders mathematics. Her overall FAM index scores are shown in Table 2.

Cheryl's overall FAM Semantic Index score was in the Moderately Below Average range, and at the 2nd percentile compared to peers. This represented an absolute weakness with mathematical skills. Nevertheless, Cheryl still had a strength in the Verbal Domain of math, as she was very quick to memorize single digit addition, subtraction, multiplication, and division facts (this is very dependent on using good strategies (Planning) and remembering sequences of information (Successive processing). However, she had a poor understanding of the conceptual underpinnings of mathematics, and struggled with an array of skills in the Semantic Index including poor estimation skills, poor magnitude representational skills, and limitations with spatial memory (Simultaneous processing). In fact, Cheryl has the profile of a student with both a cognitive weakness (Simultaneous processing) and a mathematical weakness (Semantic Index) which was consistent with Semantic Dyscalculia.

The discrepancy/consistency method shows the presence of a *discrepancy* within her PASS cognitive profile of strong cognitive processing and weak Simultaneous processing. In addition, there is a *consistency* between her Simultaneous score and her academic processing skills as represented by the Semantic Index score on the FAM.

Take Home Points and Concluding Comments

We suggest that practitioners manage the transition from non-scientific methods in identifying children with SLD to more current scientific and theory-based methods to identification. As one of our country's founding fathers, Thomas Jefferson, noted: 'I am not an advocate for frequent changes in laws. But laws must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made,

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NASP Report

By Maureen Schroeder, NCSP, California Delegate



Here are a few resources that NASP members may enjoy online:

In the NASP Online Communities, <http://communities.nasponline.org>, interact with other school psychologists and graduate students on your topics of interest. Visit today to find strategies and tips, share resources and blog, get second opinions, and

exchange information on dozens of topics.

At <http://www.nasponline.org/resources-and-publications>, read past issues of *Communique*, *School Psychology Review*, and *School Psychology Forum* to stay up-to-date and increase your effectiveness.

Visit NASP's Resource Library at

<http://www.nasponline.org/resources-and-publications/resources>, for easy-to-access materials on a variety of relevant topics, including crisis response, RTI, and cultural competence. You can also download handouts, some of which are available in other languages, to use in your work with families or other educators.

I look forward to working with California's NASP members from our state, and I invite you to be in touch with me during the year so I can assist you and ensure that your voice is heard by NASP leadership.

Enjoy your summer break. Ψ

Mentorship Program

continued from page 3

As with any mentoring relationship the form and type of communication is determined by the pair. CASP's pilot was unstructured to allow for the participants to build their relationship according to what worked best. Mentor Committee Chair-Southern California Dr. Brian Leung conducted a follow up survey to obtain feedback from the mentors and mentees. The respondents provided positive feedback as well as recommendations for improvements; our hope is to build on these recommendations, which will strengthen our program.

For my own experience, during the first five years of being a school psychologist I had a mentor who helped guide me and answer questions I had. My mentor also helped push me away from my comfort zone, to think outside the box, to advocate for our students and parents and reminded me of our professional ethics.

Although I had my district chairperson to refer to my mentor provided me with additional insights about the various laws we have to adhere to, the potential ramifications of my recommendations and decisions, and reminded me about my own mental health. My mentor made such a huge impact on who I am as a school psychologist that I found myself mentoring graduate students who were future school psychologists as well as new school psychologists.

As the saying goes, "A lot of people have gone further than they thought they could because someone else thought they could." Because my mentor believed in me she saw what I was capable of and supported me. I truly believe I am where I am today because of her.

As I reflect back to where I started as a "newbie" and to where I am now I have truly gone further than I thought I ever could because of my mentor. I have been able to step outside of my comfort zone, strengthen my confidence and continue to improve my skill sets as a school psychologist. Hence,

without a second thought I immediately raised my hand when Sopp asked for help to initiate CASP's Mentorship Program.

Our membership is very diverse; those with many years under their belts, those who are Outstanding School Psychologist Award recipients and those who continue to be members even after they have retired. You can help foster mentees by providing guidance and insight as they hone their skills. Your knowledge, experience and words of wisdom can go a long way. Consider the benefits of mentoring and become a mentor.

I end with this quote, "A mentor is someone who sees more talent and ability within you, than you see in yourself, and help bring it out of you," said Bob Proctor. I encourage potential mentees to visit CASPOnline.org, contact us and let us know that you are interested in having a mentor. Having one is one of the many benefits of being a CASP member. Ψ

Affiliate Updates

San Diego Association of School Psychologists

San Diego Association of School Psychologists (SANDCASP) congratulated the following 2017-2018 SANDCASP Scholarship winners: Outstanding School Psychologist-Carmen Martinez; Ross Zatlun Mentorship Award - Martha Murillo; and Cook Morales Scholarship - Marisa Yudin.

Former CASP President Christine Toleson, left, was honored at her retirement party after many years with LAUSD. Pictured with her is Los Angeles Association of School Psychologists President Mary Barry.



CASP Chair Mental Health & Crisis Consultation Dr. Susan Coats (right) stands next Monica Nepomuceno, CDE after receiving the 2017 Advocate of the Year Award from California Mental Health Advocates for Children and Youth at its 37th Annual Asilomar Conference in May. Dr. Coats was recognized for her selfless dedication and commitment to the mental wellness of California's youth.



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CASP Legislation

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County Office of Education Accountability Assistance — An increase of \$7 million Proposition 98 General Fund on an ongoing basis to support county office Local Control and Accountability Plan review and technical assistance workload. Specifically, this funding will be distributed proportionally to 24 county offices currently funded at their LCFF target level on a per district basis with no county receiving less than \$80,000. This funding will be adjusted annually for cost of living. The Budget also requires county superintendents of schools to prepare a summary of how the county office of education will support school districts and schools within the county, and work with the California Collaborative for Education Excellence, the state Department of Education and other county offices of education.

K-12 Mandate Block Grant — An increase of \$3.5 million Proposition 98 General Fund to reflect the addition of a cost of living adjustment for this program. The Budget also adds two additional mandated programs to the block grant for 2017-18, the California Assessment of Student Performance and Progress program and the Training for School Employee Mandated Reporters program.

California Equity Performance and Improvement Program — An increase of \$2.5 million one-time Proposition 98 General Fund to support and build capacity within local educational agencies and the State Department of Education to promote equity in California public schools. There is virtually no information about what this

program will look like and what direction it will take. The staff from the State Board and legislature are continuing to work on it.

Refugee Student Support — An increase of \$10 million one-time Proposition 98 General Fund to provide additional services for refugee students transitioning to a new learning environment.

English Learner Guidance – The education budget trailer bill included language that would require the CDE, by January 2019, to develop a manual providing guidance to local districts on identifying English learners as individuals with exceptional needs, classifying individuals with exceptional needs as English learners, and determining when such dually identified pupils should be removed from classification as English learners or exited from special education. The manual shall be used to provide guidance, for voluntary use by LEAs on evidence-based and promising practices for the identification, assessment, support, and reclassification of these pupils and to promote a collaborative approach among general education teachers, special education teachers, administrators and other involved personnel and parents. CASP President Pedro Olvera has been appointed to the work group charged with writing the guidance manual.

Employee Orientation – As a part of the State Government trailer bill, AB 119, language mandating employee orientations for all new employees was added. This issue has been a very contentious one for more than a year because of the US Supreme Court case on agency fee. A bill on orientation stalled last session because it was not clear if the Governor would sign it or not. This year's trailer bill language is limited in specific requirement, only stating

that the “structure, time, and manner” of the orientation should be locally bargained. If agreement cannot be reached the issue would become the subject of arbitration.

LEGISLATION

SB 354 (Portantino) – Special Education: IEP - translation services

SB 354 would require a local education agency (LEA) to provide the parents, guardians, or educational rights holders the Individual Education Plan (IEP) and certain documents discussed in the IEP meeting in the native language spoken of the parent, guardian, or educational rights holder within 45 days of being requested, as well as, have the IEP translated by a certified translator. SB 354 was recently amended to limit the scope of this bill to require translations to the top eight languages in each school district, other than English, as determined by the CDE and reported on Dataquest.

Early on, CASP took an oppose position on SB 354 based on: 1) the original short timeline for translation (the bill was originally 30 days and has now been extended to 45 days for the required translation of materials), and 2) the difficulty of meeting the short time frame to have IEP materials translated by a “qualified translator.” Due to concerns expressed by CASP and other opponents of SB 354, Senator Portantino and the sponsors, Disabilities Rights California, have agreed to make the bill a two year bill (not move the bill until January 2018) in an effort to continue to work with the opponents and address areas of concern and how best to implement these new requirements in a timely and cost effective manner. We will keep CASP posted on the movement of this legislative proposal. 

2017 CSPF Mini-Grants

continued from page 4

The results suggested that the interventions implemented for the past two years in the targeted areas have been successful, with improvement seen in staff ratings of student safety, respectful behavior, and knowledge of rules in both the cafeteria and playground. Student results indicate that they feel knowledgeable about the expectations in the cafeteria and playground, and also a high agreement that they feel safe in both areas. Unlike staff, however, students

suggested that they do not treat each other respectfully in either environment.

To be eligible to receive a CASP mini grant, you must be a credentialed, full-time school psychologist at a California public school and a CASP member. Awards may be made in any amount up to \$1,500.00.

The CSP Foundation Board is most interested in projects directly affecting the lives of children and/or their families. All projects consistent with this purpose will be considered. Projects will be selected by a review committee, and awards will be based on merit and compliance with the program's purpose.

Deadline for the 2017-2018 awards is September 1. Click on the link below for more information and to apply.

<http://www.casponline.org/about-casp/csp-foundation/#minigrants>



Refugee Students

continued from page 7

member or personnel in the district that speaks the family's dialect, consult with that person and get district permission for them to be present at meetings with the family. It is recommended that the school and district do outreach for these families who have just immigrated rather than wait for them to come to the school seeking help for their children (Winerman, 2006). The school should have a protocol set up for proactively contacting the family of the student who is enrolling. Staff and teachers should be open minded to pursuing home visits as opposed to meetings at the school site as it would be culturally appropriate for a collectivist approach to engaging with these families. Counseling services should be offered once rapport is established and group counseling is recommended. The American Arab Anti-Discrimination Committee suggests that children from the ME/NA countries are much more comfortable with single-sex mingling as opposed to a group that is co-ed (2002). Historically, in the ME/NA, students with special needs may not have had any or adequate access to services and supports provided through governmental agencies (Al-Hilawani, Koch, & Braaten, 2008). It is important for staff to be knowledgeable on the political and social issues regarding the status of special education services in ME/NA countries. For example, if a

refugee student presents with a disability and needs special education services, it is important for the staff and school to be prepared for how the parents may react to this news. Lastly, making sure to ask questions and build genuine rapport with the family prior to attempting to make any kind of recommendations for services for the children.

In general, families from the ME/NA are receptive toward school staff and officials as most groups see education and school as an important tool for becoming successful in the U.S. Students from ME/NA countries may face discrimination and harassment at school from their peers due to some of the ongoing rhetoric from U.S. government officials and media (Council on Arab Islamic Relations, 2015). Teaching the facts and leading open discussions with students about not just tolerance, but acceptance and respect toward their classmates who are from ME/NA countries, are effective ways to stymie targeted bullying at school (Hasson & Goforth, 2016). Local mosques and Arab churches can also provide guidance to school staff on successfully integrating students who are refugees. National and state level associations (i.e. NASP, CASP) can provide school psychologists and other school mental health practitioners with essential guidelines and assistance when working with ME/NA refugee students. Providing school staff and teachers with peer reviewed research, newsletters, articles, and other published information

from reputable resources regarding refugee students from ME/NA countries can be used to help to inform as well as quell stereotypes, assumptions, and falsehoods in order to help the acculturation and acclimation of these groups of students in school. Ψ

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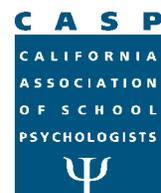
new truths discovered and opinions change, institutions must advance also to keep pace with the times.' Only through scientific-based change can we improve the evaluation of students with SLD and better meet the needs of the children and adolescents we serve. Using the PASS neurocognitive approach to identifying students with SLD is one such scientific-based method. Ψ

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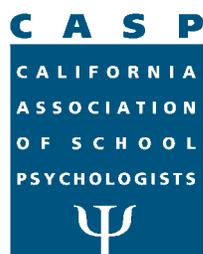
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- Region IV Representative | Jeannine Topalian
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School psychologists strive to improve the educational experience for all children. They are the school-based experts on many issues, including school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

CASP TODAY, the quarterly newsletter of the California Association of School Psychologists, reaches about 2,000 school psychologists. *CASP Today* features informative articles and important information for the school psychologist.

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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: _____



October 5-7, 2017
Hyatt Regency | Orange County

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 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: _____

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*)

CLD Donation \$ _____

Visa / Mastercard CASP PAC Donation \$ _____

*Credit Card Number: _____ TOTAL \$ _____

_____-_____-_____-_____

Security Code: _____ Expiration Date: ____/____

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:

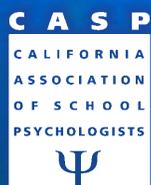
This information will only be used for processing this application.

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.

California Association of School Psychologists

ANNUAL REPORT | 2016-2017



CASP Vision Statement

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

Adopted by the Board of Directors in November 2014

CASP Mission Statement

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

Adopted by the Board of Directors in December 2014

CASP Executive Committee

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tsopp@lbschools.net

Past President: Troy Xavier Leonard
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President-Elect: Pedro Olvera
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Seble.bg@gmail.com

CASP Executive Director

Heidi Holmblad
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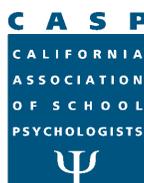
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Note to Readers: This is the Annual Report of CASP’s activities for the academic and fiscal year that ended June 30, 2017. The CASP Board has achieved significant milestones as a result of its efforts, and these accomplishments will benefit the students of California and the profession of School Psychology. Thanks to all board members and staff who contributed to this effort.



CASP Accomplishments in 2016-2017



At CASP's August 2016 retreat on the Queen Mary in Long Beach the Board came together to develop a list of goals that it wanted to accomplish during the year. CASP President Tom Sopp compiled a list of tasks and these were achieved during his 2016-2017 term:

- Completed first year of mentorship program pairing new psychologists with seasoned professionals in the field.
- Re-started Riverside and Kern affiliates.
- Near meeting CASP's two-year goal of 2,000 members in the first year; with a high mark of over 1800 members.
- Operation ACSA: Laid plans to market school psychologist expertise and LCAP skills, top-down.
- Hosted more than over 1,000 participants at the CASP Annual Convention; a level of attendance not accomplished since 2005.
- Recognized an Outstanding School Psychologist from every region at CASP Convention 2016.
- Began measuring affiliate health (pre-, mid-term, and post-test) via a survey.
- Recruited Convention Chair Amy Balmano to a board appointed three-year position.
- Enhanced member data collection.
- Published a new online LEP Directory at CASPOnline.org
- Initiated a dialogue with CDE regarding lifting the Larry P. ban and expanded the stakeholders (see below).
- Started paper on virtual counseling in schools.

Strategic Plan Update

The Board replaced its five-year strategic plan with a two-year plan to better reflect the changes happening in student mental health services. At the halfway mark of the 2016-18 Strategic Plan, board members and staff have made strides in the membership, marketing, advocacy and resources goals.

Membership: The Membership Committee is exploring competitions, surveys, partnerships with other states and other recruitment efforts to increase association membership. See the Membership Committee report on page 14.

Marketing: Membership marketing tools were updated and placed online for Board members, Alumni Club members and others to use in recruitment efforts. Board members participated in a contest in which the person with the highest number of presentations on CASP membership will receive a one-year CASP membership.

Advocacy: Invited special education directors to bring PPS teams to the convention, updated the student section of the CASP website.

Resources: Developing an agreement with Alliant University to provide new webinars for the CASP website. Plus, resources are continually being updated.

Appointments, Meetings, Advances

In December, CASP President Thomas Sopp, Legislative Committee Chair Doug Siembieda, Executive Director Heidi Holmblad and lobbyist Laura Wasco met with California's new Director of Special Education Kristin Wright. Among the topics discussed were Local Control Funding Formula and the Larry P. case and how it affects school psychology.

In April, the Larry P. case was again the focus at a meeting with attorneys from Fagen, Friedman and Fulfrost regarding violations found in Oakland and Berkeley by the state Department of Education. CASP was represented at the meeting by Region II Representative James Hiramoto, Former CASP President Brandon Gamble, CASP President Thomas Sopp, Legislative Committee Chair Doug Siembieda and Executive Director Heidi Holmblad. While the attorneys and representatives of the two school districts, other attorneys and lobbyists were interested in finding a way to allow school psychologists to test African American students for learning challenges, they soon came to an agreement with CDE regarding the school districts' violations.

However, CASP generated interest in the issue with CDE, attorneys with the School Boards Association and others. With the help of Lobbyists Laura Wasco and Jeff Frost, CASP Legislative Chair Doug Siembieda and former President Brandon Gamble were appointed to the advisory group for Significant Disproportionality in California.

President-Elect Pedro Olvera was appointed to the AB 2785 Work Group, which is charged with creating a California ELL Special Education Manual.

Pupil Services Coalition: Heidi Holmblad continued as chair of the Coalition for the 2016-17 school year. The coalition invited the Mental Health Services Oversight and Advisory Commission Executive Director and staff member to a PSC meeting to discuss school based mental health services. The MHSOAC also held a focus group at a PSC meeting to get a more in depth understanding of mental health services in the schools.

AB 2246 implementation: CASP current and former board members Susan Coats, Richard Lieberman and Stephen Brock offered comprehensive comments regarding the regulations for the new law, which mandates that all school districts have a Suicide Prevention Policy in place by August 2017.

Operation ACSA: Set up a meeting with Alicia Ausura, ACSA Educational Services Executive, to discuss potential partnerships with the administrator group. This meeting was attended by CASP Board members Thomas Sopp, president; Doug Siembieda, Legislative Chair; Susan Coats, Crisis and Mental Health Specialist; Barbara D'Incau, Advocacy and Leadership Chair, as well as lobbyist Jeff Frost and Executive Director Heidi Holmblad. From that meeting, Operation ACSA was formed. CASP Region Representatives contact ACSA regional presidents to discuss and offer potential workshops and information on how school psychologists can assist with LCAP goals. Still in its infancy, the program is expected to continue next year. Also, CASP Legislative Chair Doug Siembieda was appointed to ACSA's Student Services & Special Education Council.

Executive Director's Report and Fiscal Report

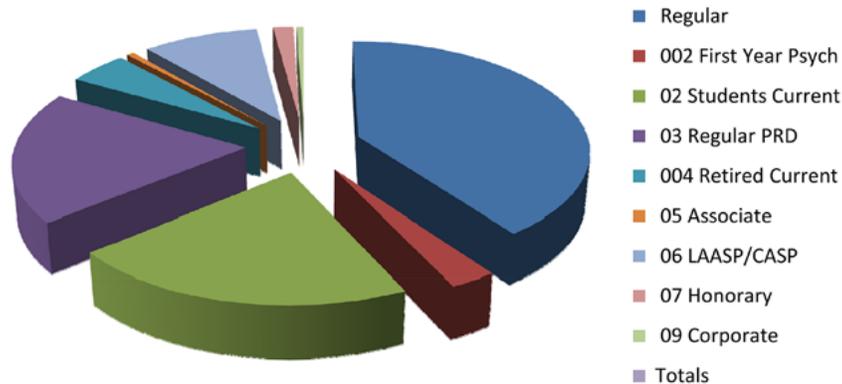


Executive Director Heidi Holmblad is completing her fourth year as Executive Director of CASP. Financially speaking, CASP remained in a holding pattern for much of the year, with an uptick in investments at the end.

CASP has continued its financial relationship with Wells Fargo Advisors and changed the slow-growth strategy to one slightly more aggressive – without changing the association's investment policy. This resulted in a doubling over last year of income from investments, with the fund now standing at \$110,000. CASP's annual budget for 2016-2017 was \$601,000. However, actual income was \$628,770, leaving CASP with net income of about \$45,000.

Membership:

The goal was 2,000 members and CASP is well on its way to reaching that figure. By October 2016, CASP had 1,800 members, mainly because that is the month in which the convention was held. Since moving to a year-round membership, CASP's membership numbers change monthly, depending on CASP events. Here are the 2016-2017 average totals for the membership categories:



Other CASP Accomplishments:

CASP Convention 2016. Strong presentations, fun networking opportunities and fundraising events are just some of what contributed to making CASP Fall Convention 2016 the most successful convention in seven years. The event held at Hyatt Regency Newport Beach brought in 1,035 attendees continuing its growth of attendees by 195 from 2015, and produced a net profit of \$215,500.

The Town Hall Meeting drew in its most attendees since the meetings began prior to the start of Spring Conference 2014. It explored methods that can be used to best solve trauma issues with guest panelists Dr. Pedro Noguera, Distinguished Professor of Education in the Graduate School of Education and Information Sciences at UCLA, and Dr. Regalena "Reggie" Melrose, psychologist and educational consultant. Moderated by California State University, Long Beach, Professor and former CASP President Dr. Brandon Gamble, the panel discussion with audience participation examined the role schools may in the issue.

After CASP President Tom Sopp's address, Convention kick-off day began with the General Session with keynote Dr. Noguera's keynote presentation provided a well-rounded background on the theme of the convention, "Advocacy and Intervention for Traumatized Youth." His inspiring presentation touched on the need to focus more on the strengths of



traumatized children saying that, “When we focus on the weaknesses we sometimes reinforce those weaknesses.” Dr. Noguera stressed the importance of centering in on the strengths of all students and getting them to a position where they can take control of their lives and be empowered, not just as learners, but as people.

The following day’s General Session featured keynote David G. Esquith, director of the U.S. Office of Safe and Healthy Students, described the challenges that school districts across the nation face in their efforts to improve school climate and safety. He delved into the issue of bullying, presenting data that showed it had gone down across the nation in the past three years, decreasing to 22 percent (one out of five kids) in the most recent statistics calculated in 2013. “It’s still a lot. But the fact that we made some improvement is encouraging. We assume that this has happened because there has been a lot of attention paid to bullying at the local, state and federal levels, and the collective efforts are paying off,” he said.

The featured workshops, mini-skills sessions, papers and posters were geared toward the best ways to understand and benefit traumatized youth the convention, Other activities included Casino Night with proceeds raised to fund the California School Psychology Foundation’s Paul Henkin and Cultural and Linguistic Diversity Scholarships. And CASP members joined on the last day of the Convention for an early morning 5k Fun Run/Walk through Newport Beach’s Back Bay to benefit the Political Action Committee.

Other activities included a special 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.

Spring Institute 2017. More than 300 attendees joined in beautiful Sonoma Wine Country for CASP Spring Institute 2017, “The Alphabet Soup of School Climate,” on March 23-25. Attendance was close to last year’s amount and there was a slight increase in revenue producing a net profit of \$56,250.

Workshops helped school psychology professionals promote positive school climates in their districts by exploring the current academic, political and community-based trends in the schooling and mental health experiences of African American students and their families; Assessment of Students with Co-Morbid Disorders and Multiple Eligibilities Under IDEIA and ADA; special education mental health; suicide prevention and more.

The Student Strand gave students the tools they’ll need to help them build credibility at their first job, find an internship, write reports and advocate for culturally and linguistically diverse learners.

Networking and relaxation opportunities were also well attended, such as the Job Fair, the Welcome Reception and Wine Tasting featuring wines by Enriquez Estates and luncheons with noted keynote speakers in the world of school psychology.

Spring Institute ’17 Day One included luncheon keynote speaker and founder/CEO of Seneca Family of Agencies Ken Berrick’s presentation which advocated the use of school psychologists as the coordinator of mental health services, which would include assistance from non-school agencies. The following day, National Association of School Psychologists (NASP) President Dr. Melissa L. Reeves addressed how school psychologists can help make a difference in the lives of students and teachers by taking “small steps.” Recent NASP updates and key initiatives were shared with the audience.

**THE
ALPHABET
SOUP
OF
SCHOOL
CLIMATE**

Election Results



Each year, CASP membership elects a President-Elect, the first step in a presidential cycle that spans three years. The President-Elect serves for one year and is charged with planning the Spring Institute and serving as Chair of the Personnel Committee, among other duties. The President-Elect becomes President of the Association the following year. In the third year, s/he serves as Past President. For the 2017-2018 term, **Dr. Brian Leung**, professor at Loyola Marymount University, was elected president-elect and will take office on July 1, 2017. On that date, **Dr. Pedro Olvera**, Director of Brandman University's School Psychology program, was to take the reins from Tom Sopp, Long Beach Unified School District school psychologist, as president. Sopp was to become past president.

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

In April 2017, the following Region Representatives were elected and were to take office on July 1:

Region I – **Deanna Fontanes Halliday**

Region III – **Melissa Wood**

Region V – **Reynaldo Vargas**

Region VII – **Gabriel Gutierrez**

Region IX – **Arpita Mandal**

2016 Awards



The **Sandra Goff Memorial Award**, awarded each year in recognition of distinguished service in the profession of school psychology in California, was presented to Chapman University School Counseling Graduate Program Coordinator at **Dr. Michael Hass** for his longtime dedication to, knowledge of, and compassion for the school psychology profession. His long list of accomplishments have inspired his students and colleagues alike; they all agree that Dr. Hass' unique combination of compassion, unconditional positive regard for others, sense of humor and gentleness have made him stand out from the rest. With a positive aura and attitude, Hass became a remarkable counselor and, after graduate school, continued to train and study to develop expertise by exploring and perfecting several different theoretical orientations.



CASP officially recognizes the outstanding work of school psychologists through the **Nadine M. Lambert Outstanding School Psychologist** award. Only practicing school psychologists providing direct services to students, teachers, parents, or community agencies are eligible for the OSP award. Recipients must also be CASP members. The Nadine Lambert Outstanding School Psychologist awardees for 2016 were:



CONTINUED

CASP ANNUAL REPORT | 2016-2017

Region I: **Annalise Puentes**, Windsor Unified School District

Region II: **Frank Worrell**, University of California, Berkeley

Region III: **Alissa Vasquez**, Fresno Unified School District

Region IV: **Mary Barry**, Los Angeles Unified School District

Region V: **Bridgette Meyers**, Long Beach Unified School District

Region VI: **Roger McCoy**, Riverside County SELPA

Region VII: **Rodrigo Enciso**, San Diego Unified School District

Region VIII: **Michelle Valdivieso**, Simi Valley Unified School District

Region IX: **Helen Fernandez**, La Habra City School District

Region X: **Manuel Penaloza**, Elk Grove Unified School District



The **Paul Henkin Convention Scholarship** is a monetary scholarship awarded by the California School Psychology Foundation to one school psychology student and one first-year school psychologist to attend the convention. The student award was given to **Shannan Listberger** of National University and the professional award to **LaShante Smith** of West Contra Costa Unified School District.



The **Michael Goodman Memorial Research Award** is given to promote research and the scientist-practitioner model in school psychology. **Jessieann Hibbard**, along with co-presenters **Sarah Babcock** and **Dr. Shane Jimerson** of University of California, Santa Barbara, received this prize for their independent research.



Cultural and Linguistic Diversity scholarships are presented by the California School Psychology Foundation to encourage and assist students with diverse backgrounds to become school psychologists. **Jennifer Manlimos** of Loyola Marymount University was the 2016 award recipient.

Region Reports



Region I – Ryan Pepin, Region Representative

Ryan Pepin reported that his goals for 2016-2017 were met, which were:

- To increase CASP membership among SCASP members.
- To increase volunteers and opportunities for SCASP members to get involved in Spring Institute in Santa Rosa.
- To foster excitement for the Region Rep position and identify motivated individuals for the SCASP board to nominate for next year.
- To help SCASP operations align with CASP vision and practices.
- To continue to check on the progress of a potential creation of a new affiliate in Humboldt.



Region II - James Hiramoto, Region Representative

Dr. James Hiramoto represents the Bay Area Association of School Psychologists (BAASP) affiliate. This year, his longtime work on making WebEx and Spark! available to Region II affiliates paid off, as they can now use the online websites to host their own meetings and workshops, free of charge, courtesy of a benefactor. If you are and a CASP affiliate in Region II or would like to start an affiliate in the region, and would like to use this meeting service for free, contact Dr. Hiramoto at casp.region.ii@gmail.com and he will set up the meeting time for you. If you are unfamiliar with how WebEx works, YouTube has a host of tutorials as does WebEx itself (Spark is integrated into WebEx). Bay Area Association of School Psychologists has the new webpage, www.baaschoolpsychology.wixsite.com/website.



Region III - Amy Balmanno, Region Representative

Amy Balmanno, a school psychologist in the Central Unified School District, reported that Region III has seen steady membership this year. The three affiliates are viable and continue to grow thanks to strong leadership. Efforts to garner interest in establishment of a Tulare County Affiliate were unsuccessful.

The Kern Association of School Psychologists (KASP) held several workshops and social events this year. They have also seen steady membership. Sarah Rodriguez, President, has relocated to a new region. Melissa Wood will serve as the 2017-2018 KASP President. Melissa was also recently elected to the position of CASP Region III Representative.

The Central Valley Affiliate (CVA-CASP) saw an increase in membership. Activities included workshops held in September, January, and March, and social events in September, November, and May. Two newsletters were published. The executive board of CVA-CASP has

CONTINUED

worked hard this year to provide meaningful professional development activities that offer NASP- and BBS-approved continuing education units (CEUs). The 2017-2018 President of CVA-CASP will be Deeds Gill.

The Stanislaus County Association of School Psychologists (SCASP) has made significant advancements in their revitalization efforts this year thanks to the leadership of President Nel Romo. Nel has been reaching out to districts and SELPAs in the County to bring NASP- and BBS-approved CEUs to area trainings. The Board has been hard at work arranging its schedule of presenters for the 2017-2018 year. SCASP hosted a workshop on language assessments and how to use the WMLS-III, WJ-IV oral (Spanish), and the BVAT effectively and collaboratively, followed by a social event. Plans are underway for the 2017-18 year.



Region IV – Jeannine Topalian, Region Representative

The affiliate, which encompasses the Los Angeles Unified School District, had a slight increase in membership and continued to work on increasing numbers. LAASP held its end of the year Outstanding School Psychologist (OSP) Awards and Retiree Luncheon in May 2017 and in 2016 hosted workshops on LEP preparation, Building Social Learning through Humor and, “Thinking about your Thinking (Metacognition)” with Christine Toleson (who retired this year and was a prior president of CASP and LAASP), and a roundtable discussion for those who are thinking about obtaining a doctorate degree. The affiliate welcomed new President Aimee Garcia Fuentes and President-Elect Lilia Roddis and the OSP winners for 2016-2017 are: Cindy Lawless – Northeast; Sofia Klotzman – Northwest; Haydee Ramos – East; Ely Rodriguez – South; Maria Elena Esqueda – Central.



Region V – Jackie Allen, Region Representative

Dr. Jackie Allen is Associate Professor in School Psychology at University of LaVerne, reports that affiliates Foothill Association of School Psychologists and the Greater Long Beach Association of School Psychologists continue to hold workshops and board meetings and plan for fall events. CASP President Tom Sopp and Mental Health Representative Dr. Susan Coats, CASP’s Crisis and Mental Health Specialist, visited the University of La Verne Spring School Psychology Symposium in April and made keynote presentations.



Region VI – Ali Duerks, Region Representative

Ali Duerks spent her first term as Region VI Representative actively working on restarting her region’s affiliate the Riverside Association of School Psychologists. A small number of school psychologists in the area are assisting with networking and recruiting to have the affiliate up and working by the next school year. The affiliate is in the process of setting up a new Board and having more of an active online presence.



Region VII – Gabriel Gutierrez, Region Representative

Region VII representative Gabriel Gutierrez reports that the San Diego Association of School Psychologists' (SANDCASP) membership is larger than it has been in many years with 335 members. SANDCASP saw a surge in membership with a PSW Town Hall in May 2016 and carried over to this year. In August, SANDCASP collaborated with San Diego USD to offer its members a free BRIEF-2 training. SANDCASP also collaborated with Institute on Violence, Abuse and Trauma (IVAT) to offer discounts to its annual conference. Alliant University and Brandman University began partnerships with SANDCASP to offer its members tuition discounts to further their education. In the fall and winter SANDCASP offered a dyslexia workshop with Dr. Cathi Christo, and a second dyslexia training of the year presented by Dr. Nancy Mather; both of which were sold out.

San Diego Unified School District and SANDCASP worked together to offer SANDCASP members a free training with Dr. Brandon Gamble on PSW and African American Assessments. SANDCASP offered a 2nd social event with North County school psychologists at the Pizza Port in Carlsbad. In December, a PSW Mini-Conference was held as a follow up to the PSW Town Hall with Jenny Ponzuric, Attorney Melissa Hatch, and Beth Varner. SANDCASP members were also offered a discount to attend a convention on Eating Disorders through the Renfrew Center. In January, the affiliate welcomed Dr. Stephen Brock and NASP President Dr. Melissa Reeves, who covered Emotional Disturbance assessments, DSM-V, and Cognitive Behavioral Techniques. SANDCASP held its first annual Job Fair with 15 school districts/hiring agencies and welcomed Carl Corbin who covered Hot Legal Issues.

For School Psychology Awareness Week (SPAW) Nov. 14-18, 2016, SANDCASP held its 2nd Annual SPAW Challenge where winner Shawn Dee Hartless of San Diego Unified School District focused on the NASP theme of "Small Steps Change Lives." Her program focused on goal setting for students, with assistance from teachers on strategies to reach those goals. At the end of the few weeks, Power Awards were given by the principal to the students who were observed using their strategies to reach their goal.



Region VIII – Lillian Hernandez, Region Representative

Lillian is a bilingual school psychologist at El Rio School District in Ventura County, where the affiliate VCASP had another successful year. Five workshops were held, including legal updates, dyslexia (with presenter & fellow CASP member Catherine Christo), mental health assessments, and Patterns of Strengths & Weaknesses (with presenter & fellow CASP member Jenny Ponzuric). Elections were held in May at the last workshop of the year and the first workshop of the 2017-2018 schoolyear will be held September.



Region IX - Arpita Mandal, Region Representative

Arpita Mandal is a school psychologist at El Rancho Charter School in Orange Unified School District. The Orange County Association of School Psychologists (OCASP) had another successful year thanks to its dedicated board of directors, members and CASP. OCASP began the school year with a workshop in September training school psychologists and education specialists on the Woodcock-Johnson IV. In October, the affiliate supported CASP and assisted in putting on the highly attended annual fall convention in Newport Beach. OCASP held a movie screening of "Paper Tigers" in November to highlight the conversation on utilizing a schoolwide trauma-informed approach. And for its annual winter workshop, the affiliate hosted a student-focused workshop on getting a job as a school psychologist and maneuvering through the first year. In April, OCASP collaborated with Greater Long Beach Association of School Psychologists (GLBASP) and the SoCal Diagnostic Center to present on mental health disorders in schools. OCASP looks forward to continuing to provide valued professional development opportunities for school psychologists in Orange County and surrounding areas this school year.



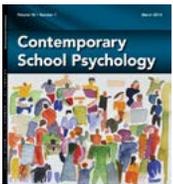
Region X - Maureen Schroeder, Region Representative

Region X Representative Maureen Schroeder is a school psychologist at Elk Grove Unified School District. The Elk Grove Region Association of School Psychologists has several workshops lined up for members for the coming school year. Delta Area Association of School Psychologists (DAASP) is in the process of looking for Affiliate President. Vice President Kim Robinson has been working tirelessly to keep the affiliate up and running; she also has been connecting with local districts to work together for workshops.

Committee and Specialist Reports



CASP Today. Dr. Brian Leung, Professor and Program Director of Loyola Marymount University School Psychology Program, continued as Research Chair and Editor of *CASP Today*, the quarterly newsletter of our Association. Christine Toleson became the editor of *CASP Today* this year. The newsletter is available online as well as mailed to all members in print version. Archived editions are available in the Members area of the CASP website, www.casponline.org.



Contemporary School Psychology. Dr. Michael Hass continues as the editor for CASP's journal, which is published by Springer Publications, published 37 articles in 2016; 27 of them were original research and the remainder were essays, reviews or case studies. Four issues of the journal are published annually and articles are placed online by Springer as they become ready for publication. CASP members have free access to the journal through the Members Area of the CASP website.



The journal currently has more than a year's worth of backlogged articles that were accepted but not yet published. Given the success of the journal its page budget was increased for 2017 so that more articles will be published per issue. In addition, there are four special issues in the works, which are: School-Based Approaches to Cultivating Mindfulness, School-Based Threat Assessment, Evidence-Based Assessment in School Psychology, and School Psychologists and the Opportunities and Challenges of Serving Dual- and English-Language Learners.

Membership Committee – Rodrigo Enciso and Barbara Lewis Mill, Co-chairs



Rodrigo Enciso formed a Membership Committee that made use of the many opportunities to be creative in the analysis and execution of CASP President Tom Sopp's strategic plan. Committee members are Ponzuric, Kristin Makena, Armando Fernandez and Christine Toleson. Jenny Ponzuric led the development of a yearlong competition between CASP's board members to make at least two contact presentations with school psychologist groups. The committee created a member benefit/services survey to measure desired membership benefits. Possible collaboration with the Nevada Association of School Psychologists school psychology regarding prospects of dual-membership was explored. Other efforts included increasing in student membership by automatically adding those who registered for Spring Institute 2017. Overall, there was a slight increase in membership this fiscal year. Refer to membership breakdown for detailed updates on membership information.



Legislative Committee – Doug Siembieda, Chair



CASP worked with other education groups to amend two bills that would have added reporting requirements for mental health services schools may provide using Medi-Cal funds. CASP also endorsed a bill that would set up an office within CDE on mental health funding. This bill, plus another that sets a deadline for translation services and others that have to do with Medi-Cal funding for psychological services are now two-year bills, meaning they will not be decided until the 2017-2018 fiscal year. CASP also made sure school psychologists were represented on the CDE Dyslexia Guidelines Work Group, the Student Mental Health Services PolicyWork Group and in the formation of the AB 2246 Suicide Prevention Model Policy. This is in addition to closely monitoring the School Climate policies of the Local Control Accountability Plan, under review by the State Board of Education.

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Professional Standards/Employment Relations – Barbara Thomas, Chair



Barbara Thomas, past CASP President and retired school psychologist from Fresno, responded to member questions on legal, ethical and practice issues throughout the school year. As Professional Standards Chair, she worked on teleassessments to provide the Assessment Chair background information for a potential policy paper on the subject. She is currently working on coordinating the Q&A documents.

Crisis Intervention and Mental Health Specialist – Susan Coats, PhD, Specialist



Dr. Susan Coats submitted the following 2016-2017 highlights as CASP chair on Mental Health and Crisis Consultation:

- Became 2016-17 NAMI'S "On Campus High School Club Advisor"; first in East San Gabriel Valley.
- Two articles published in CASP Today, which were: "Book Review: Psychology in the Cyber Age" and "Ideas for Mental Health Awareness: Start a NAMI Club on Campus."
- Received 2016 U.S. Congressional recognition by NAMI for On Campus High School Club by Congresswoman Grace Napolitano.
- Represented CASP at the Superintendent of Public Instruction, Torlakson's Student Mental Health Policy Workgroup quarterly meetings in Sacramento.
- Conducted a Loyola Marymount University Graduate School Psychology presentation.
- Was keynote luncheon speaker at School Psychology Symposium at La Verne University.
- Presented CASP Spring Institute 2016 Workshop: Suicide Prevention and AB2246.
- 2017 Each Mind Matters Grant Award
- 2017 NAMI California Grant Award
- Youth Mental Health First Aide trainings for 11-12th graders, first in California
- Attended 2nd Annual Breaking Barriers Symposium in Sacramento.
- 2017 Advocate of the Year Award, California Mental Health Advocates for Children and Youth, Asilomar.
- 2017 Azusa Pacific University Mental Health Panelist
- 2017 Mental Health Services Oversight and Accountability Commission (MHSOAC) Meeting, Riverside.

Alumni Club – Lynne Aung



The CASP Alumni Club was founded in 2014 to encourage active CASP retirees and other interested CASP members to maintain professional contact with CASP, to support the Vision and Mission of the School Psychology Foundation, and to provide an additional revenue source for political action campaigns. The Alumni Club currently has 39 members.

Alumni Club members' opinions are solicited on major legislative issues that affect school psychologists and your influence is being seen. This year, Alumni Club members continued to donate their time to the "What School Psychologists Do" program, in which they visited university classes to spread the word about the need for school psychologists. All presenters said that they had very positive outcomes from their appearances, which encourage us to continue and expand the program. The club held a reception at CASP Convention 2016 to socialize, renew memberships and entice new club members.

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Leadership and Advocacy



In August 2016, President Tom Sopp created a new specialist position: Leadership and Advocacy, and appointed Barbara D'Incau as specialist. Among other tasks, the position was created to:

1. This specialist position will align with NASP's Domain # 5: School-Wide Practices to Promote Learning.
2. To create a bottom-up advocacy base of knowledge for school psychologists, with a focus on is grass roots advocacy.

Tasks included:

1. Revisit the LCFF toolkit and provide added training for school psychologists, to include: a) How to advocate for LCFF funding to meet student's needs and increase psych service time; and b) Describe and advocate for how school psychologist can contribute to creating and maintaining a positive school climate.
2. Give a presentation to the California State Principal's Association (CSPA) on the role of the school psychologist in the LCFF's positive school climate.

During 2016-2017, the following Action Items were completed:

- Barbara D'Incau represented CASP at a California Dept. of Education State Board of Education meeting in September 2016 to address the Local Control and Accountability Plan (LCAP) Priority 6: School Climate. She outlined the unique skills school psychologists possess that support positive and safe school climates and student achievement. She advocated for school psychologists to be represented in addition to parent and student voices on the School Climate Task Force. Barbara was appointed by SBE to the School Climate Task Force.
- Met with Jean Ramage, CASP Past President and retired School Psychology Trainer who worked to revive School Psychology Educators Committee (SPEC). A SPEC meeting was held at the Spring Institute with Jean as Chair.
- Conducted a web-based survey of student school psychologists and interns. Presented the results at the Spring Institute in a workshop for students, entitled "What to Look for in an Internship - Besides Money."
- Advised and responded to legislation items such as ESSA, LCAP, and mental health services for students.
- Communicated with Beth Laurie, who as Student Representative Specialist continues to meet with students at the Convention and Spring Institute to hear concerns and address issues.
- Researched and archived NASP tools including a proposed evaluation rubric for School Psychologist that reflects the work school psychologists actually do. See: Kelly, S.R. (2016, October). Developing a More Relevant Evaluation Rubric. *Communique*, 45 (2).
- Coordinated activities with the School Psychology Foundation.

Barbara is preparing a toolkit and workshop to share at a future convention that will include outreach to school psychologists and local directors, encouraging them to support and attend CASP conventions.

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CASP School Psychology Foundation

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

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

The CSP Foundation completed several important actions during 2016-2017:

- In conjunction with the CASP Board, the Foundation sponsored Casino Night at the Convention 2016. Income from Casino Night ticket sales/donations was approximately \$1,000. However, the cost to host the event was \$2,000. This cost was borne by the association. The proceeds were split with 40% going to the Paul Henkin Scholarship fund and 60 percent to the Cultural and Linguistic Diversity (CLD) Scholarship fund.
- The Foundation funded two Mini Grants. Once the grant projects were completed, winners made presentations at the Convention and prepared articles detailing their projects for *CASP Today*. The Board developed a rubric for scoring applications, which will be used in the future. Applicants will receive information about their scores and reader comments.
- Reviewed the Foundation's strategic commitment to take a leading role in marketing the profession of school psychology in California. The Board discussed creating infomercials and testimonials of what school psychologists do. These infomercials would initially be directed at school administrators and school boards, but could also be used to inform parents, as well as recruit students to the profession.
- The Board plans to meet at the 2017 Convention to discuss marketing strategies.
- The Board also discussed holding a strategic planning retreat to identify ways to raise funds to support scholarships and projects, secure grants to promote the profession, and increase visibility of the Foundation's work.
- The Foundation changed the due dates for the Paul Henkin and CLD Scholarship applications to April 1 so that scholarships can be awarded at the Convention each year.

CSP Foundation Board Members for the 2016-2017 year were: Barbara D'Incau, president; public members Stella Roqueblave, Diana Fannon, Armando Fernandez and Kimberley Robinson; CASP Board members Thomas Sopp, Pedro Olvera and Troy X. Leonard. Heidi Holmblad is a member and treasurer of the Foundation.



CASP Board of Directors 2016-2017

Elected Board Members

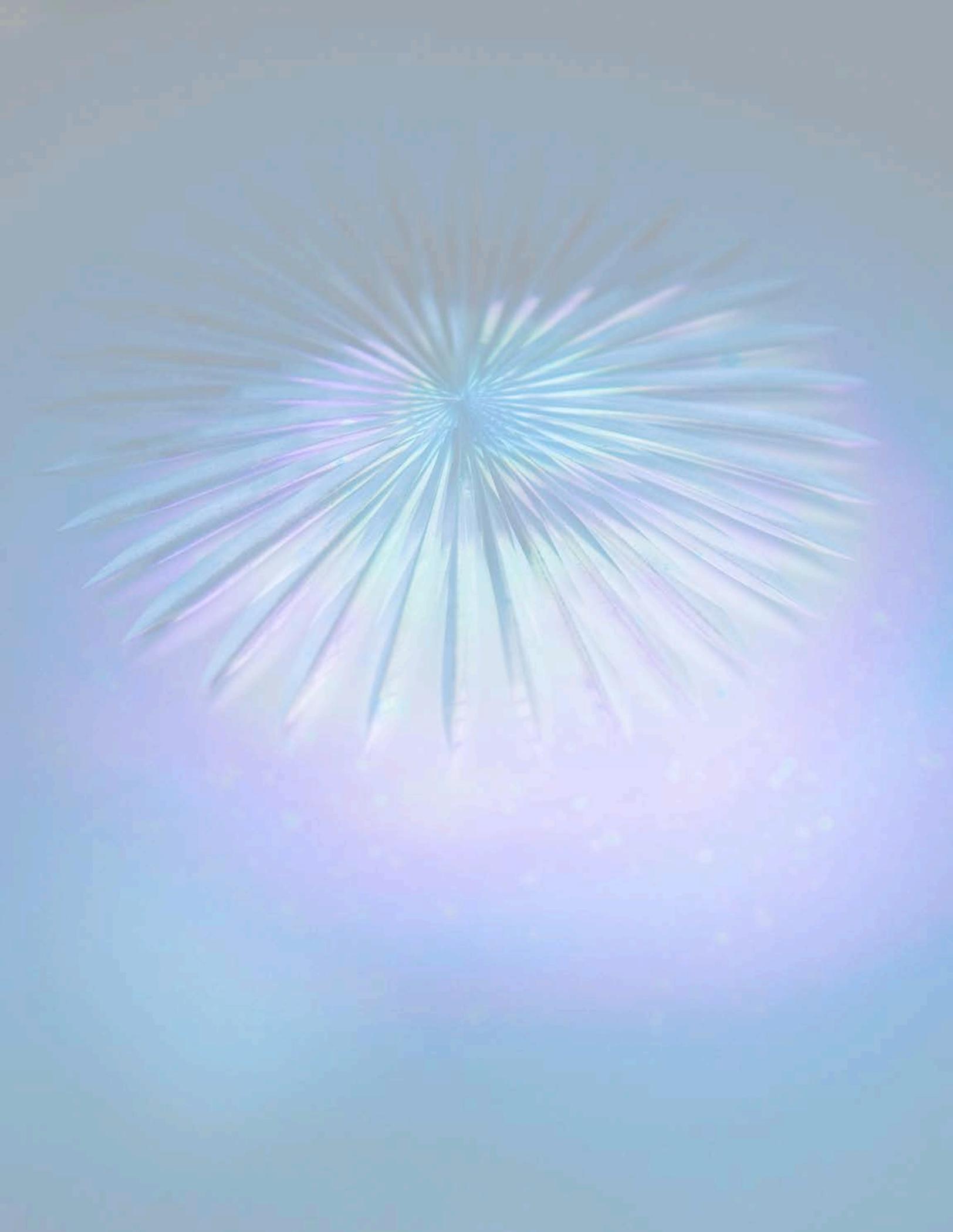
President: Thomas Sopp
Past President: Troy Xavier Leonard
President-Elect: Pedro Olvera
Secretary/Treasurer: Seble Gebremedhin
Affiliate Representative: Sarah Rodriguez
Region I: Ryan Pepin
Region II: James Hiramoto
Region III: Amy Balmanno
Region IV: Jeannine Topalian
Region V: Jackie Allen
Region VI: Glenn Schumacher/Ali Duerks
Region III: Lillian Hernandez
Region IX: Arpita Mandal
Region X: Maureen Schroeder

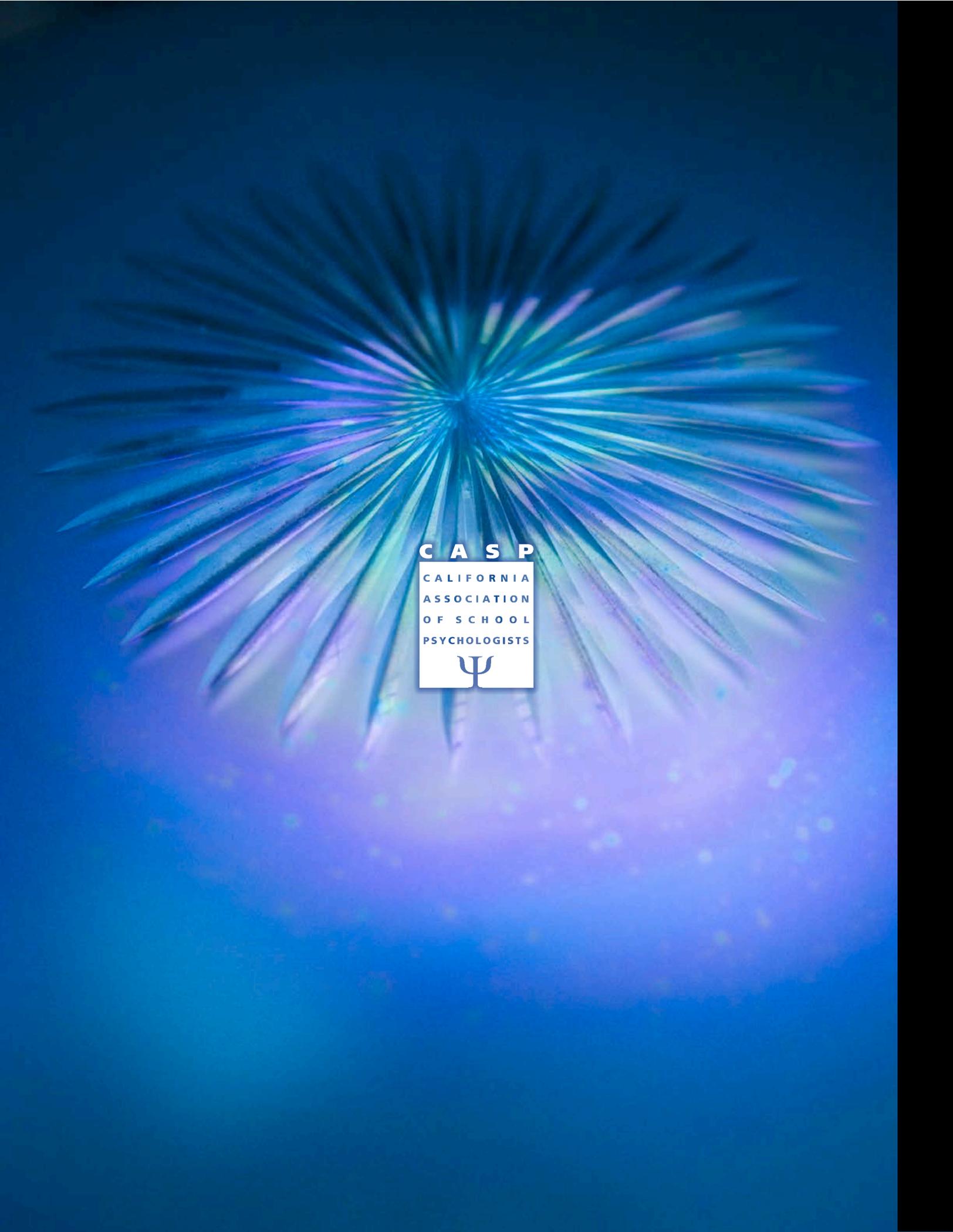
CASP Staff 2016-2017

Heidi Holmblad, Executive Director
EJ Reyna, Member Services
Josh Johnson, Technology Specialist
and Webmaster
Raina LeGarreta, Communications Specialist
Kathy Little, Member Services Assistant

Chairs / Specialists

Convention 2016 Co-Chair: Jana Baker
Convention 2016 Co-Chair: Jenna Wood
PAC Chair: Cathi Christo
CSP Journal Editor: Michael Hass
Publications and Research Chair:
Brian Leung
LEP Specialist: Chris Jones
Legislative Chair: Doug Siembieda
Student Leadership Council Advisor:
Beth Laurie
Student Leadership Council Representative:
Lea Schlags
Mental Health and Crisis Consultation Chair:
Susan Coats
Advocacy/Leadership Chair: Barbara D'Incau
Cultural and Linguistic Diversity Chair:
Beverly Williams
Membership Chair: Rodrigo Enciso
Ethics Specialist: Larisa Crookston
Historian: Glenn Schumacher
Assessment Specialist: Jenny Ponzuric
Professional Standards Specialist:
Barbara Thomas
Preschool Specialist: Deni Camit
Charter Schools Specialist: Catherine Ogden
CASP Alumni Coordinator: Lynne Aung
CA NASP Delegate: Maureen Schroeder
SELPA Liaison: Benay Loftus
CTA Liaison: Josie Malik
Corporate Liaison: Ellen Murphy
SPEC Liaison: Jean Ramage





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