

CASP TODAY



CASP Corporate Members:



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CASP Spring Institute 2016: Helping to “Connect the Dots to Support the Whole Child” on March 31–April 2

By Raina LeGarreta, CASP Communications Specialist

How can you tell if a child has special needs? How can you help students with those needs achieve success and feel good about themselves?

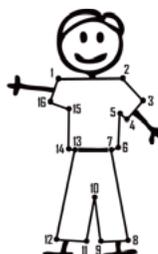
The “whole child” approach answers these questions by focusing on implementing programs that center on knowing the complete child; taking into account his/her past experiences as well as social, academic and moral environments as factors in shaping assessments.

Spring Institute 2016: Connecting the Dots to Support the Whole Child taking place at the Hyatt Regency-Monterey, March 31–April 2, will teach you how to facilitate the approach via its variety of workshops that will delve into interventions you can use immediately to understand the whole child. Students will have the chance to learn about issues that concern them at the Student Strand workshops.

The following are just a few of the presentations offered Thursday and Friday at CASP Spring Institute 2016:

- Jenny Ponzuric, on the Patterns, Strengths & Weaknesses (PSW) Model
- Milton Dehn, on the PSW Model
- Scott Schwartz, on Manifest Determination
- Nancy Mather, presenting Dyslexia and the WJ IV
- NASP President Todd Savage, on helping transgendered students succeed

Connecting the Dots -TO SUPPORT THE- Whole Child



CASP SPRING INSTITUTE 2016

And be sure to stick around for Super Saturday, April 2 featuring back-to-back workshops presented by some of the profession’s most prominent experts including the following.

- Sam Goldstein assessment of functional impairment and a second workshop on understanding, assessing and treating ASD

continued on page 2

Spring Institute

continued from page 1

- Steven Feifer, introducing his newest neuropsychological assessment, the FAR
- Steven Guy, executive function assessment and intervention and the BRIEF
- Dori Barnett, on MTSS and PBIS
- Milton Dehn returns with Executive Functions Assessment and Interventions
- Carl Corbin and Beth Laurie, on Law & Ethics
- Beth Varner on bridging assessment and interventions with the WJ IV
- Melissa Holland, Social Emotional Counseling Interventions

"We purposely repeated some of the topics of the workshops so attendees could choose not only which day and time for a workshop, but how intensive the workshop may be and the point of view," said Heidi Holmblad, CASP's executive director. "For example, if you can't attend Thursday's six-

hour workshop on PSW by Jenny Jones, you may be able to attend Milton Dehn's PSW workshop on Friday."

Spring Institute will also include a Job Fair from 12:30 p.m. - 3 p.m. Thursday as part of the Student Strand. A welcome reception will be held from 5:00 p.m. - 6:00 p.m., also on Thursday. Friday's program will include NASP President Todd Savage as the guest luncheon speaker at noon. There will be plenty of networking opportunities each day during lunch hours and daylong registration includes lunch each day - all happening in the beautiful coastal town of Monterey; a world-renown golf destination that is full of scenic drives ranging from the legendary to the little-known.

Book your room now for Spring Institute 2016

Hyatt Regency Monterey Hotel & Spa on Del Monte Golf Course is located near the [Monterey Regional Airport](#), where you will find plenty of attractions and entertaining things to do including Pebble Beach Company's championship Del Monte Golf

Course. Rates are \$160/night, single and double. Internet in guest rooms is an additional \$5/day. The hotel offers valet parking and abundant self-parking for guests. To receive this special rate, book your room by March 7 by clicking here: [CASP Spring Institute](#).

View the full Spring Institute 2016 program and register for the event at: <http://event.casponline.org>. Discounted early registration rates are available until March 7.



Connecting
the Dots
-TO SUPPORT THE-
Whole Child
CASP SPRING INSTITUTE 2016

March 31–April 2, 2016
Hyatt Regency Monterey

Nominate now for the 2016–2017 CASP Board of Directors

Been a CASP member for a number of years and think you can make suggestions on how to make your professional association better? New to the profession and want to be more involved? You can do so by running for a seat on the CASP Board of Directors.

Nominations are now open for the 2016-2017 Board of Directors. Candidates are needed to fill the offices of president-elect, secretary-treasurer and all of the even-numbered region representatives, which are: Region II, Region IV, Region VI, Region VIII, and Region X.

Only regular members in good standing may nominate or run for office. When making a nomination for CASP office, please keep the following guidelines and expectations in mind:

1. Only members in good standing who have served as (a) a CASP Board of Directors committee chair or specialist, (b) the president of a chartered CASP Affiliate, or (c) a Region Representative are eligible to run for President-Elect.
2. Any member in good standing can run for Region Representative. However, they must work in the region they represent.
3. Board member terms begin on **July 1, 2016**.
4. The term for President-elect is one-year, and is then followed by a year as President and another year as Past-president. As President, this individual appoints committee chairs and specialists to the Board of Directors, facilitates the establishment of board policy, and serves as chairperson for all Board meetings.
5. The term for secretary-treasurer is two years. This person reports on the association's finances and works with the executive director on keeping the budget balanced.
6. The term for Region Representatives is two years, with a four-year term limit. The Region Representatives represent CASP members in their geographical region. This is the first person a CASP member should contact whenever they have an issue or question for the Board of Directors. It is the Region Representatives' responsibility to inform members in their region (especially local affiliates) about the actions of the CASP Board of Directors.

7. All elected Board members will be expected to attend five Board meetings each year. Up to two meetings will be held by teleconference; the others will be held at different locations throughout the state. The meetings are typically held in August, October or November (at the annual convention), January, June and during the Spring Institute in March.

If you would like to nominate a colleague for CASP office, please first obtain his or her permission and then complete the nomination form found on the CASP website at www.casponline.org or by [clicking here](#).

The nomination deadline is March 3, 2016. Nominations received after this date will not appear on the ballot.

Voting instructions will be emailed to all regular CASP members in good standing the first week of March. Voters will have until **March 26** to vote online. The election results will be announced in the Spring 2016 issue of *CASP Today*.

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ALWAYS LEARNING

PEARSON

Demographics and Roles of California School Psychologists

By **Paneet Badhesha Bath** and **Marilyn Wilson**
 California State University, Fresno

School psychologists across the nation are frequently surveyed to see how the field is evolving in terms of roles and demographics. As the field attempts to diversify and provide an expanded services model, studies that assess demographics, roles, and job satisfaction of school psychologists can provide information on these characteristics. In this study, California school psychologists were surveyed in order to examine their characteristics at the state level. California has the second highest number of school psychologists in the nation according to Charvat (2005), the highest number of students in the nation (United States Department of Education, 2010) and one of the most culturally and linguistically diverse student populations. But limited data are available on the demographics and roles of California school psychologists.

School psychologists historically have spent the majority of their time in special education-related activities including administering tests, interviewing teachers and parents, observing the student in the classroom, analyzing eligibility for services, writing reports, and attending multidisciplinary team meetings. Although this refer-test-place model has been in place since 1976, the field of school psychology is moving toward an expanded service model, which involves more emphasis on activities such as intervention, consultation, prevention, and research. Many school psychologists aspire to change their roles, but this shift has not been occurring uniformly or quickly (Fagan, 2014; Ysseldyke & Reschly, 2014). Analyses were conducted to see if the field

is changing in California. Are we becoming more diverse in terms of ethnicity or roles? Are those newer to practice engaging in more intervention and less assessment?

Methodology: A sample of 172 California school psychologists was collected through the California Association of School Psychologists' (CASP) website, CASP regional affiliate members, a few districts across the state, and one school psychology graduate program's alumni. Demographics, roles, and job satisfaction of school psychologists were measured via a survey administered via Survey Monkey. The roles section was based on Reschly and Wilson's (1995) survey and indicated the number of current and preferred hours spent in each role per week. The sample was divided by experience (less than 10 years versus more experience) to examine if the profession is changing.

Results and Discussion

Experience and Age. The results showed an average of 10.4 years of experience. The sample was divided for analyses by experience; there were 86 participants in each group. Those with less experience had an average of 4.57 years (SD = 2.63) with an average age of 32.67 (SD = 6.7). The more experienced group averaged 16.28 years (SD = 5.60) and a mean age of 46.45 (SD = 8.03). Overall the mean age of 39.6 years for this sample of California school psychologists was about eight years lower than the national mean found by Curtis, Castillo, and Gelley (2012) in a national survey of school psychologists.

Gender, race and ethnicity. In the present study, 85.5% of respondents for both groups were female; this is consistent with national data. In regard to race and ethnicity, 68.6% of California school psychologists identified themselves as Caucasian, 18.6% Hispanic, 5.2% Asian/Pacific

Islander, 1.2% African-American, and 6.4% Other. This sample reflects more diversity compared to national data; Curtis et al. (2012) reported 91% Caucasians and 3.4% Hispanic. However, there were no statistically significant differences in ethnicity by years of experience in the current sample, indicating we are not yet recruiting enough Hispanic, African-American, and Asian American practitioners to match the students we serve in California.

Preparation level, national certification, and professional membership. In terms of preparation level, 64% of school psychologists reported having a master's degree and 28.5% a specialist degree. This did vary by experience, with more of those with less than 10 years of experience having a specialist degree (40.7% versus 16.3%) and the converse for the master's degree (53.5% of those with less experience versus 74.4% of the more experienced group), $\chi^2=12.64, p=.002$. This is congruent with increased professional training standards over the years (Rossen & von der Embse, 2014). Only 7.6% of the current sample had a doctoral degree in contrast to 17% of the most recent national survey data (Curtis et al., 2012). Nationally, the number of students enrolled in doctoral programs has increased 20% since 2010 reflecting the demand for increased training. There are a small number of doctoral programs in school psychology in California that may account for the lower percent of doctoral practitioners and could predict a decrease in California practitioners holding a doctoral degree in the future.

Of the respondents, about 40% reported holding a Nationally Certified School Psychologist (NCSP) certificate; the newer group was more likely to have the NCSP (53.5% versus 26.7%) $\chi^2=12.80, p=.001$. The NCSP has recently been formally recognized by the National Register of Health Service Providers. This endorses the rigorous criteria for the NCSP and the value of school psychologists as providers of mental and behavioral health services (National Association of School Psychologists, 2015). Almost 30% of the respondents reported having no membership in national or state associations of school psychologists. One-quarter reported being members of both national and state associations. Approximately one-quarter reported belonging only to CASP and one-fifth reported belonging only to NASP. Membership in

TABLE 1 | Percentage of Time Spent in Each Role Per Week (Current and Preferred) by Experience

Role	Less than 10 Yrs Experience		More than 10 Yrs Experience		Total CA Data	
	Current %	Preferred %	Current %	Preferred %	Current %	Preferred %
Psychoeducational assessment	38.1	23.7	45.4	25.4	42.7	24.5
Intervention	21.9	30.1	20.4	31.2	21.2	30.7
Problem-solving consultation	22.6	23.2	22.6	24.3	22.6	23.8
Systems consultation	12.2	13.7	8.5	11.9	10.4	12.8
Research	5.2	9.2	3.1	7.2	4.2	8.3

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School Psychology: Our role as advocates for our profession

By **Armando Fernandez MS, L.E.**

Elk Grove Regional Association of School Psychologists President

When I was in the school psychology program at California State University, Sacramento many years ago in a galaxy far, far away, one of the biggest misconceptions I heard from people when I spoke to them about my new profession was that we were “testers” who qualified kids for special ed - and these were educators!

Well that certainly was not the case back then, and now in the era of Educational Related Mental Health Services, Local Control Accountability Plans, and Positive Behavior Intervention and Supports it could not be even more further from the truth. However, it is really up to us, the psychologists who work in the field, to promote and enlighten on the actual roles we play in schools today.

For my first nine years as a school psychologist I worked in a relatively small district in which there were five of us. In that entire time we were never really involved in any major decisions relating to how we worked as psychologists in the district. We were part of the teachers bargaining unit and our issues usually were not at the forefront of any negotiations. While I was there the highest level of administrative contacts I ever made was with my site principals. That experience really changed when I came to work for the Elk Grove Unified School District (EGUSD) in August 2000.

I was hired at a time of huge growth for the district; when multiple school sites were opening almost every year. I became part of a much larger psychologist staff that was home to nearly 30 psychologists at the time. Besides the size, one of the biggest differences I noticed immediately was that EGUSD school psychologists were part of their own bargaining unit; the Psychologists Social Workers Association (PSWA). We held regular meetings as a unit and I felt much more involved and knowledgeable about the aspects that came out of the negotiations that would directly impact my job in the district.

Some of the things that I noticed immediately were that I had my own test budget, which I could use each year to order protocols or tests that I wished to use. At the time, I also had a conference budget that I could use to attend workshops. And at EGUSD, if a psychologist has an advanced credential like an LEP, NCSP, or PhD, they receive an

additional stipend on their base salary. And finally, having a private office with a phone and file cabinet at each school site is written directly into our contract. I was told that all of this was due to the work that the psychologists who had come before me gained through negotiations over the years.

Another thing that I noticed at my district was that I actually meet, interact with and get to know most of the top administrators there, including the district superintendent. This is because PSWA has lunch meetings twice a year with the superintendent, and meets at least once a year with all of the top cabinet level administrators, including elementary, secondary, human resources, and budget directors. These are informal lunches that any psychologist can attend. These PSWA lunch meetings have no formal agendas but rather are geared more toward just educating each other about things happening in each other's world.

When I asked a senior psychologist who was on the PSWA board at the time how these lunches originated and what their purpose was he told me that they believed that during tough times it might be more difficult to give pink slips to people you actually know and have met with face to face. For me, this certainly has played out over the years. During the last recession the district did not lay off one psychologist position. I know that having these lunches were not the only reason for that, but I am sure it certainly did not hurt that PSWA established relationships with top district administrators in a less stressful environment. They know who we are and what we do for the students, staff and parents in our district.

I am now going on 15 years in this district; with the last seven spent as the lead psychologist, and we as a group have continued to find ways to enhance district relationships and educate the educational community about the role school psychologists play in the district. With the introduction of the LCFF, we have provided information to the district about our roles in providing services to key target populations. In developing the district Local Control Accountability Plan (LCAP) last year, EGUSD decided to introduce a new mission statement, with goals for addressing the new funding formula.

During that same time we also took that

opportunity to develop our own vision and mission statement mirroring our district's 4E model of “Every Student Learning in Every Classroom in Every Subject Everyday.” We used the NASP school psychology standards as a foundation for how we would target our goal; we worked with the district to develop our own unique staff logo, which we have attached to our e-mail signatures. To increase our visibility we've put our logo on polo shirts that will be distributed to all 53 of our psychologists and 4 interns, and we plan on having staff wear their shirts on selected Fridays throughout the school year.

In addition, for School Psychology Awareness Week last November, we made a presentation to our school board introducing our mission statement and goal development. Our staff was there with their shirts on and at the end our presentation we gave school board member a laminated copy of our mission statement and a water bottle with our staff logo printed on it. This is all in an effort to educate them on how school psychologists can play key roles in the implementation of district LCAP goals.

Another important decision that we made last year was to become more involved in a broader statewide level. One of the first things we did was make a decision to use the LEA billing incentive money our group gets each year to purchase CASP memberships for all of our staff psychologists. In this way, we are supporting the one major organization that supports and promotes issues that are of great importance to the roles we play as school psychologists at the site level. The second thing we did was create a regional CASP affiliate based out of Elk Grove. Thus the Elk Grove Regional Association of School Psychologists (EGRASP) was born.

Creating this affiliate has also been a great way to provide important staff development opportunities for not only EGUSD school psychologists, but for school psychologists in our region. If you are in a smaller district you might say, “Well that is a big district with way more psychologists than we have.” But that is not true. Elk Grove was not always a large district. Most of the key things we have implemented were started when we were a much smaller district with a school psychologist staff of less than eight.

The size of your district is not what's important. What is important is the desire and the willingness of the school psychologists in your district to think outside of the box and put yourselves out there! 🙌

Armando Fernandez is the president of Elk Grove Regional Association of School Psychologists (EGRASP) and the lead psychologist for Elk Grove Unified School District.

Affiliate Day

CASP staff, board members and affiliates spent CASP Affiliate Leadership Day on Jan. 22 at the State Capitol to visit legislators' offices to advocate for school psychology. Presentations were made by CASP Advocate Jeff Frost and Restorative Schools Vision Project Executive Director Ali Cooper. ❧



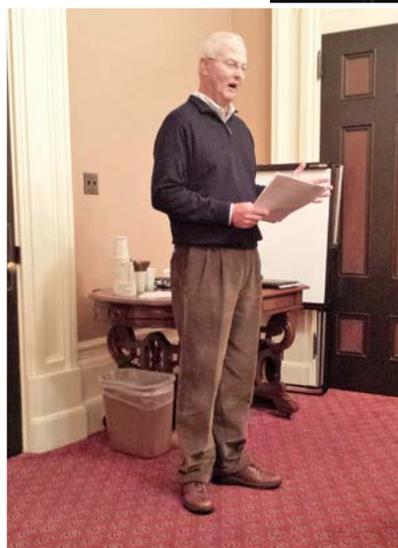
(right and below) Affiliate members visited their legislators' offices at the State Capitol to promote school psychology and leave packets about the profession and what school psychologists do on CASP Affiliate Leadership Day.



(right) CASP Affiliates, Board members and staff took some time out for lunch near the State Capitol.



(below) Jeff Frost shared updates on legislation that affects the school psychology profession.



Ali Cooper (left of CASP President Troy X. Leonard) from the Restorative Schools Vision Project was the guest speaker at CASP Affiliate Leadership Day. Cooper spoke about what RSVP is doing to help lower the disproportionate amount of suspensions and expulsions on students of color, students with disabilities, LGBTQ youth, and other marginalized groups.

Call for CASP Convention 2016 Presentations

Share your knowledge by submitting a proposal for CASP Convention 2016: **Advocacy and Intervention for Traumatized Youth** to be held October 27-29 in Newport Beach. The Call for Presentations is now available at [CASPOne.org](http://casponline.org). Visit: <http://casponline.org/events> to access the application and information.

Yoga and Breath to Mitigate Stress: Techniques for School Psychologists and Students Alike

By Heather Carpenter

School Psychology graduate, Loyola Marymount University

School psychologists carry the stress of making life-changing decisions every day and with large caseloads many don't have the time to perform the full-range of services they are trained to provide (APA, 2012). With added stress and limited time it is difficult to imagine taking a break from the "go" mode, let alone equip students with valuable life-skills to respond to their own stress at school.

Children are overloaded with schoolwork, demands of success, extracurricular activities and expectations, as well as psychological stress from peer pressure and bullying. It has been shown in a study at the Harvard T.H. Chan School of Public Health that the childhood period is important for setting up trajectories of health and well-being, highlighting the lifelong impact of childhood stress (Winning, 2015).

Both adults and children can benefit from basic yoga and breathing exercises to help them manage stress. Bringing full attention to the present and synchronizing the mind, body, and breath can provide a sense of clarity and awareness that can be difficult to achieve otherwise. The future can occupy our thoughts while past decisions can harass them, but by focusing on the present breath through mindfulness we are able to relax the nervous system to relieve the stress caused by these seemingly uncontrollable emotions.

Breathing seems like such a simple and obvious action, but it is a strong coping skill and stress reducer that can be harnessed at any moment of the day. Most importantly, a school psychologist in the school system does not need to be a certified yoga instructor to share yoga postures and breathing techniques with teachers and students. The following skills and activities can be beneficial and powerful to bring about calmness and concentration for both school psychologists and students.

Breathing Techniques:

1. Lions Breath: In a seated position, inhale deeply through your nose and squeeze your fists tight together. Open your mouth wide, stick your tongue out and exhale strongly while making a "Haaa" sound. Repeat

2-3 times and notice how you feel after practicing this breath.

2. Alternate Nostril Breathing: Sit comfortably and gently place your right thumb over your right nostril and rest the tip of your right index finger and middle finger between your eyebrows. Gently place your right ring finger and pinky just above your left nostril. Press down on your right nostril with your thumb and breath out from your left nostril and then breathe in from your left nostril. Switch sides, opening the right nostril by releasing the right thumb and press the left nostril down with your ring and pinky finger. Gently breathe out from your right nostril and in from you right nostril. Repeat 2-3 rounds.

3. Bumble Bee Breath: Begin in a comfortable seated position and place thumbs in ears, blocking any outside sounds. Gently wrap the remaining four fingers over closed eyes. Take a big breath in, filling up with air until the belly expands and exhale through the nose keeping your lips closed, making a humming sound for the duration of your exhale. Repeat 2-3 rounds and return to normal breathing and gently rest your hands in lap and observe the sensations the sound has created in the body.

4. Horse Breath: In a seated position, take a normal inhale through the nose and keep the lips relaxed in a rested position that is closed but not tightly closed. Exhale through the mouth and notice the lips vibrate and flop around as the air passes through them. Repeat 3-5 times and observe how the body feels.

5. Balloon Breath: Begin sitting or standing breathing in and out through the nose. On the inhale, sweep your arms up overhead and imagine you are slowly filling up a balloon. Exhale slowly and lower your arms to rest on your lap imagining the balloon floating off in the sky. Repeat several times, taking your time inhaling and exhaling your balloon.

Postures:

1. Tree: Stand on one leg and grow deep roots into the earth. Lift your other foot and press it into your standing leg as a

kickstand, on the calf, or inner thigh. Grow your arms like tall branches as you reach up to the sky. Switch sides and repeat.

2. Butterfly and Tortoise: While sitting, bring knees out wide and soles of the feet together and slowly move legs as wings before coming into stillness. To move from butterfly into tortoise pose, bring soles of feet further out in front and slide arms between legs and underneath knees, making a shell with your back and relaxing your neck.

3. Airplane: Standing upright, extend your arms out to the sides. When you feel balanced, lean forward, lifting one leg straight behind you. Hold and then return to ground and do opposite side. To encourage breath, suggest airplane noises or talk about where you are flying.

4. Frog: Step your feet wide and squat. Stretch your hips and take a few deep breaths. Option to leap up into the air like a frog jumping around the pond.

5. Boat: Take your seat and lift your feet and arms up high. Balance like a boat at sea and raise your arms as sails high. Don't forget to breathe!



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Heather Carpenter is a first-year school psychology student at Loyola Marymount University and is a Certified Trauma-informed Yoga Instructor and Certified 200-hour Yoga Instructor with a focus on Restorative, Yin, and Meditation. Carpenter teaches weekly classes at various treatment centers for eating disorders, trauma, addiction, depression and anxiety around Orange County.

A Message from the President

Connecting the Dots for Students and Ourselves

By Troy Xavier Leonard, CASP President



As we look toward the 2016 NASP Convention in February with the theme, "Connect the Dots: Helping Children Thrive in School, At Home and in Life," I thought it would be pertinent to remind ourselves of three things.

First, that embracing this holistic support of our students and families oftentimes encompasses understanding and addressing significant socio-political issues that are intertwined in their daily lives and experiences, whether directly or via an array of media sources, including social media. This includes, but is not limited to, gun and other forms of violence, ongoing protests and civil unrest around police interactions

with communities across the country, especially with African American males. It also includes a host of vitriolic attacks from the presidential election cycle where individuals are seeking to disparage each other and create division and acrimony around racial lines and immigration status, just to name a few.

Second, we as helping professionals, need to establish, maintain and access our own systems of support that allow us to remain physically and emotionally healthy in order to remain effective agents of change. And third, in connecting the dots of our own professional and career development, we

must continuously assess our strengths, areas of needed professional development, as well as the desired landing pads for our future roles in whatever path our school psychology training and practice leads us.

Recognizing and understanding the first point doesn't mean that we have to discuss or delve deep into social, political and/or religious issues with our students. However, it does mean that we have to be aware of how their experiences may impact their behavior, ability to express and modulate their feelings, ability to focus and achieve at potential, and also how it may impact interactions with others; including ourselves, their peers and authority figures.

In addition, we must continue to provide safe spaces for appropriate emotional expression and assistance in developing healthy tools to utilize when certain thoughts and experiences may impede successful

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A Message from the Executive Director

CA Auditor Critiques AB 114

By Heidi Holmblad



An audit of AB 114 – the legislation that transferred some mental health services from county mental health to the schools – resulted in a mixed bag of results and recommendations from State Auditor Elaine M. Howle.

The audit was requested by state Sen. Jim Beall, D-San Jose, after constituents complained that they believed their children were not receiving the same amount of mental health services after AB 3632 ended and AB 114 became law.

The audit looked at four SELPAs: Mt. Diablo Unified School District (Mt. Diablo), Long Beach Unified School District (Long Beach), Riverside County Special Education Local Plan Area (Riverside), and South East Consortium for Special Education (South East), located in Santa Clara County. Because Riverside and South East are SELPAs made up of multiple LEAs, the Murrieta Valley Unified School District and East Side Union High School District were selected as the LEA at each respective SELPA for further review.

While the audit found that in some cases, mental health services were reduced for some students, most of the reasons were documented in students' IEPs. However,

some others were not and the auditors depended on the memories of school personnel to find out why services were reduced or eliminated. The audit also pointed out that there is no annual report from the Department of Education on outcomes. The LEAs did collect and report the outcome data for their students in special education so that the state can comply with federal reporting requirements.

"However, neither Education nor the LEAs we reviewed perform a thorough analysis of the educational outcomes on key performance indicators - such as graduation and dropout rates - for the subset of students who receive mental health services through IEPs. Without such an analysis, LEAs cannot know whether significant changes to student services, such as changes in providers, negatively affect their students. Also, unless Education analyzes outcome data for the students who receive mental health services relative to key performance indicators, it cannot provide information to policymakers about whether student outcomes have improved as a result of AB 114," the audit stated.

Improvement in student outcomes was the main reason for passing AB 114 in the first place, according to the audit, which quoted Gov. Jerry Brown stating that the transition to AB 114 would create a stronger connection between services and student educational outcomes.

The continuing controversy between some county mental health departments and the schools over EPSDT funding for mental health services was also addressed. The auditor recommended that the Legislature amend state law to require counties to enter into agreements with SELPAs to allow SELPAs and their LEAs to access EPSDT funding through the county mental health programs by providing EPSDT mental health services. This continues to be a problem between some counties and SELPAs, and often school districts end up on the short end funding mental health services they are mandated to fulfill.

The Senate Select Committee on Mental Health will meet in early February to review the report and offer recommendations. Senator Beall plans to introduce legislation as a result of the audit. CASP will continue to closely follow this issue as it unfolds.

The entire audit and summary fact sheet can be found on the CASP website at <http://www.casponline.org/legislative>. From the index, click on Mental Health. There you will find an array of articles, fact sheets,

continued on page 19

Mini-grants Help School Psychs Promote Effective Interventions, Students' Success

By Raina LeGarreta, CASP Communications Specialist

New and innovative projects in school psychology are the cornerstones that foster effective child development.

The California School Psychology 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 mini-grant 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.

Awards may be made in any amount up to \$1,500.00, with a maximum of \$3,000.00 being awarded in any fiscal year.

Allison McFarland and Rebecca Norton, school psychology graduate students at University of California, Santa Barbara, are the recipients of the 2015 mini-grant.

McFarland spoke about how the award helped her complete her project that focused on switching out the typical classroom chairs with exercise stability balls as an innovative way to improve student attention in first grade classes.

"The CASP mini-grant gave me the chance to collaborate with teachers at my school in a unique way, as I was able to obtain funding to replace classroom chairs with stability balls in two first grade classrooms. I was to design and implement an evaluation to determine if the stability balls improved student engagement," she said. "The qualitative responses from the student rating forms revealed that the stability balls were a tremendous success. The kids and teachers seemed to enjoy the stability balls so much that other teachers have expressed interest in replacing classroom chairs with stability balls."

Liz Long is the first grade teacher of a class at Peabody Charter School where McFarland implemented her stability ball project; she also noted the effectiveness of the balls in the classroom.

"I noticed that the student's senses were always alert when they would sit down," she said. "I loved the way they would get excited about something they were sharing and they would start to bounce higher and higher. You could just feel their enthusiasm for learning."

Below are descriptions of the 2016 winning mini-grant projects.

Applicant: Cynthia Pereira, school psychologist, Lompoc Unified School District (Los Berros Elementary)

Project Title: Bibliotherapy as a Tier 2 Intervention for At-Risk Elementary Students

Pereira's stated that bibliotherapy, an adjunct to psychological treatment that incorporates appropriate books or other written materials, usually intended to be read outside of psychotherapy sessions, can be a cost-effective and easy way to implement Tier 2 intervention, which would help increase self-regulation/self-awareness and social skills students who are at-risk for mental health issues or have behavior problems in school.

She will use the mini-grant to purchase the book series and curriculums required to pilot a program at Los Berros Academy of Visual and Performing Arts for the 2016-17 school year.

Applicants: Brittany Lingle and Tammy Makela, school psychologists, Moreno Valley Unified School District (TownGate Elementary School)

Project Title: Social Skills Building: School Rules. The Importance of Social Skills for Autistic and Severely Handicapped Students

Students with autism and who are moderately-severely handicapped may be at a cognitive disadvantage to learning appropriate social skills, as these students have not aged cognitively at the same rate of their same-aged peers.

The mini-grant will go to purchasing the School Rules Vol. 1 and 2 computer software for students at TownGate Elementary School with autism in the severely handicap population.

The software promotes social skills building allowing the students to engage in real-life onscreen videos that teach social awareness and the unwritten rules of peer relation and demonstrate what acceptable behavior in school K-12 looks like.

The objective of this project is to help students with autism and in the severely handicap population grow their social skills in a safe environment.

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.

Upon approval of the grant, one-half of the awarded amount over \$1,000 will be made available to the winning applicants. The second half of the amount will be sent upon completion of the project and receipt of the evaluation and the CASP article. Applications are due by November 1 of each year, with awards announced by January 1.

For complete details about the mini-grant and to apply, visit: <http://casponline.org/about-casp/csp-foundation/#minigrants>. 

Mini-Grant Application

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IDEA THAT WOULD
TAKE ABOUT UP TO
\$1,500
TO CARRY OUT,
BUT CAN'T GET
FUNDING FROM
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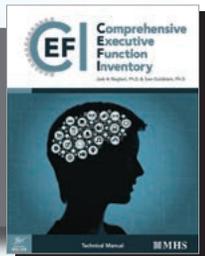
The annual deadline for the Mini-Grant is November 1. Awards are made every January.





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CASP Town Hall 2015: Challenges & Recommendations to Address the School-to-Prison Pipeline

By Brandon E. Gamble, Ed.D.

California State University, Long Beach



Background

The evening before the California Association of School Psychologists' 2015 Convention a Town Hall meeting took place in which a panel of presenters (e.g. educator, state representative, parent advocate, and attorney) shared their ideas about the challenges and opportunities in addressing the school-to-prison pipeline (STPL). Audience members, including community organizations, educators, families, and school psychologists, provided a list of challenges that lead to the STPL and recommendations to address it. The challenges were divided between systemic issues (i.e. Accountability, Finances, Outside Variable Life Issues), awareness of bias and power, and school psychologists' skills deficits. The recommendations were suggested in the areas of improved relationships and communication with staff, community members, and families. Other recommendations offered are student centered approaches and training recommendations.

Introduction

This article outlines the recommendations of the participants of the Town Hall at CASP Convention 2015, held October 14. Because they met during the meeting in small groups, we may not have captured all of the recommendations.

Thanks

- The students and their teachers Ms. Sarah Mejia and Ms. Laverne Williams-Schoonover from Aspire Community Day School in Hemet, who added authenticity to the town hall.
- The many attendees who are educators, community members (e.g. Law Enforcement, churches, fraternities etc.), families, and of course, school psychologists.

Panelists

- Dr. John Hodge, President and Founder of the Urban Learning & Leadership Council. He was also the keynote speakers for the convention.
- Mr. Errol J. Campbell, former school administrator and board member of the United Advocates for Children and Families

- Mr. Ben Chida, CA Attorney General's Advisor in the Executive Office
- Mr. Ian Washburn, Attorney at Irell & Manella, LLP, who has worked on behalf of the plaintiffs in the trauma lawsuit against Compton Schools

Many in front and behind the scenes

- Superintendent of San Bernardino County Dr. Ted Alejandro
- CASP President Troy X. Leonard
- Convention Committee
- CLD Committee
- CASP Staff

GROUP QUESTIONS

The audience was asked to get into groups at their table. The facilitators were members of CASP. The participants were asked these two questions:

1. In what ways have school psychologists or other education professionals contributed to the school-to-prison pipeline?
2. How have school psychologists or other education professionals helped young people avoid the pipeline and what can they do better in the future?

The answers are divided into challenges and recommendations. The challenges are divided between systemic issues (i.e. Accountability, Finances, Outside Variable Life Issues), awareness of bias and power, as well as school psychologists' skills deficits. The recommendations were suggested in the areas of improved relationships and communication with staff, community members, and families. Also offered are student-centered approaches and training recommendations.

CHALLENGES

Systems Issues

Finances

- If they don't have the financial support they don't want to put their job on the line (i.e. student loan debt, just hired etc.). Proposition 13 has led to no supportive programs in place, so systemic issues.
- Fact: Providing services (general education) to support these students cost money.

Accountability

- Until districts are held as accountable for dropout rates as they are for test scores the school-to-prison pipeline will continue to flow.
- Fact: It will take time for special education students to make academic gains and will, in the short term, bring down test scores
- Fact: If special education students are suspended 10 days a manifestation determination takes place because this considered a change of placement
- Fact: If a general education student misses 10 days of school they may be SARB'ed (sent to Student Attendance Review Board) and then punished or threatened about coming back to school (school resource officer may do home visits); parents may have more issues to deal with.

Life Issues (Outside Variables) that Impact Children

- Fact: Students that have life trauma are unavailable academically
- Fact: Students that have behavior issues are unavailable academically
- Child Protective Services involvement
- Societal issues

School Psychologists' Skills

- School psychologists are trained to problem solve but not in the same way as other educators
- Lack of mental health training
- Assessments not thorough ▶ Misdiagnosis.
- Lack information beyond eligibility criteria when doing assessments. Looking into placement before looking at addressing fidelity criteria. Jumps to special education too soon. Look at any other issues before recommending special education.
- Over-emphasis on cognitive domain over affective domain
- Being overwhelmed by caseload, lack of administrative support
- Doing assessments one-by-one, not looking at systems and intervening
- Inaction on the part of school psychologists
- Not just doing assessments any more (i.e. many responsibilities)

Awareness of Bias and Power (or Lack of) Personal Bias & Cultural Competence

- Professionals bring their own prejudices that impact decisions on who to bring in (for hiring) when jobs are on the line
- Focusing on problems not solutions
- Our own baggage
- Population and cultural understanding is lacking and can lead to misunderstanding certain behaviors

Town Hall

continued from page 11

- Disconnect between school and community
- Culturally competent practices are seen as a choice between personal responsibility and job security.
- Forcing parents to take responsibility for their own children ▶ Parents assuming that children in special education won't go to prison

General Education vs. Special Education

- The goal is to get the kid out (of general education to special education)
- Knowing our special education programs are not good enough, programs are broken and kinds are not getting what they need
- Not working enough with general education population and missing the wealth of knowledge to help support administration and teachers.

Administration and Power

- School psychologists want to keep peace between self and principal. This leads to no support from administration at the district and the teachers go to the unions. Realizing (and having a backbone) that as a school psychologist you are administration.
- The school psychologist's heart is not in and they are giving into politics
- Not in a position to stop "push out" or drop out
- Don't get to change policy, in policy (weak) positions
- Finger pointing but no collaboration
- Afraid to push the envelope. Not having high enough expectations. Not being confident enough to speak up. If a noise maker, fear to speak up

RECOMMENDATIONS

Relationships and Communication

- Communication between site administrators, district office, and school psychologists
- We should seek to understand one another. Understand and address our own baggage
- Teachers should see themselves as advocates.
- Relationships are built... Build bridges between school and community
- School psychologists are good liaisons between teachers and administration
- Problem solve, not just complain about the problem
- Advocating, informing
- Build relationships/connections
- Resources within community

Student Centered

- Advocate for children and realized the power you have in the room
- Focus more on students and less on other stuff
- Must understand the importance of relationships with kids
- First three weeks to one month, positive calls home of Top 5 at-risk kids (have a definition for "at-risk")
- Other corrective measures than suspension
- We have one on one time with students, privy to info that others don't have.

Training

- School psychologists and other educators should be trained to problem solve in the same way.
- Better mental illness training and promote greater awareness of mental illness
- Train all staff (classified and certificated). Leverage classified staff. "If you can't beat them, join them."
- Restorative justice teacher training
- On how to tie assessments to legitimate solutions and interventions.

CONCLUSION

In all it was a very successful event thanks to the vision of our President Troy X. Leonard! As an attendee at the first town hall, I have had the chance to watch the impact of this event grow and was pleased that we had such a great cross section of speakers who are NOT school psychologists providing perspectives on challenges that were not created exclusively by school psychologists, not expecting that it will be solved alone by school psychologists. I was not surprised yet still struck by how well we were able to outline the challenges that led to the problem. I come away as the moderator still very impressed that school psychologists can be a greater voice for change based on their own statements at this town hall. This inspires me in a similar manner, as did Dr. Asa Hilliard (2003) when he wrote about advocacy in psychology regarding his colleague David Berliner:

"... So few educators who should see the myth, fraud and danger have sounded the alarm. Professional disagreement will always be present, as it should. However, the aggressive abuse and misuse of knowledge for greed and domination must be exposed for what it is, and cannot be allowed to camouflage itself by telling us that such interests are the same as the interests of the masses of our children, their families, and their

communities. We should be extremely grateful to have the professional talents and the human commitment of a scholar's scholar, David Berliner, to lead the way to sanity and to excellence in education."

For those that showed up to the Town Hall, many of us are already in the struggle. I encourage you to talk with your colleagues about these ideas and put them in to action as we continue to move toward better schooling experiences for all students.

Send correspondence to:

Brandon E. Gamble, Ed.D., is Associate Professor in the College of Education, Advanced Studies in Education and Counseling Department, School Psychology Program at California State University, Long Beach. Dr. Gamble is a former CASP president and started a series of Town Hall meetings on behalf of the Association in April, 2013. Dr. Gamble can be reached at: brandon.gamble@csulb.edu
<http://www.ced.csulb.edu/people/brandon-gamble>

Dr. Gamble served as moderator of the CASP 2015 Convention "School-to-Prison Pipeline" Town Hall meeting. CASP thanks Dr. Gamble for his insight and participation in this event.

REFERENCES

Hilliard, A. (2003). In response to David Berliner. *Canadian Journal of Educational Administration and Policy*, 26, As retrieved 04/30/2007 from <https://www.umanitoba.ca/publications/cjeap/articles/miscellaneousArticles/Hilliard.html>

RESOURCES

American Civil Liberties Union states that, "The ACLU is committed to challenging the "school-to-prison pipeline," a disturbing national trend wherein children are funneled out of public schools and into the juvenile and criminal justice systems. <https://www.aclu.org/issues/racial-justice/race-and-inequality-education/school-prison-pipeline>

The California Endowment <http://www.calendow.org> has provided funding to address school discipline and take on the school to prison pipeline. <http://tcenews.calendow.org/releases/california-endowment-creates-1-231937>

National Association for the Advancement of Colored People has a publication titled, *Dismantling the School to Prison Pipeline* which can be found at http://www.naacpldf.org/files/publications/Dismantling_the_School_to_Prison_Pipeline.pdf

SchooltoPrison.org provides a password-protected forum for impact litigators, direct services attorneys and other legal advocates across the nation to share ideas and strategies to challenge the push-out of children from schools and into the juvenile and criminal justice systems. To become a member, register at <http://www.schooltoprison.org/about/item-membership-and-member-responsibilities>

Advocating the Profession: School Psychology Week 2015

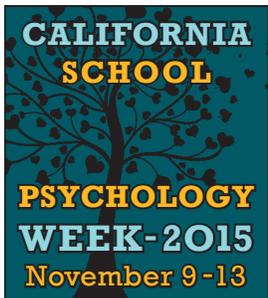
CASP Affiliates got creative during School Psychology Week, observed on Nov. 9-13, 2015. School psychologist showed other mental health providers, educators, community members, parents and even students just what it is that they do for students, schools and communities. The following photos show some of the events that were held during the week. 



The San Diego County Board of Supervisors proclaimed "School Psychology Week in November. Chairman Bill Horn presented the proclamation to SANDCASP President Rodrigo Enciso and NASP's California Delegate Kristin Makena.



SANDCASP held a School Psychology Week Challenge to award members who created the most unique way to observe the week. The winner of the challenge was Shauna Gilbert (left), who hung the candy-coated message (right) in her staff lounge with a QR Code on the top right of it to remind staff to check out all of the resources for the week. Gilbert took home a \$100 gift card for her winnings.



Get connected with CASP!



Members of the Los Angeles Association of School Psychologists (LAASP) celebrated School Psychology Week with a mixer on Nov. 7. At left, LAASP President Mary Barry (standing) kicks off the event. Middle: CASP Treasurer Seble Gebremedhin takes a well-populated selfie. Right, CASP President Troy X. Leonard (white shirt) joins in the fun.



How can we tell if a child has special needs?

How can we help students with those needs achieve success – both academically and socially? The whole child approach answers these questions by focusing on implementing programs that center on knowing the “complete” child; taking into account his/her past experiences as well as social, academic and moral environments as factors in shaping assessments.

Spring Institute 2016 will be comprised of a variety of workshops that will delve into interventions that you can use immediately to understand the whole child. The roster of speakers is a who’s who in school psychology – from the California grown to several nationally known speakers. Whatever you believe you need to improve your training, Spring Institute will likely have a workshop for that. And at one of the most beautiful areas of California’s coast.

Spring Institute includes:

- Per day fees, which includes lunch each day
- Student strand
- Welcome evening reception on Thursday, March 31.
- Luncheon keynote speaker and NASP President Todd Savage Friday, April 1
- A Job Fair, Thursday, March 31
- Continuing Education Units and Hours for BBS licensees and NCSPs by attending all three- and six-hour workshops.
- Differing points of view on today’s important topics
- **SUPER SATURDAY!** A full day of workshops featuring Dr. Sam Goldstein, Dr. Dori Barnett, Dr. Steven Feifer, Dr. Milton Dehn, Dr. Melissa Holland, Dr. Steven Guy, Attorney Carl Corbin, and Beth Laurie.

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Connecting the Dots
 -TO SUPPORT THE-
 Whole Child



Legislative & Budget Update:

By Jeff Frost, CASP Lobbyist

Governor's 2016-17 State Budget is Cautious, Adds Funding for MTSS

If In early January, Governor Brown unveiled his 2015-16 Budget Proposals. Once again, the Governor took time to remind everyone of California's economic and budget recovery over the past 5 years. Governor pointed to the elimination of California's \$26 billion budget deficit, a reduction of the state's unemployment rate from 12.1% to 5.7% and, most recently, important growth in personal income – all accomplished since he took office in 2011. However, the Governor also took great care to express his opposition to new on-going government programs. In his press conference, he stated that it would be “short-sighted to now embark on a host of new spending proposals only to see massive cuts when the next recession hits, as the current economic recovery has lasted seven years – two years longer than the average.”

In this new budget proposal, the Governor announced that in the current fiscal year (2015-16) state revenues will be \$3.534 billion higher than anticipated last June and that general fund revenue will increase by another \$2.388 billion in 2016-17 above the projections. The Governor was quick to point out, however, that from these additional revenues an additional \$3.041 billion will get placed into the Budget Stabilization Account under the provisions of Proposition 2 (passed by voters in November 2014). Because capital gains will be at a projected “all-time high in 2015, the Governor is estimating that by the end of 2015-16, the state's Rainy Day Fund will be at 37% of the target and he then proposes to bring the Fund to \$8 billion in 2016-17, or 65% of the target.”

Recognizing that this spike in personal income tax revenue due to above-average capital gains and a sunset of Proposition 30 cannot continue indefinitely, the Governor is careful to once again propose that all additional K-12 revenue from General Fund gains in the current year be invested in one-time projects. The spike in GF revenue and increase in the Proposition 98 guarantee in 2016-17 does allow the Governor to significantly close almost 50% of the remaining Local Control Funding Formula (LCFF) gap in the budget year with another \$2.8 billion increase in ongoing funding for K-12 school districts.

Among the one-time projects is a \$30 million budget item that may affect school psychologists. The budget provides an increase of \$30 million in one-time Proposition 98 General Fund resources to build upon the \$10 million investment included in the 2015 Budget Act for an increased number of local educational agencies to provide academic and behavioral supports in a coordinated and systematic way. The original \$10 million was placed in the 2015 Budget Act after CASP sponsored legislation to fund training statewide on Multi-Tiered Systems of Supports. These funds are expected to be added to this three-year “training of trainers” program. County offices of education can apply to be the lead agency of the project. The award of the original \$10 million is expected to be announced this fiscal year.

Key Education Budget Elements

Under the Governor's budget, K-14 education (Proposition 98) spending levels are increased by \$4.4 billion over three



© Steven Pavlov

years: 2014-15, 2015-16 and 2016-17. Again, increases in 2014-15 (\$400 million) and 2015-16 (\$800 million) are used exclusively for one-time purposes.

The 2016-17 K-14 (Proposition 98) spending level is now projected to be \$71.6 billion, a \$3.2 billion increase over the 2015-16 level of \$68.4 billion (see figure K12-01 from the Governor's Budget Summary).

The Proposition 98 spending level for 2016-17 will now exceed the levels reached just prior to the great recession in 2007-08 by almost \$15 billion and by \$24.3 billion from 2011-12—the lowest point during the recession.

Budget Adjustments

School District Local Control Funding Formula – The budget provides additional growth of more than \$2.8 billion in Proposition 98 General Fund for school districts and charter schools in 2016-17, an increase of 5.4 percent.

One-Time Discretionary Funding – The budget provides an increase of more than \$1.2 billion in one-time Proposition 98 General Fund for school districts, charter schools and county offices of education to use at the discretion of the LEA. This allocation builds on the more than \$3.6 billion in combined one-time funding provided over the last two budgets, providing substantial resources to local schools to support critical investments such as content standards implementation, technology, professional development, induction programs for beginning teachers

continued on page 18

FIGURE K12-01 | Major Changes to Proposition 98 Guarantee Levels

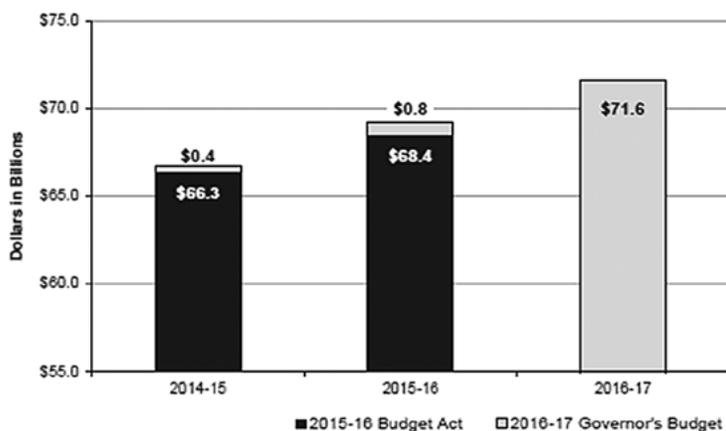
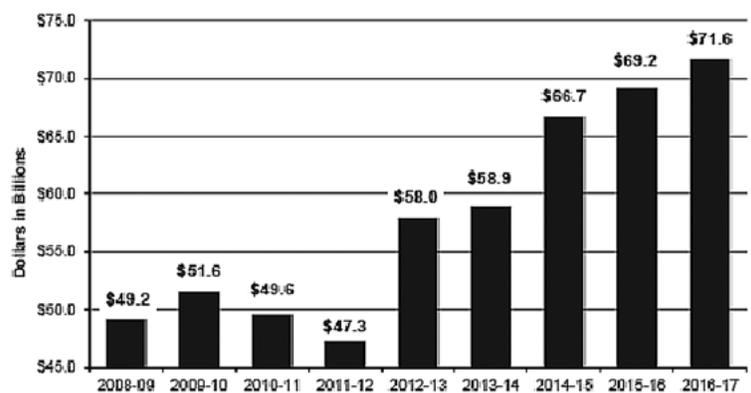


FIGURE K12-02 | Proposition 98 Funding 2008-09 to 2016-17



NASP Report

Welcome to 2016!

By Kristin Makena, NCSP, California Delegate



Reflecting on last year, I am reminded of the essential work we do as school psychologists on many levels. With so much turmoil in the world we are truly able to bring understanding and healing to those in need. Due to this challenging role it is essential to embed self-care strategies when faced with our own challenges, deadlines and stress. Through our own modeling of positive mental and physical health we are better able to serve our communities.

First up, this year is the 2016 NASP Annual Convention in New Orleans. There is still time to register and join in the Mardi Gras festivities. You can find out how to register and plan your trip at <https://www.nasponline.org/professional-development/nasp-2016-annual-convention>. If

you are unable to attend the convention, NASP also offers The Online Learning Center with over 100 on-demand sessions to choose from that you can watch in your free time from your home office. Browse the selections today at <http://nasp.inreachce.com>.

As you know, President Obama signed the Every Student Succeeds Act into law in December. With the advocacy of school psychologists, CASP and NASP were instrumental in supporting the revisions for this law. Most importantly were two definitions that mention our specific services including, “school-based mental health service provider” and “specialized instructional support personnel.”

This verbiage acknowledges the high level of training we bring to schools, defines mandated providers and becomes important with district funding sources. As more information becomes available, please visit [https://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/current-law/elementary-and-secondary-education-act-\(esea\)](https://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/current-law/elementary-and-secondary-education-act-(esea)) to review school psychologists’ roles in the replacement for No Child Left Behind.

Finally, to support our professional work, the NASP Practice Model Implementation Guide has been developed to help you improve how your district provides school psychological services. This guide can help you set goals to improve service delivery that best align with the needs of your school building, district, or state, and is filled with suggestions and resources that can be adapted to your school’s specific context. Learn more at <http://www.nasponline.org/nasp-practice-model-implementation-guide>.

I wish you a fulfilling, healthy, and peaceful New Year!

Affiliate Updates

Foothill Association of School Psychologists

Foothill Association of School Psychologists (FASP) held its winter workshop on Jan. 29 at the Monrovia Community Center in Monrovia. The workshop reviewed basic procedures in conducting an FBA and implementing BIPs. Check out the FASP website at <http://www.fasponline.org> for information about future events.

Los Angeles Association of School Psychologists

Los Angeles Association of School Psychologists (LAASP) hosted an LEP preparation workshop where over 50 attendees were present on Dec. 12. The presenters were: Sharon Williams, Seble Gebremehdin, and Jeannine Topalian. A similar workshop is currently in being planned for this spring. For more information, visit <http://www.laasponline.org>.

San Diego County Association of School Psychologists

San Diego County Association of School Psychologists (SANDCASP) will host the Assessment and Intervention Planning

for Unique Learners workshop on **March 9**, 8am–12pm with presenter, Jennifer T. Mascolo, PsyD, NCSP. Location to be determined. On **May 5**, 8:00 a.m. - 11:00 a.m., the Assessment Tools Series: Tools to Inform Intervention Universal Nonverbal Intelligence Test, 2nd Edition (UNIT-2) workshop will be presented by author, Dr. Bruce A. Bracken. Location to be determined. SANDCASP announced that Lisa Smith was the lucky winner its December workshop drawing. She was awarded with a bottle of 2010 Chardonnay directly from Sonoma County. For more information, visit <http://www.sandcasp.com>.

Sonoma County Association of School Psychologists

Sonoma County Association of School Psychologists (SCASP) will host its End of the Year Party on **May 25**, 3:30 p.m. - 5:30 p.m. at Lagunitas Brewery 1280 N McDowell Blvd, Petaluma, CA 94954. For more information, visit <http://www.scasp.org>.

Ventura County of School Psychologists

Ventura County of School Psychologists (VCASP) will be host the free two-hour presentation, “A Legal Understanding of OHI: Other Health Impairment and Autism Eligibility Criteria” on **Feb. 26**,

2:00 p.m. - 4:00 p.m. . On **April 29**, 8:00 a.m. - 3:30 p.m., Dr. Stephen Brock and Rich Lieberman will do a presentation on suicide, and on **May 20**, 2:00 p.m. - 4:00 p.m. Leslie Comstock will present on Evidence Based Interventions for Autism. More information for the latter two presentations will be announced soon at, <http://www.freewebs.com/vcasp>

Orange County Association of School Psychologists

Orange County Association of School Psychologists (OCASP) will be hosting the BASC-3 Behavioral Assessment of Child & Adolescent Emotional Problems with Dr. Randy Kamphaus on **Feb. 18**, 8:30 a.m. - 3:30 p.m. at Ernest McBride High School, 7025 E. Parkcrest St., Long Beach, CA 90808. For more in formation, visit: <http://ocasp.net/event-2077119/Registration>.

Central Valley Affiliate of the California Association of School Psychologists

(CVA-CASP) will be hosting a workshop by Safe and Civil Schools on the CHAMPS and STOIC frameworks. The workshop will be held on **April 21**, 8:30 a.m. - 4:00 p.m. Location and fees to be determined. More information will be posted to: <http://www.cva-casp.org>.

Demographics and Roles

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CASP and NASP did vary by experience group, with those who had more than 10 years of experience more likely to belong to the state organization alone (41.9% versus 10.5%) and more of the less experienced group belonging to NASP alone (29.1% versus 12.8%), $\chi^2=23.56$, $p=.001$. Overall, half the participants belonged to CASP; a higher percentage of CASP members were anticipated as the majority of the participants were recruited via the CASP website or through local CASP affiliates.

Roles. The role data were reported in a previous *CASP Today* article (Badhessa & Wilson, 2013). California school psychologists currently spend the majority of their time, 42.7%, in psychoeducational assessment, indicating the traditional role of assessment remains the dominant role in school psychology practice in California. They also reported spending about one-fifth of their time in intervention and almost one-quarter in problem-solving consultation. Congruent with previous national samples, California school psychologists preferred to spend more time in each role except psychoeducational assessment. Comparison of newer school psychologists to those with more experience indicated few differences in current roles and none for preferred roles (see Table 1). Those trained more recently were more involved in systems consultation, $t(159) = 2.09$, $p = .041$, and research, $t(159) = 2.23$, $p = .028$.

Implementation of Response to Intervention (RTI). When asked about implementation of RTI for early intervention, about one-third of respondents reported no to little implementation, and about one-quarter reported considerable to full implementation of RTI for early intervention. Regarding implementation of RTI for eligibility, over half of the respondents reported no to little implementation and about 15% reported considerable to full implementation of RTI for eligibility. The data showed a normal distribution of districts using RTI for intervention; eligibility was positively skewed with few reporting use for Specific Learning Disability (SLD) special education eligibility (see Figure 1). While those who have completed training more recently may have more knowledge of RTI, chi square analyses comparing those with

less experience to those with more years of experience indicated no differences for use of RTI for either implementation or eligibility.

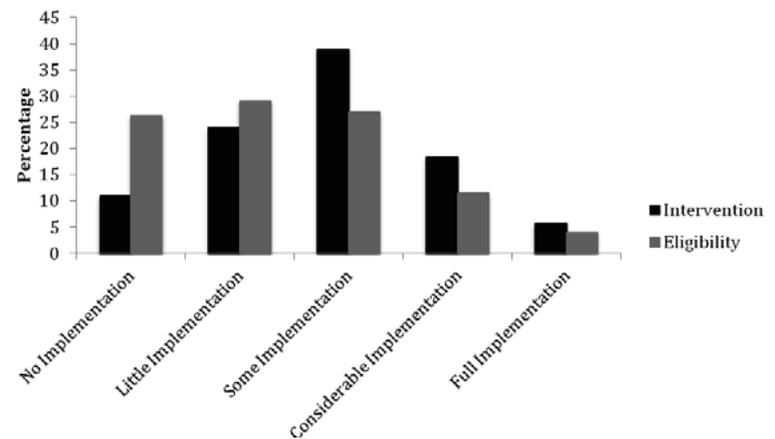
Summary

Although the data from the current study did present much more diversity compared to national data, California has a growing heterogeneous student population so the recruitment of culturally diverse practitioners is needed. Recruitment of more school psychologists in general is needed, as shortages are predicted. The need for mental health services has been exacerbated in California by legislative changes driving services back to the schools. Provision of more mental health services and intervention-based practice will require lower student to practitioner ratios (Fagan, 2014; Ysseldyke & Reschly, 2014).

While at present those surveyed were engaged in traditional practices, newer practitioners were more involved in systems consultation and research. In addition, it is increasingly challenging to provide the training needed at the specialist level as the field has become more complex and roles expand to include more involvement with general education through inclusion and RTI. Alternative assessment models including RTI and Patterns of Strengths and Weaknesses (PSW) require training and leadership; there is a need for additional school psychology doctoral training in the state.

In terms of limitations, the sample size, while adequate, was relatively small. The participants from this study were over sampled in the Central Valley, which may serve as another limitation. Future research can assist in tracking demographics, roles, and practices in the field of school psychology in California over time with larger samples to provide a picture of school psychology in California today and possible trends.

FIGURE 1 | Percentage of Response to Intervention Implementation for Intervention and Eligibility



Author Note: This research is part of a specialist thesis by the first author, conducted under the supervision of the second author. Correspondence concerning this article should be addressed to Marilyn Wilson, Department of Psychology, California State University, Fresno, CA 93740. E-mail: marilynw@csufresno.edu.

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Legislative Update

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and deferred maintenance. As has been done in prior budgets, all of these funds provided will offset any applicable mandate reimbursement claims for these entities.

County Offices of Education Local Control Funding Formula – The budget provides an increase of \$1.7 million Proposition 98 General Fund to support a cost-of-living adjustment and ADA changes for county offices of education.

Charter School Growth – The budget provides an increase of \$61 million Proposition 98 General Fund to support projected charter school ADA growth.

Charter School Startup Grants – The budget provides an increase of \$20 million in one-time Proposition 98 General Fund to support operational startup costs for new charter schools in 2016 and 2017, which will help offset the loss of federal funding previously available for this purpose.

Special Education – The budget provides a decrease of \$15.5 million Proposition 98 General Fund to reflect a projected decrease in Special Education ADA for 2016-17.

Cost-of-Living Adjustments – The budget provides an increase of \$22.9 million Proposition 98 General Fund to support a 0.47 percent cost-of-living adjustment for categorical programs that remain outside of the Local Control Funding Formula, including Special Education, Child Nutrition, Foster Youth, Preschool, American Indian Education Centers, and the American Indian Early Childhood Education Program.

School District Average Daily Attendance – The budget reflects a decrease of \$150.1 million in 2015-16 for school districts as a result of a decrease in projected ADA from the 2015 Budget Act, and a decrease of \$34.1 million in 2016-17 for school districts as a result of further projected decline in ADA for 2016-17.

Proposition 47 – Proposition 47 was approved in 2014 and reduced the penalties for certain non-serious and non-violent property and drug offenses. It also requires a portion of any resulting state savings to be invested into K-12 truancy and dropout prevention, victim services, and mental health and drug treatment. The Budget proposes \$7.3 million to support investments aimed at improving outcomes for public school pupils in K-12 by reducing truancy and supporting pupils who are at risk of dropping out of school or are victims of crime, consistent with the provisions of Proposition 47. Because these funds will be expended on direct services and other instructional support for students, these funds will be

counted toward meeting the state's funding obligation under Proposition 98. Whether these funds would count against the Prop 98 guarantee has been a major question for many organizations and legislative staff. There is likely to be significant debate on this during the budget process.

Early Education Block Grant

What may turn out to be the most controversial element of education portion of the budget could be the Governor's proposal to create a new Early Education Block Grant program. The Governor argues that historically funding for California's pre-kindergarten education has been spread among a patchwork of programs and funding sources, including approximately \$880 million for the California State Preschool Program, \$725 million Proposition 98 General Fund for transitional kindergarten, and \$50 million Proposition 98 General Fund for the Preschool Quality Rating and Improvement System. There is also \$985 million in federal funds for the Head Start Program, which serves children ages zero to five, and \$300 million in a mix of General Fund and federal Child Care and Development Fund for the state's General Child Care and Migrant Child Care programs for children ages zero to five.

The administration argues that local educational agencies face many administrative and programmatic challenges and are hindered in their ability to construct programs that align with the needs of their local communities. Each program is subject to different fiscal and programmatic requirements (e.g., State Preschool, General Child Care, and federal Head Start funding are provided via prescriptive contracts with unaligned requirements for data reporting, auditing, and enrollment). As such, these programs do not provide local educational agencies with the flexibility to develop cohesive pre-kindergarten programs that prioritize services for the state's lowest income and most at-risk children. Further, transitional kindergarten provides services for children in a narrow age window, regardless of their family's income or need for additional services.

To address these significant issues, the 2016-17 Budget proposes consolidating some of these resources to better target services to low-income and at-risk children and their families. Specifically, the Budget proposes a \$1.6 billion early education block grant for local educational agencies that combines Proposition 98 funding from the State Preschool Program, transitional kindergarten, and the Preschool Quality Rating and Improvement System Grant.

The administration believes that this proposal will result in greater local financial flexibility. Local education officials will be able to develop programs that address their community's local needs and

prioritize services for their community's lowest-income and most at-risk children. Building upon the core fiscal tenets of the Local Control Funding Formula, block grant funding will be distributed based on factors such as population and need to ensure that funds are provided equitably to schools with large populations of disadvantaged children; however, no local educational agency will receive less funding under the block grant than it received under the prior funding models.

In a briefing with stakeholders, the Department of Finance indicated that the program is to be designed in the spirit of the Local Control Funding Formula which places a priority on funding the most disadvantaged students. However, they indicated that this proposal will only impact Proposition 98 funding that is a part of these early childhood programs and no district or COE will lose current funding. So, at least initially, any requirements will primarily be focused on transitional kindergarten, Prop 98 funded preschool (as opposed to state preschool slots) and federally funded programs. Given the administration's interest in ensuring that funding is prioritized for LCFF implementation it is not clear when additional funding would be available to expand these early education block grant programs.

Summary

On the whole this budget continues the "good news" of the prior three budget cycles. There is significant on-going funding in the budget year which exceeds the level predicted by the LAO some months ago. What is also striking, however, is that the Governor is very focused on making the case that we are in year 7 of economic expansion and it is highly likely that a downturn is around the corner. To that end this budget focuses the new on-going funding it has on LCFF growth and not on new programs. This is something that the Governor will no doubt to continue to insist on as we get closer to the May Revise and the requests from legislators to expand or build new programs. Additionally, the Governor was asked in his press conference about the proposed extension of Proposition 30. His response was that it was "fatally flawed" because the funds were not subject to the Rainy Day Fund. This oversight would only exacerbate the boom and bust cycles that California historically faces and for which the Governor is preparing.

Given the history of the prior three years and the Governor's intent on using a conservative and prudent approach to budgeting, it seem that this January Budget is one that local districts can confidently build their local budgets around. We will continue to monitor developments and keep you informed.

President's Column

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academic outcomes and social-emotional growth. So often we are the intervening parties to calm a situation, redirect an action and reframe a situation so that what a student may be expressing is understood in a more comprehensive light, becoming more of a learning experience rather than condemnation of a developing young soul.

Just as we teach our students and families healthy coping strategies we too must be cognizant of the impact of our workloads, our challenging experiential encounters that are embedded in our work and therefore the need to have positive tools that enable us to balance work and personal lives so that we can achieve and maintain a sense of satisfaction in life.

This comes in the form of companionship, family relationships, collegial bonds and individual hobbies and personal passions in life. Self-care is a necessity not a luxury; something we teach others and must embrace ourselves as well. Hopefully, the connections established and nurtured through CASP can be one source of comfort that contributes to resiliency.

Lastly, retirement professionals recommend checking in at various points of our career to assess where we are and where we want to end up. It is my belief that we need to not only do this individually, but collectively. Establishing structures to ensure the longevity of not only our careers but our profession is a vital role of our organization.

As such, CASP is seeking to develop a formalized structure to address the needs of school psychologists new to the field, as well as those that have been longstanding providers of practical and research supports and interventions throughout the field. With the plethora of experience, knowledge and expertise that we are able to provide on both the statewide and national level there should be no reason that school psychologists in the field cannot seek immediate avenues of support.

Thus, remain hopeful about the developing mentorship program that CASP will be implementing. Remember, as we connect the dots to support our students and families we will remain firm in support of our membership and beyond at all levels.

CASP has been created by you, built for you, and will always be here for you. 

Executive Director

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CDE documents and other publications regarding mental health, ERMHS, AB114 and the school psychologist's role in those issues.

Keep in mind the next time an education "expert" states at a workshop, administrative meeting or even a district Board meeting that school psychologists are not "trained to" offer educationally related mental health services. They are. The state and federal governments agree on that. If you need some documentation on that, check out the CASP website (<http://www.casponline.org>), NASP website (<http://www.nasponline.org>) or CDE's website (<http://www.cde.ca.gov>).

If you don't feel that you have the expertise to do mental health counseling, get yourself educated. Workshops at Spring Institute 2016 can get you started. Remind your supervisor that mental health money now going to the schools can and should be used for continuing education. To see what will be offered at Spring Institute visit <http://event.casponline.org>.

We're No. 2!

U.S. News and World Report has named its "Best Jobs" of 2016 and school psychologist has come in second in the social service sector. The magazine noted that the median salary is \$68,900 (nationwide survey) and that the job descriptions can be quite varied. But they also found that the amount of documentation and paperwork involved to be "copious."

Quoting the Bureau of Labor Statistics, U.S. News predicts that this profession will grow at a rate of 20 percent between the years 2014 and 2024, which will equate to 30,500 new jobs for school psychologists." Rising school enrollment, as well as a heightened awareness of the stresses and disabilities that students face, is driving the demand for more school psychologists. However, this demand is tempered by state and local funding for schools, which is inadequate in some cases." Oh, don't we know it.

Board Members Wanted

Elsewhere in this issue of *CASP Today* you will find an article about running for the CASP Board of Directors. Region Representatives in all the even-numbered regions, secretary-treasurer and president-elect will be on the ballot that will go to all regular members in March.

Any current member working in one of the even-numbered regions – San Francisco Bay area; Los Angeles Unified; Riverside/San Bernardino; Ventura, Santa Barbara, San Luis Obispo and the north end of Los Angeles County; and that huge area that starts at San Joaquin County and goes to the Oregon border (excluding the coast); qualifies to run for region representative. Terms are for two years, with limits after two terms.

CASP bylaws call for those running for president-elect to have served as an affiliate president or a member of the CASP board. This three-year position moves to CASP president and past president in the year two and three, respectively. It's a huge but very worthwhile commitment. Deadline for nominations is March 3. Nomination papers are on the website at <http://www.casponline.org>.

ESSA and LCAP

The State Board of Education is hoping to merge the Federal Every Student Succeeds Act and the Local Control Accountability Plan indicators into one plan, so that school districts won't be filling out the different forms that call for essentially the same information. Problem is, what information should be used to fill out the forms.

So far, one of the indicators is expected to be school climate. That's great for school psychologists who work to make schools safe for all students. The SBE is also looking at whether average daily attendance or chronic absenteeism should be another indicator of a school's health. CASP has joined Children Now, California School Nurse Organization, National Social Workers Association and many more in arguing that chronic absence gives school administrators and staff a much better read on whether students are attending schools. It also means that administrators will have a better idea of who has not been at school, meaning that then pupil services personnel can find out why a student is chronically absent and suggest a solution.

SBE is expected to start making decisions on these plans in March. 

CASP Names State Senator Loni Hancock 2015 Legislator of the Year

Senator Loni Hancock (D-Oakland) received a plaque from CASP on Jan. 21 in observance and thanks for her work in sponsoring legislation that led to \$10 million for a program to spread Multi-Tiered Systems of Support throughout the state. Sen Hancock's bill to create a training of trainers program for PBIS, MTSS and similar models led to Gov. Jerry Brown placing \$10 million in the state budget for that purpose. The Governor then placed an additional \$30 million in the 2016-17 budget to expand the

program that is expected to launch later this year. Shown from left are: CASP President-Elect Tom Sopp; CASP Executive Director Heidi Holmblad; CASP President Troy Xavier Leonard; Legislative Aide Renee Estoista (receiving the plaque for Sen. Hancock in her absence); CASP Past President Barbara D'Incau; and CASP Legislative Advocate Jeff Frost.



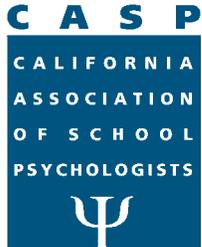
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Regular Member - \$155.00. Regular Members are persons who (1) are credentialed school psychologists employed in California, OR (2) are Licensed Educational Psychologists.

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

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