



CASP Corporate Members:



CASP TODAY



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Still Room for Investment at CASP Convention 2018



Self-investment will be on the minds of the attendees at CASP Convention 2018, to be held Nov. 8-10 in San Diego. This special convention's sessions are designed to improve your skills as a school-based mental health professional, with new ideas, new skills and new ways to relax.

With yoga, meditation, a fun run and a climbing wall, school psychologists can physically meet their own challenges. Other sessions address graduate school debt, retirement and becoming a licensed educational psychologist - which can address your past, present and future self.

New school psychology skills will also be featured: how does one tell whether a student's actions are because of learning issues or, perhaps, epilepsy? Learn to thwart threats with comprehensive threat assessment and intervention, and teach resiliency (it can be done!). And how to create a counterspace for marginalized youth, using a MTSS models for strengths-

based education, working with human trafficking victims and rediscovering the joy you felt when you first started in this profession.

The **exhibit hall** will feature the latest in school psychology, a coffee station, a charging station and the **poster session** (10 a.m. Nov. 9 for the posters). Try beer samples from San Diego's Mike Hess Brewery (wine and nonalcoholic beverages will also be available), place your raffle tickets into the mix for test kits and other goodies, and enjoy appetizers at the **Welcome Reception** on Thursday, Nov. 8 at 5:00 p.m. Cheer on your region's Nadine Lambert Outstanding School Psychologist Award winner, find out who is the Sandra Goff Award winner, and the first Suzanne Fisher Leadership Award winner, as well as scholarship winners at the **Awards Luncheon**, Nov. 9 at noon. Other events for students, the CASP Alumni Club, CASP affiliates and San Diego State alumni are also planned for the evening of Nov. 9. Come for the fun!

Arriving in San Diego on Wednesday, Nov. 7? Plan to attend the Town Hall meeting on Human Trafficking and What School Can do to Help Victims, from 7:00 p.m. - 9:00 p.m. **Hanne Fellers** from Zoe International, a faith-based assistance organization; **Danett Williams**,



a CASP Board member who has worked for Foster Care Kinship, training foster parents and related staff to identify and respond to children who have been trafficked; and **Sgt. Michael O'Brien** of the San Bernardino County Sheriff's Department, which has a partnership with the school district on human trafficking cases, will be the panelists. The discussion



will be moderated by CASP President **Dr. Brian Leung**.

Nearly 1,000 school psychologists and others who work on mental health issues

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School Psychology Week is Nov. 12–16

School psychologists provide many, many services in California schools. What are you doing during School Psychology Week to recognize and celebrate all those good works?

We have a few suggestions.

Since this special week is just after Outstanding School Psychologists will be recognized at the CASP Convention, you may want your school board to do the same. Simply call the district office and see what you need to do to get even more recognition for your outstanding school psychologist.

CASP affiliates are being asked to sponsor clothing drives for foster youth. Each school district or county office has a foster youth coordinator who can work with you on how to collect and distribute the clothing. Take some photos and ask your district officials to publicize the clothing drive on the district's website or in its newsletter.

CASP has materials online you can use to

make a presentation for your school board, PTA or even a community group are online at <http://www.casponline.org>. Tell them what you do – and how much more you can do with a few more of you on staff.

Some CASP affiliates have plans and hope others in their areas will join them.

Elk Grove Region Association of School Psychologists has decided to party. Its networking event will be held Nov. 15 at a local restaurant. A raffle, appetizers and a great time will be on hand. RSVP at <http://www.egrasp.org>.

The San Diego County Association of School Psychologists is having a SPAW (School Psychology Awareness Week, as NASP calls it) Challenge. During or after SPAW, send a description along with some photos of your SPAW activities to SANDCASP to enter to win the prize. The SANDCASP Board will select the most creative idea with the widest reach that directly creates awareness of



school psychology. All submissions should be received by agarcia@sandcasp.com no later than Nov. 21. Past submissions have included presentations, posters, videos, and placing documents and/or activities in staff mailboxes each day of SPAW.



Tell us what you do for School Psychology Week. Share on the CASP Facebook Page or on Twitter ([@casponline](https://twitter.com/casponline)), or simply email us at executivedirector@casponline.org and we'll do the sharing. 

CASP Today's response to Getting Down to Facts II: Investments in Students Physical and Mental Health in California's Public Schools

Stanford University and the Policy Analysis for California Education released their research brief on California's mental health investment in schools in September. This report is part of the 36-study Getting Down to Facts II, which looks at all aspects of K-12 education in California and is expected to be used by the state to develop regulations and legislation on education policy.

One study is titled Investing in Student Health and Mental Health. The report correctly notes that the Department of Health Care Services should make it easier for schools to access mental and physical health services and offers insight on the cost for improving mental health access. But noticeably missing from the report is the impact and comprehensive skill set of school psychologists in serving students' mental health needs.

The study suggests that there is no easy way to identify the varying services provided by school psychologists, counselors, social workers, and support staff. This

generalization assumes that California districts hire practitioners without assigning roles and responsibilities and discounts that school psychologists are often hired to provide or organize mental health (e.g. social-emotional learning) supports for students, as well as Educationally Related Mental Health Services (ERMHS) and many other services outside the realm of Special Education.

California districts may emphasize aspects of the psychologist repertoire, namely psycho-educational assessment, when responding to surveys regarding the role of the school psychologist. However, school psychologists across the state are routinely involved with social-emotional and behavioral needs of students on a daily basis whether it be through assessing the need for special education and counseling services, facilitating social-emotional groups, conducting suicide risk and threat assessments, liaising between teachers and parents, and designing behavioral

intervention plans, to name a few. Finally, when districts access fee-for-service via Medi-Cal services, school psychologists are often documenting designated counseling services and psycho-educational evaluations for reimbursement.

This study succinctly addresses important facts regarding California's minimal spending on student's health needs and begins to make helpful suggestions, but unfortunately overlooks one important potential cost-effective solution: increase the presence of the versatile and highly trained school psychologists in California schools. Please help to educate and inform your local administrators about this omission.

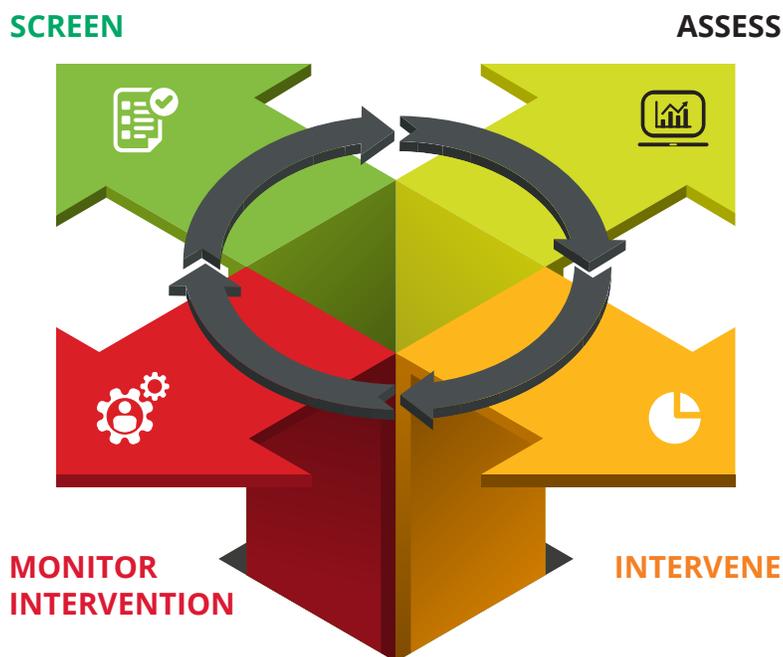
CASP Today will be review more of the research involved in this brief and we look forward to sharing it with our readers in the coming publications. For more information on Getting the Fact II, please visit <http://www.gettingdowntofacts.com/> 

Clinical Assessment Solutions: A Dyslexia Toolkit



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Kaufman Test of Educational Achievement™, Third Edition (KTEA™-3) Brief Form	Wechsler Individual Achievement Test®, Third Edition (WIAT®-III)	KTEA-3 teaching objectives and intervention statements WIAT-III intervention goal statements	Growth Scale Value (GSV) Scores
Dyslexia index scores from the KTEA-3 and WIAT®-III	Woodcock Reading Mastery Tests™, Third Edition (WRMT™-III)	SPELL-Links™ to Reading & Writing SPELL-Links Class links for Classrooms™	

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Corporate Corner:

Executive Capacities and Their Assessment with the McCloskey Executive Functions Scales (MEFS)

By George McCloskey¹, PhD

Editor's Note: This CASP Today section highlights new assessments, new uses for old assessments and other information from our corporate members.

Although awareness of executive functions is increasing, the general metaphorical comparison of executive functions to the Chief Executive Officer (CEO) of the brain represents an oversimplification of the concept that can lead to inadequate assessment efforts and a reduction in the construct's clinical utility.

To avoid oversimplification and maintain greater consistency with current conceptions, it is better to view executive functions as constituting the multi-tiered management structure of a multinational mind corporation, with each manager responsible for its separate contribution to the whole while working, ideally, in a collaborative manner with the other managers to ensure the desired outcomes of this corporation of the mind. Consistent with the multinational mind corporation metaphor, the inner workings of this corporation reflect the following:

1. There is likely to be a CEO with an overall vision of the corporation's future and knowledge of the corporation's past.
2. The CEO is not fully aware of all that is happening day-to-day at all of the other levels of management below it.
3. Each successive level of management below the CEO also is not aware of all aspects of management at other levels above and below it.
4. Most levels of management are responsible only for managing other levels of management (i.e., directing other directors).
5. Only the lowest level of management interacts on a day-to-day basis with the workers who function in a way that expresses the nature of the services or the products of the corporation.

The Holarchical Model of Executive Capacities (HMEC)

The HMEC is based on conceptual and empirical work from multiple disciplines in an attempt to integrate research in neuroscience with various psychological theories and perspectives. The HMEC accounts for the overlapping, multidimensional nature of executive capacity development and use and the problems associated with developmental lags at one or more levels. Readers interested in learning more about the HMEC are encouraged to read *Assessment and Intervention for Executive Function Difficulties* (McCloskey et al., 2009) and *Essentials of Executive Functions Assessment* (McCloskey & Perkins, 2012).

Self-Regulation. The *self-regulation* tier is comprised of a large number of executive function capacities (first line managers) responsible for cueing, directing, coordinating, and integrating

functioning within the domains of perception, emotion, cognition, and action. The neural networks engaged by the use of these executive capacities are responsible for the self-regulated control of day-to-day functioning. The HMEC explicitly identifies 31 self-regulation capacities that are grouped into 7 Clusters as shown in the table below:

Cluster	Executive Capacities
Attention	Perceive, Focus, Sustain
Engagement	Energize, Initiate, Inhibit, Stop, Interrupt, Flexible, Shift
Optimization	Monitor, Modulate, Correct, Balance
Efficiency	Sense Time, Pace, Use Routines, Sequence
Memory	Hold/Manipulate, Store/Retrieve
Inquiry	Estimate Time, Gauge, Anticipate, Analyze, Compare
Solution	Generate, Associate, Organize, Plan, Decide, Prioritize

Executive capacity difficulties with the greatest impact in early elementary school years are represented in the Attention, Engagement, Optimization, and Efficiency clusters. The impact of executive difficulties with the Memory, Inquiry, and Solution clusters becomes much more apparent in middle and high school years as the complexity and level of abstraction of learning and academic production increase.

In keeping with the management structure metaphor, the self-regulation tier represents the first level of management that directly supervises the workers, i.e., supervises the remaining parts of the neural networks routed throughout the brain that carry out the commands of the self-regulation managers. Each of the 31 self-regulation capacities can be thought of as being housed in its own office within the pre-frontal cortex.

Executive Skills and Executive Functions. To realize the clinical utility of the HMEC, it is helpful to think of each of the 31 self-regulation executive capacities as having two managers within the same office: the executive functions manager and the executive skills manager. The job of the executive function manager is to maintain awareness of the environment in order to signal when the executive capacity should be activated. The job of the executive skills manager is to know the other parts of the brain that need to be activated in order to perceive, feel, think, or act effectively. For example, in the case of planning, the executive function manager's job is to know when to activate the planning neural network and signal the executive skills manager. The job of the executive skills manager is to activate the other parts of the neural network in order of operation so that planning occurs.

Conceptualizing a distinction between executive functions and executive skills is necessary to explain the double dissociation that can be observed in clinical situations; some individuals are aware of when they should be planning but have no idea how to make a plan, whereas some individuals know how to plan but are not aware of when they should be using their planning skills. In worst case scenarios, both the function and the skills manager are ineffective: The child is unaware of the need to cue for self-regulation, and even when cued by another person, the child is unable to direct the self-regulation of perceptions, feelings, thoughts, and actions.

The distinction between executive functions and executive skills is important when attempting to plan and implement an intervention because interventions will depend on which manager is performing ineffectively. Interventions for executive skills deficits focus on

¹ Dr. George McCloskey is a professor at Philadelphia College of Osteopathic Medicine.

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A Message from the President

School Psychology – A Best-Kept Secret?

By Brian Leung, PhD

You and I both know that School Psychology is a fabulous profession. In fact, it is the only career that combines psychology (e.g. cognition, human development, measurement, personality, etc.) and education (e.g. teaching and learning, curriculum, systemic change, counseling, etc.). Moreover, it is an applied psychology career that gives the practitioner a good amount of autonomy and respect from colleagues and consumers; not to mention getting all the holidays and summer months off and a decent salary working only 10 months of the year. Best of all, school psychologists have many opportunities to impact the lives of students during impressionable years that will shape adult development! It's no wonder U.S. News & Report again ranked School Psychology one of the best careers in 2018. So, with all that going for our profession, why is there a shortage of school psychologists in California and nationwide?

Reflecting on my own career path, and in talking with many others, it is abundantly clear that most of us "discovered" school psychology by accident. That is, many of us never heard about school psychology

as a career from our psychology teachers and professors nor read and learned about school psychology in high school or undergraduate classes. It is indeed a best kept secret in most undergraduate psychology departments in universities and colleges in California and likely around the country.

More than ever, well trained school psychologists are needed in schools to support teachers and students. Academic attainment among students, especially those who are culturally and linguistically diverse, is unimpressive and many indicators demonstrate the need for stronger mental health support among students in all grade levels. How can we get more collegians to consider school psychology as a career?

One way is for ALL of us to start actively telling others about our profession. I encourage every school psychologist to volunteer to speak at a high school, community college, four-year university/college psychology classes about our career. This is not hard to do. You can contact a psychology teacher/professor (i.e. an easy one is your former teacher or professor) and offer to come as a guest speaker to



talk about this career. To support your future speaking engagements, I can offer four resources: (1) An infographic about school psychology created by a student of mine at LMU; (2) A PowerPoint presentation with talking points, a one-sheet on what school psychologists do and, for more advanced classes, another infographic, this time on the NASP Practice Model. All are available for download at the CASP website, <http://casponline.org/about-casp>.

When you do this, PLEASE do emphasize that the job is NOT just testing (even though it is, unfortunately, the most common task among practicing California school psychologists). Talk about the potential of the job as referenced in the NASP Practice Model. Let your audience know about the wide range of possible roles for school psychologists and that the current federal education law (Every Student Succeed Act, ESSA) provides unique opportunities for school psychologists to transform their testing role to a full-service role.

When you do this even if just once during the academic year, you will likely be the first person who has talked about school psychology to your audience. Your talk may help someone find one of the best careers in the U.S., and in the process, it just might rekindle your passion about why you chose school psychology as your career!

Send me an email at CASP2018leung@gmail.com and tell me your experience. I know it will be worth your time. 

What is School Psychology Week Good For?

By Rodrigo Enciso, M.A., LEP

Senior School Psychologist, San Diego Unified School District

I believe that service to others is the best way to celebrate and create awareness of our profession. Therefore, last November I was fortunate enough to find ways to serve during School Psychology Week.

First, an undergraduate student who has been volunteering at my site for over a year, asked to interview me for one of her assignments regarding the school psychology profession. At the conclusion of the interview I was pleased to hear that she was in the process of submitting applications to school psychology programs for the following fall, specifically because she has gotten to know me and because of what I have shared about our profession over the past year.

Similarly, a few years prior while looking for opportunities to share our profession

during School Psychology Week with undergraduate students, I was able to connect with a few college professors that have asked me to continue coming back to talk to their students. I have been able to do presentations every semester for the past three years, including on or around the week. Lately, I've been invited multiple times per semester.

Finally, two years ago my school site celebrated Kindness Week during the same week as School Psychology Week. Not only was I deeply involved in the festivities (sometimes front and center), but also, for the school-wide kindness contest, I offered to provide a recess break to the winning classroom, and their teacher.

Although a jam-packed week, School Psychology Week was very rewarding -



San Diego Unified School District school psychologist Rodrigo Enciso being interviewed by a student his profession. The student is working toward a graduate degree to become a member of the profession.

just as it should be. And as demanding as the profession can be, being a school psychologist is also very fulfilling – just as it should be.

What will you be doing this November for School Psychology Week? 

A Message from the Executive Director

By Heidi Holmblad



The U.S. will be holding an election just two days before the official start of the CASP Convention. This mid-term election could be pivotal to California.

Voters will be deciding, among other candidates and issues, every state seat in the U.S. House of Representatives, one of our two senators, the governor's race and the superintendent of public instruction. The latter should be of particular interest to school psychologists.

Did you know that there are no school psychologists working for the California Department of Education? No school counselors, social workers or even school nurses? Ever wonder why some legislation proposed – and sometimes passed into law – doesn't really make sense from a practitioner's point of view? That could be because there is nobody with your type of experience or expertise working at the department.

Legislation aimed toward re-establishing an office of student health (or something similar) has been proposed over the last two years. But none of it passed. There has been some conflict over how to fund such an office – would the Department of Health Care Services (which is in charge of distributing Medi-Cal funds) help fund it? Would CDE find a way to raise the salaries for such positions so practitioners would consider

them? Would the new Superintendent of Public Instruction – who could set up such an office without legislation if he could find a way to fund it – see the need for such an office?

While we don't have an answer to that last question, if you happen to see the two candidates on the campaign trail over the next few weeks, you may want to ask that, and many other questions. CASP's Political Action Committee voted to endorse Assemblymember and former social worker Tony Thurmond for the job, over Marshall Tuck, an education activist, believing that Thurmond may have more of an understanding of the need for mental health services in the schools.

Please check out each candidate's websites. Both sites have information on their plans to improve California's schools. Decide for yourself whose plans you like best. And vote.

The results of that race and how that may affect school psychology will be among the topics covered at CASP Convention 2018 during the Legislative Update session on Nov. 8 at 10:00 a.m. Legislative Committee Chair Doug Siembieda, Lobbyist Laura Wasco and NASP Delegate Maureen Schroeder will discuss the election and pending legislation. Don't miss it.

That's just one session of the almost 100 sessions being offered at the annual convention. If you have not registered for the convention we still have room for you. Check out the offerings and register online until Oct. 22 at <https://event.casponline.org>. After that date you may register on site.

Be sure to stop by the CASP Booth and pick up some swag! CASP is cleaning out its closets because we will be moving to new offices in December and we don't want to take any of this back with us. So, spin the wheel, answer a question and you can qualify for the good stuff; recent journals, T-shirts, California School Psychology Foundation mugs, even wine glasses with the CASP logo on them. Check out our vendors, too, who will be presenting the latest in school psychology. The exhibit hall will be open Thursday and Friday, Nov. 8 & 9, from 8:00 a.m. – 5:00 p.m. Almost forgot the best part – there will be coffee.

See you next month in San Diego. 



November 8-10, 2018

Hyatt Regency Mission Bay, San Diego

REGISTER

CASP Endorses in Superintendent's Race

By Heidi Holmblad, Executive Director

After considering the two candidates' statements in terms of understanding of school psychology, the CASP Political Action Committee has endorsed Tony Thurmond as the most qualified candidate to serve as the Superintendent of Public Instruction.

State Assemblymember Thurmond has worked in public education and in local communities for disadvantaged students, supports equity in school funding to give all kids the chance to go to college and has pledged to work toward expanding early childhood education programs, school-based health, mental health,



and social service programs.

He has introduced legislation that will provide schools with resources for in-school physical, social, and emotional services for students. He understands that students can

face barriers to academic success, such as peer pressure, bullying, difficult to manage family situations, substance abuse, and mental health needs.

Thurmond has knowledge of research that indicates that counseling and pupil support services play a critical role in the academic preparation and social development of youth.

These services help to systematically identify and address barriers to learning and help students re-engage with the learning process. Further, he knows that onsite provision of health services has been shown to increase student health and wellness as students with health concerns disproportionately have trouble accessing medical care.

CASP believes that as a social worker, Assemblymember Thurmond has a special understanding of the student population most in need of school psychology services. Therefore, CASP encourages its members to vote for Tony Thurmond on Nov. 6 for California Superintendent of Public Instruction. 



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CASP Legislative Update

By Ball/Frost Group, LLC

Governor Brown Clears His Desk

Governor Brown wrapped up action on bills for the year and for his term in office – 1217 bills reached the Governor’s desk in 2018. Of these, the Governor vetoed 201 and signed 1016.

While the Governor signed far more bills than he vetoed, for the education community, it will be the vetoes on bills that will be remembered most. The Governor vetoed three high profile bills from 2018: **SB 328 (Portantino)** on later school start times – stating the importance of local control - **SB 354 (Portantino)** which would have required individualized education plans (IEPs) be provided in the native language of the parent, and **SB 1127 (Hill)**, which would have allowed administration of medical cannabis in schools. These actions signify that even after almost 16 years as governor, it is hard to predict how Jerry Brown will handle an issue.

While it may be the line this year for bills that were vetoed, we have already heard from legislators, the two SSPI candidates and from advocates that they intend to come back in 2019, under a new Governor, and try again on some of these issues. Below is a summary of a number of bills CASP has been working on and watching closely and our take on what’s next for these efforts.

SB 328 (Portantino) – Pupil attendance: School Start Time. Vetoed.

This measure would require middle and high schools to begin the school day no earlier than 8:30 a.m. **The Governor vetoed this measure noting** that the bill was “a one-size-fits-all approach that is opposed by teachers and school boards. Several schools have already moved to later start time. Others prefer beginning the school day earlier. These are the types of decisions best handled in the local community.” **Senator Portantino issued a release**, thanking supporters and stating that he is “committed to the wellbeing of the California’s children and certainly will bring this important public health issue back next year as our children and their health and welfare demand we put them first in our decision making process.”

SB 354 (Portantino) – Special Education: IEPs. Vetoed.

This measure would require the LEA, if requested by a pupil’s parent, to provide the parent with a copy in the native language of the parent of the individualized education program, any revisions to the individualized education program, and certain documents discussed at an individualized education program team meeting within 30 calendar days of that meeting or within 30 calendar days of a later request, except as otherwise determined by a consent decree.

The bill would require the documents to be translated for the top 8 languages (other than English) in each LEA as determined by CDE & reported on Dataquest. The definition of Qualified translator has been modified and is less restrictive. Translation of other student materials (evaluations, assessment, or progress data) – there is no required time frame to have them translated. **The Governor vetoed this measure stating**, “I cannot support this bill. Current law requires that non-English speaking parents understand their child’s IEP, and in fact gives parents the right to have an interpreter present at their child’s IEP meetings. To the extent that this is not sufficient, I think the remedy is best handled at the local school district.”

SB 1127 (Hill) – Pupil Health, Administration of Medicinal Cannabis. Vetoed.

SB 1127 would authorize governing boards of school districts, county boards of education and charter schools to adopt policies that allows a parent or guardian to possess and administer medical cannabis to their child on school grounds. **The Governor vetoed this measure**, noting that it “is overly broad as it applied to all student instead of limited cases where a doctor recommends medical marijuana for a student in order to prevent or reduce the effects of a seizure. Generally, I remain concerned about the exposure of marijuana on youth and am dubious of its use for all ailments. This bill goes too far—further than some research as – to allow sue of medical marijuana for youth. I think we should pause before going

much further down this path.” In response to the veto, **Senator Hill issued a statement**, noting: “Making it easier for these children and teens to get the medicine they need without disrupting their school day remains important to me. I plan on reintroducing this bill when the Legislature reconvenes on December 3.”

AB 2143 (Caballero) Mental health: Licensed Mental Health Service Provider Education Program. Vetoed.

Current law establishes the Licensed Mental Health Service Provider Education Program within the Health Professions Education Foundation. Current law establishes the Mental Health Practitioner Education Fund in the State Treasury and provides that moneys in that fund are available, upon appropriation, for expenditure by the Office of Statewide Health Planning and Development for purposes of the program. This bill would expand the program to apply to persons eligible under existing law who attain further education in order to practice as psychiatric-mental health nurse practitioners or physician assistants in psychiatric mental health settings, thereby allowing those practitioners to apply for grants under the program for reimbursement of those later-incurred educational loans. Licensed educational psychologists had been included in the bill but were dropped by the author as the legislation wound its way through the legislative process.

Governor’s Message: I am returning Assembly Bill 2143 without my signature. This bill would expand eligibility for educational loan reimbursement grants, through the Licensed Mental Health Provider Education Program, to mental health providers who further their education to become physician assistants or nurse practitioners in mental health facilities. Unfortunately, the loan repayment fund referenced in this bill lacks the necessary funding to pay for the hundreds of applications it currently receives. Adding more applicants as this bill requires just compounds the problem.

AB 1436 (Levine) – Board of Behavioral Sciences: licensees: suicide training. Signed by the Governor.

The bill requires, on or after January 1, 2021, an applicant for licensure as a marriage and family therapist, an educational psychologist, a clinical social worker, or a professional clinical counselor to complete a minimum of 6 hours of



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Student Corner: Student Participation Encouraged at CASP Board Retreat

By Mary Dishigrikyan



Editor's Note: Mary Dishigrikyan is the CASP/NASP leader for her graduate cohort at Loyola Marymount University, Class of 2020 and CASP's Student Leadership Council Representative. Dishigrikyan provided a summary of her experience to share with other student readers who may have future interest in this position.

I have been extended the honor of being a part of CASP's Board of Directors as the Student Leadership Council Representative for this school year. Being on the board meant I was invited to the CASP retreat held at Loyola Marymount University in August.

Being told about the event filled me with many conflicting emotions; as much as I understood the importance of my role and those of the other board members, I was also slightly anxious about being in a new, unfamiliar environment with people I had never met who were likely much more experienced than I was when it came to

school psychology. Nonetheless, I attended the retreat and showed up with a readiness to explore new connections and discover CASP behind the scenes – and it was incredibly worthwhile.

The first day of the retreat consisted of a new board member orientation and the board meeting. I was immediately put at ease when I realized that every board member was willing to introduce themselves, befriend me and others around them, and answer all questions that were asked of them. The meeting itself consisted of various topics discussed by many of the longstanding board members, and during the meeting it was refreshing to see other people genuinely engaged in the work and ideas of others by responding with opinions and beliefs of their own. As I took note of my surroundings, I realized that not one person on the board stayed silent the entire time – they all had a comment, question, or suggestion at one point or another, and many of them offered to join other members' efforts towards a project or

goal. It was this fact, along with the fact that everybody seemed to actively listen to each other, that showcased everybody's sense of responsibility and loyalty to the board.

During the morning of the second day, we were given an amazing presentation about self-advocacy and communication. On this day, as I met more people who were willing to put their trust in me as a student and who treated me with kindness and respect, I became more confident in my role as a student member of the board and voluntarily spoke up here and then. My self-assurance then grew not just from the fact that I was more willing to publicly vocalize my thoughts, but because my vocalization was met with the support of the board members around me who all had leaps and bounds of experience in comparison to myself. The presentation on the second day also included some small group work and partner activities, and during these moments the room was abuzz with collaboration and teamwork in every corner, without any sense of competition or anybody trying to one-up another person or team.

Overall, both days of the retreat proved to me that the members of the CASP board are people who dream big and build each other up as they all attempt to fulfill those dreams. Ψ

New CASP Member Benefit

Special Interest Groups Formed for Online Chatting

CASP has established six special interest groups that members can join and discuss how they are responding or are affected by the topics. Only CASP members can comment.

The groups' topics are MTSS, School Psychology and Spirituality, Virtual Services, Charter Schools, School Psychology and Dual Language, and Trauma-Informed Schools. CASP members are encouraged to comment on the questions or other comments posted on the CASP website regarding these issues.

"SIGs (special interest groups) are online forums for school psychs to share ideas, ask questions and support, and network about a topic of interest," said Dr. Brian Leung, CASP President. "Often times, school psychologists either work in isolation or don't have colleagues that share the same interest. SIGs are meant to connect

people across the state on important and useful topics.

"For example," he continued, "MTSS and trauma-informed practices are gaining steam across the country. If a school psychologist wants to stay ahead of the curve and want to find out how to get started or get suggestions for resources, logging into a SIG can help find other school psych who can help (or share the learning curve!)."

To be a part of the discussions, go to the CASP website, <http://www.casponline.org> and click on Member Discussion Board on the right-hand side of the screen. If you no longer have the email (sent on September 18) that gave you a password, simply type in the email address you use to access the CASP members section, click on the "I am not a robot" box and click Forgot Password. Then enter the password you wish to use. You can use the same password you use for

the Members area of the CASP website, or a different password. Then start chatting online about specific topics.

We want to hear from you! What do you think about working for a charter school? Is your school employing MTSS – or does it just think it is? Virtual services: good or bad? Is your spirituality affected by your job, or vice versa? What is different about your trauma-informed school? Are you considered a bilingual school psychologist and are you being rewarded for that extra skill?

Some members of these Special Interest Groups plan to meet in person at CASP Convention 2018. Please watch the discussion groups pages and your email, as well as the program you receive when you check in at the convention, for more information. Ψ

Get connected with CASP!



Executive Capacities

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helping the child learn how to self-regulate. Interventions for executive functions deficits focus on increasing awareness of when to self-regulate. It is also important to recognize the executive function and executive skill deficits both lead to a lack of adequate production or appropriate behavior in academic settings and therefore represent producing difficulties rather than learning difficulties.

Note that these 31 self-regulation capacities are distinct from one another and effectiveness with each one can vary greatly (i.e., the managers in each self-regulation office may vary greatly in terms of their level of competence). For example, a child might be very effective at inhibiting impulsive responding but be very poor at shifting from one activity to another.

Arenas of Involvement

The concept of *Arenas of Involvement* helps to increase understanding of the full range of variability in engagement of self-regulation capacities. Executive control can vary greatly depending on whether a person is attempting to exert control of self in relation to his or her own internal states (i.e., control within the Intrapersonal Arena); control of self in relation to others (i.e., control of self within the Interpersonal Arena); control of self in relation to the environment (i.e., control of self in the Environment Arena); or control of self in relation to how information is processed, stored, and used to read, write and calculate (i.e., control of self in the Academic Arena).

Arenas of involvement are dissociable; a person may experience self-regulation difficulties in one or more of the arenas while demonstrating very effective self-regulation in one of more of the other arenas. Dissociation of specific self-regulation capacities also can be evidenced within a single arena of involvement and for a single domain of functioning. An individual might effectively use some self-regulation capacities within the interpersonal arena while being very poor with the use of other self-regulation capacities within that same arena. Assessment of executive capacities should take into account the arenas within which difficulties may be occurring.

Second Tier Executive Capacities. The second tier of the HMEC specifies executive capacities that extend beyond basic self-regulation. Consistent with the management structure metaphor, two “departments” are distinguished at this next level of supervision: Self-Realization and Self-Determination. At this tier, executive capacities are involved only in managing other managers; they do not directly supervise perceptions, feelings, thoughts, or actions. Instead, they supervise the Self-Regulation managers.

Self-realization represents an overarching awareness that transcends but includes the moment-to-moment awareness that is being used to self-regulate throughout the day. The executive capacities involved at this level include (a) an awareness of the capacity for self-regulation and how to influence it, (b) an awareness of the fact that others persons can self-regulate, (c) an awareness of how one’s own self-regulation (or lack of it) affects others, and (d) a capacity for self-analysis to identify specific self-regulation strengths and weaknesses.

Self-analysis can be used to develop a sense of personal strengths and weaknesses and how they impact daily functioning. Note however that the Self-Analysis manager is separate from the Awareness of Self and Awareness of Others managers. It is possible to engage in self-analysis that has no apparent impact on self-awareness or awareness of others. When all three Self-Realization managers work as a coordinated management team, it is possible to increase awareness of when to engage in specific types of self-regulation and increase awareness of when it is necessary to improve self-regulation capacities.

No self-determined goal or self-desired outcome is necessary for effective lower-tier, daily self-regulation to occur. Consequently, it is possible for a person to engage in day-to-day self-regulation without ever engaging in any act of self-determination. Self-Determination involves the generation of personal goals for the future and the generation of plans that would enable the accomplishment of these goals. Self-Determination also involves the evaluation of the adequacy of self-regulation efforts in moving toward or achieving self-selected goals and/or carrying out self-selected plans. Long-term goal development reflects an appreciation of the potential benefits of ignoring or refusing immediate rewards (immediate gratification) while working toward greater rewards likely to be derived at a much later point in time (delayed gratification).

Assessing Executive Capacities with the McCloskey Executive Functions Scales (MEFS)

Assessing teacher and parent perceptions about the use of executive capacities greatly enhances the assessment of a student referred for learning, behavioral, or social-emotional concerns. Many aspects of executive functioning cannot be assessed directly in a one-to-one testing situation; therefore, input from teachers and parents is critical.

Although executive function rating scales have been in use since the mid-1990s, the scales have focused on a narrow group of core executive functions. Additionally, rating scales typically only assess for executive function deficits; they do not enable the rater to identify a full range of executive capacity strengths as well as deficits and do not make the important distinction between executive functions and executive skills.

The MEFS represents an advance in the assessment of executive capacities for several reasons: (a) the MEFS is based on a comprehensive model of executive functions that encompasses aspects of self-regulation, self-realization, and self-determination; (b) the MEFS assesses a broad range of executive skills and functions; and (c) the MEFS offers a uniquely designed, full range of rating options that enable the identification of executive skill deficits (does not know how to do this), executive function deficits (does not know when to do this), and executive function strengths (knows when and how to do this). As noted earlier, executive skill deficits are best addressed through strategy instruction whereas executive function deficits are best addressed by increasing awareness of situations in which the executive capacity should be used.

The McCloskey Executive Functions Scale (MEFS) is an internet, web-based rating scale designed to assess teacher and parent perceptions about students’ use of executive functions. The rating scale can be used with children ages 5 through 18 years. The main function of the MEFS is to facilitate the identification of executive function (EF) strengths, executive function deficits, and executive

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Legislative Update

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coursework or applied experience under supervision in suicide risk assessment and intervention. The bill would require as a one-time requirement, a licensed marriage and family therapist, educational psychologist, clinical social worker, or professional clinical counselor to have completed this suicide risk assessment and intervention training requirement prior to the time of his or her first renewal after January 1, 2021. The bill would also require an applicant for reactivation or for reinstatement to an active license status on or after January 1, 2021, to have completed this suicide risk assessment and intervention training requirement.

AB 2291 (Chiu) – School Safety: Bullying. Signed by the Governor.

This measure requires local educational agencies to adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. The bill would require the CDE to post on its website the online training module developed by the department and an annually updated list of other available online training modules relating to bullying or bullying prevention. The bill would require a school operated by a school district or county office of education and a charter school to annually make available the online training module developed by the CDE to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

AB 2639 (Berman) – Pupil suicide prevention policies: evidence-based online training. Signed by the Governor.

AB 2639 requires the governing board or body of a local educational agency that serves pupils in grades 7 to 12, inclusive, to review, at minimum every 5th year, its policy on pupil suicide prevention and, if necessary, update its policy.

The 2018-19 Budget contains \$1.7 million to implement the online training program on pupil suicide prevention and the Budget Trailer Bill contains language to establish the program. The language requires the CDE to identify one or more evidence based online training programs that a LEA can use to train school staff and pupils as part of the local educational agency's policy on pupil suicide prevention. The language would require each county office of

education to, on a one-time basis, acquire a training program identified by the CDE and disseminate that training program to LEAs located in the county over which it has jurisdiction at no cost.

AB 2657 (Weber) – Pupil Discipline: Restraint and Seclusion. Signed by the Governor.

Authorizes an educational provider to use behavioral restraints, which includes physical and mechanical restraints, or seclusion only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive than the temporary use of seclusion or the behavioral restraint, and if other specified conditions are met. Prohibits an educational provider from using a behavioral restraint or seclusion in certain circumstances, including, but not limited to, using seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation, and would prohibit the use of certain restraint and seclusion techniques. The bill would require LEAs to collect data and report this data in compliance with the requirements of the Civil Rights Data Collection of the United States Department of Education's Office for Civil Rights.

AB 3136 (O'Donnell) – Special Education. Held in the Legislature.

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

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

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

During the budget process, Assembly Member O'Donnell was trying to secure an appropriation to fund AB 3136. Unfortunately, the final 2018-19 Budget did

NOT include funding for the bill. However, there is strong legislative support to bring this issue of Special Education equalization funding back next year as a key K-12 legislative education issue.

SB 972 (Portantino) – Pupil and Student Health I.D. Cards: Suicide Hotline. Signed by the Governor.

SB 972 would require a public school that serves pupils in any of grades 7 to 12, inclusive, and that issues pupil identification cards to have printed on either side of the pupil identification cards the telephone number for the National Suicide Prevention Lifeline, and would authorize those schools to have printed on the pupil identification cards the Crisis Text Line and a local suicide prevention hotline telephone number.

SB 1019 (Beall) – Youth mental Health and substance abuse use disorder services. Vetoed by the Governor.

Beginning July 1, 201, SB 1019 would have required the Mental Health Services Oversight and Accountability Commission, when making Triage funds (Prop 63 funds) available, to allocate at least 1/2 of those funds to local educational agency and mental health partnerships. The bill would require this funding to be made available to support prevention, early intervention, and direct services, including, but not limited to, support for personnel, training, and other strategies that respond to the mental health needs of children and youth, as determined by the Commission. **The Governor vetoed SB 1019 with the following statement, "This bill would require the Mental Health Services Oversight and Accountability Commission to allocate at least half of its triage grant funds to local education and mental health partnerships. The bill as written would limit the Commission's authority to exercise its judgment in the distribution of these grants. I believe the better practice would be to leave this matter to the Commission."**

Senator Jim Beall released the following statement in reaction to the Governor's veto of the bill, *"Five-hundred eighty-thousand students in California aren't getting the mental health treatment they need. SB 1019 would have made it easier for them to connect with the services and support they require to succeed in school and throughout their lives. The bill would have greatly helped teachers in the classroom by reducing students' behavioral problems. I am disappointed this bill has been vetoed; it disregards the mental health needs of children."* 

The NASP Report

By Maureen Schroeder, NCSP, CA Delegate to NASP

It has been my pleasure to serve your State Delegate to NASP. I just started my second and final term as your delegate, and I am looking forward to what the next three years will bring. NASP recently held its Regional Leadership Meeting on September 14th to the 16th. As a Delegate, I am required to attend these meetings to share with NASP all of the activities that CASP is doing. As your Delegate, I also bring back information from NASP.

Some exciting events are coming up, first and foremost is NASP's School Psychologist Awareness Week (SPAW). SPAW this year will be November 12th to the 16th. Our theme is, "Unlock Potential." Please visit the NASP website for more information and resources to prepare you for SPAW.

Additionally, as part of SPAW, NASP will be hosting a "Virtual Hill." Virtual Hill day is your opportunity to connect/contact your local Representatives and Legislators and share with them what we do as school psychologists. Again, visit NASP online, as members you have access to all of the resources you will need to make contact during "Virtual Hill" day.

NASP 2019 Annual Convention is on Febru-

ary 26 to March 1st, in Atlanta Georgia. Registration is now open, don't miss out on early registration rates. The theme is "Unlock Potential, Prevention is Key."

NASP, CASP along with other state associations are working very hard to address the shortage of school psychologists. NASP has prepared for all members resources to share with high school students and undergraduate students online, "NASP Exposure Project." Dr. Charles Barrett is keeping track of all the students who have heard our message, let's keep the number rising. Everyone needs to know what a school psychologist does!

NASP Standards are being reviewed, and updates are being considered. Reviewing the NASP Standards has been a four-year process. Rest assured Delegates from all 50 states and the NASP Board are sharing and discussing these updates and items that will only improve our Standards. The goal is to have the updated NASP Standards ready to go by 2020.

MENTORS! CASP is in the process of finalizing our "Mentors" program, and NASP wants



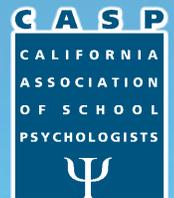
in on it as well. I encourage our members to be a "Mentor," it is not only a fulfilling experience, but you also build connections with others. Let's represent California and sign up; please contact CASP and NASP for more information. (CASP's mentor's program will be established by January.)

Lastly, and most importantly, do not forget to take care of you! We often share with our parents and colleagues how "self-care," is very important, yet we forget that we, ourselves, need "self-care." NASP President Dr. Kelly-Vance is encouraging for all of us to take time, even just a few minutes, away from your office and go outside. Better yet, take some time during the weekend or after work to "DO" something for you. I have noticed for myself that taking some time away has helped me become more focused, calm, a better thinker, and less stressed out. Let's face it, that case you're working on will still be there, the phone call you need to make is still required. But imagine when you have taken a moment to let your mind be free of stress and thoughts of your "to do" list, our mind and body does give back. It gives back by allowing us to be calmer and centered. Take it from me; I am the poster child of having too much on my plate. I am often asked how I manage, and for once, I can honestly say, taking care of me has helped so much this last year and has continued to. So, go, be, take that time to care for you. 

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Affiliate Updates

CASP would like to thank its affiliates for supporting their parent association during the past year. Our partnerships to offer CEUs and CPD at many of their local workshops have helped with attendance at the local level, and revenue at the state level. Some of the affiliates also help support the California School Psychology Foundation with money set aside for the Cultural and Linguistic Diversity Scholarship and the Paul Henkin Convention Grant. They are also instrumental in donating to the CASP "For the Children" Political Action Committee, which allows CASP to be involved in grassroots and statewide efforts to gain recognition of the need for mental health services in the schools.

And, best of all, the CASP affiliates funded the climbing wall that will be featured on Thursday, Nov. 8, from 10:00am–2:00pm at CASP Convention 2018 in San Diego.



Thank you, affiliates! You are the heart of the California Association of School Psychologists!

San Diego County Association of School Psychologists

Dr. Jerome Sattler will present Assessment of Children, Cognitive Foundations and Applications, Oct. 22 from 8:30am–3:30pm.

This workshop will cover the new and updated features of Dr. Sattler's essential text. A new WJ IV COG chapter appears, along with updated overviews of IDEA, Section 504, and ADA. Revised material on culturally and linguistically diverse children, ethics, test administration and intelligence theories are presented, as well as expert witness testimony.

For more information: <http://sandcasp.com>

Delta Area Association of School Psychologists

Jenny Ponzuric will present Pattern of Strengths and Weaknesses (PSW) model for SLD Identification, Oct. 25–26 from 8:30am–3:30pm.

The purpose of this two-day training is to

provide school psychologists with the information to implement the PSW Model for SLD Identification. Through the use of case studies, psychologists will be able to utilize the two research-based assessment approaches (Cross Battery and Dehn's Processing Strengths and Weaknesses Model) for students being referred for possible eligibility under SLD. Additional topics of discussion include the role of pre-referral interventions, report writing strategies using a PSW model, and discussions at IEP meetings regarding this model.

For more information: crothe@lodiUSD.net

Ventura County Association of School Psychologists

All Things Considered: IEP Goals in a Post-Andrew F. World/Legal Update will be presented by attorneys from the law firm of Fagan, Friedman and Fulfroost.

The US Supreme Court's Andrew F. decision sent a clear message to IEP teams that creating "appropriately ambitious" goals for a student is more critical than ever. Through an in-depth look at a few post Andrew F. OAH decisions, we focus on some of the most problematic issues that can arise for IEP teams when designing-and updating- measurable and attainable goals based on current and comprehensive data. The selected cases impart important lessons for school staff and administrators, along with providing several practical takeaways for drafting and implementing defensible IEP goals. Legal update session brings you everything you need to know about the latest developments in special education law,

including an overview of important new decisions during 2018 from OAH, along with key court rulings, recent federal guidance and noteworthy legislative updates.

This workshop will be held Oct. 26, 2018 9:00am–12:00pm.

For more information and to register go to: <https://tinyurl.com/vcasp-F3>

VCASP will also be hosting Dr. Sam Goldstein on Nov. 16 as he presents Assessment of Students with Co-Morbid Disorders and Multiple Eligibilities. The workshop will be held from 8:30am–3:30pm.

And on Jan. 18, from 9:00am–12:00pm, Jenny Ponzuric will present a workshop on Executive Functioning. For more information on both of these workshops go to: venturacasp@gmail.com

Kern Association of School Psychologists

Kristin McClelland will present C to B/ Preschool Assessment, Oct. 26, 8:30–11:30am

For more information: kernasp@gmail.com

Elk Grove Region Association of School Psychologists

Substance Abuse Presentation will be presented by Amy Rose. The purpose of this training is to provide school psychologists with information on Neurobiology/ attachment/addiction. Also, the latest trends in drug use and abuse in the schools will be presented.

Nov. 7, from 12:00-2:00pm

For more information: Armando Fernandez (afernaac@egusd.net)



All dressed up and going places: Members of the Central Valley Association of School Psychologists are all dressed up in their matching association polos. Visit with them and members of CASP's other 17 affiliates at the Affiliates booth in the exhibit hall at CASP Convention 2018, Nov. 8-10 (exhibit hall is open Nov. 8 & 9), in San Diego. More info at <http://event.casponline.org>

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School Psychology Practice and the Biopsychosocial Approach to Trauma-Informed Schools

By Elaine Fletcher-Janzen, Ed.D., NCSP, ABPdN

The Chicago School of Professional Psychology, Chicago, IL



The biopsychosocial approach to the study of childhood complex trauma incorporates information about child development and brain growth as it relates to the environment and/or social context in which a child is growing. It is a helpful approach for school psychologists because we operate in the real world and often we need to understand the fundamental reasons for why some children have great difficulty in succeeding in school. We need to know how to help them with realistic and practical interventions that are guided by science to maximize the chances of success. Regarding the identification and treatment of children with a history of physical or psychological trauma, scientific research tells us that repeated early childhood trauma exposure changes the architecture of the brain and may create oversensitivity to threat and later compromise planning and organization skill development. Not only does untreated early trauma affect neurodevelopment but it can also significantly alter appropriate psychosocial functioning, provide a basis for violence, and negatively affect life-long outcomes. However, trauma-related responses in the brain, illuminated by recent but little known affective neuroscientific research, indicates that trauma responses are adaptive and helpful if understood and placed in context. If we drill down and truly understand the biological/homeostatic human emotional functioning, then we have the key to providing efficient and powerful assistance that optimizes adaptive functioning and we will be able to assist the transformation of trauma into resilience.

There are generally four main lines of research that inform the biopsychosocial aspects of trauma-informed approaches for school psychologists: 1) brain development and toxic stress, 2) the neuroscience of emotion 3) educator self-care, and 4) biologically informed trauma sensitive systems.

1) Brain Development and Toxic Stress:

The child's brain is constantly responding to environmental demands and changes substantially from one developmental period to another (epigenetic adaption). The central line of developmental/life-span research that informs our current knowledge of trauma-informed practice comes from the Adverse Childhood Events (ACEs) study (CDC, 2018). The original study was conducted over several years and involved over 17,000 members of a Health Maintenance Organization. Responses to a questionnaire about childhood negative events such as witnessing domestic abuse or experiencing sexual/physical abuse were collected and compared to later life and health outcomes. The results showed that there was a direct relationship between the number of events experienced in childhood and later risk levels for outcomes such as depression, financial stress, poor academic achievement and even early death (Felitti et al, 1998). Other researchers such as the Center on the Developing Child at Harvard University (2016) provides a summary of research associated with the 'wear and tear' that stress hormones place on the developing brain and body. They, along with the Centers for Disease Control (2018) and many other agencies provide research on the best practices associated with the management of the toxic stress associated with ACEs. The ACEs study, and the body of research evidence that has grown up around it, has provided the impetus for national programmatic momentum to prevent, mitigate, and intervene in childhood trauma.

2) Neuroscience of Emotion:

Enhanced by sophisticated imaging techniques, the maturation of cognitive and affective neuroscience has culminated in a cogent and useful narrative for understanding how trauma fits into the emotional life of the brain. Visionary research by, for example, Craig (2015), Damasio (2010), Johnston & Ohlsen (2015), and Panksepp & Biven (2012) consolidates a structural link between cognition and emotion to the effect that there is now considerable

evidence to suggest that emotions play a part in every thought, choice, memory and decision that we make. Indeed, there is little or no research that supports more traditional ways of viewing rational thought and emotions as separate. From a biopsychosocial point of view, emotions and cognitions are inseparable as all information that enters the brain is forwarded through pathways that meld a body/bottom up and a prefrontal cortex/top down two-way system of adaptability. Emotions provide essential information about the status of the body in the environment that is needed for survival and homeostasis. They are considered to be adaptive and essential for effective memory. The upshot of much of this research is the proposition that all emotion is useful, trauma responses are adaptive, and it is along the same brain circuitry that relief and resilience is found. There is no doubt that the latest findings in affective neuroscience will cause us to rethink how we handle teaching emotional control and intelligence. These findings also bring into question how we handle our own self-care if we are to be the architects of the positively responsive environment for the stressed child.

3) Self-Care:

The 321Insight educational staff development and training group provide a cogent homily that "Only a well-regulated adult can help a student regulate" (2018). The recent rise in crisis care and trauma-informed duties for school psychologists has created an increased need for the understanding of what exactly self-care means. For the most part, it means that being in tune with one's emotions and stress-load leads to better self-regulation and health outcomes. However, in a social sense it means that children learn by breathing social air. They watch those around them to gauge arousal and emotional responses to the environment and therefore will mimic what they see. Therefore, knowing how to optimize self-care to insulate the self from burn-out and stress is good for the clinician, good for the child and good for the system.

Affective neuroscience and advances in integrated health care all point in the direction of care-givers being up to date with the latest research. Deep breathing, for example, is not just a simple way to calm down. Certain patterns of deep breathing speak directly to heart rate reduction and parasympathetic nervous activation



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Trama-Informed Schools

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(Craig, 2015). When practiced until fluency, these techniques substantially improve attention, emotional distress tolerance, and immune system functioning (Craig, 2105). It is important for school psychologists to have as many tools as possible that reflect practical biopsychosocial aspects of resilience and healthy functioning because many times, without the translated evidence, individuals can avoid, ignore or drop out of important supports.

4) The Biopsychosocial Bases of Trauma-Informed Schools

Human biopsychosocial systems are about homeostasis (survival) and homeostasis is about learning how to survive optimally. Trauma-informed schools are therefore fundamentally based on or about physical and psychological safety. Securing the physical plant, training crisis prevention and management, making the environment predictable, having predictable policies and procedures, fair and equitable management of negative behaviors, highlighting positive behaviors, positive support from the community, and centering the whole school/child experience around positive relationships are necessary conditions mandated by the human nervous system for optimal learning to take place. The more we learn about homeostatic neuroscience the more we will understand how to drive the design and sustainability of trauma-informed schools.

From the systems level, the National Association of School Psychologists has long been a proactive and wonderful resource in training school psychologists to understand crisis prevention and preparedness. The PREPaRE (2018) continuing education courses have been available for some time and are current and comprehensive guides for systemic change. These resources along with the National Child Traumatic Stress Network (NCTSN) (2018) materials address the structural foundations for what we need to know from a broad perspective. However, for readers who wish to delve much further into the *biopsychosocial* bases of trauma and resilience, the following books and websites are recommended:

Center on the Developing Child at Harvard University (2016). *From Best Practices to Breakthrough Impacts: A Science-Based Approach to Building a More Promising Future for Young Children and Families*. Retrieved from

<http://www.developingchild.harvard.edu>

Centers for Disease Control and Prevention (2018). *Adverse Childhood Experiences*. Retrieved from

<https://www.cdc.gov/violenceprevention/acestudy/>

Craig, A.D. (2015). *How do you feel?*

Princeton, NJ: Princeton University Press.

Damasio, A. (2010). *Self comes to mind*. New York: Vintage.

Felitti, V.J. et al. (1998). *Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults*. *American Journal of Preventive Medicine*, Vol. 14, 4, pp. 245–258.

Johnston, E., & Olson, L. (2015). *The feeling brain*. New York: Norton Publishing.

National Association of School Psychologists (2018). *PREPaRE training curriculum*. Retrieved from

<http://www.nasponline.org/professional-development/prepare-training-curriculum>

National Child Traumatic Stress Network (NCTSN) (2018). *Creating trauma-informed systems*. Retrieved from

<http://www.nctsn.org>

Panksepp, J., & Biven, L. (2012). *The archaeology of mind*. New York: Norton Publishing.

321Insight (2018). *Self-care*. Retrieved from

<https://www.321insight.com/>

Editor's note: Dr. Fletcher-Janzen will be conducting the workshop, Biopsychosocial Approach to Trauma-Informed Schools, at CASP Convention 2018, Thursday, Nov. 8 starting at 2:00 p.m. This three-hour, CEU- and NCSP-approved workshop will delve into building and maintaining trauma-informed schools and related issues. It is also a preview of a proposed 36-hour intense workshop that leads to participants' learning a systems approach for designing and developing preventative, secondary and tertiary services so that our school systems can become communities of change and safety.

As of this writing, there was still room in this workshop. More information can be found here.

<http://event.casponline.org/2018/06/13/w-04-biopsychosocial-approach-to-trauma-informed-schools/>

Executive Capacities

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skill deficits in children referred for a psychological evaluation. It is also suitable for screening and measuring response to interventions. The MEFS consists of 110 items that assess multiple aspects of Self-Regulation, Self-Realization, and Self-Determination. The items describe aspects of either academic or self/social functioning that can readily be observed by classroom teachers or parents allowing them to be grouped by Academic Arena and Self/Social Arena so that self-regulation strengths and weaknesses can be identified within the different arenas of involvement. Most raters can complete the scale in 12

to 15 minutes. The ratings are compiled to generate a report that includes a brief narrative and several score tables with Standard or T scores. The teacher form has been standardized and is available from Schoolhouse Educational Services at <http://SchoolhouseEducationalServices.com> The parent form is currently in standardization with publication planned for the fall of 2019.

References

- McCloskey, G. (2016). *The McCloskey Executive Functions Scales: Professional manual*. Schoolhouse Educational Services.
- McCloskey, G. & Perkins, L.A., (2013). *Essentials of executive functions assessment*. New York: John Wiley & Sons.
- McCloskey, G., Perkins, L. and VanDivner, R. (2009). *Assessment and intervention for executive function difficulties*. New York: Routledge Press.



New CASP Webinars Online

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

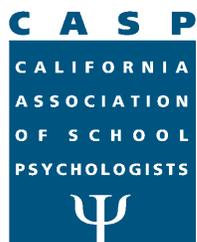
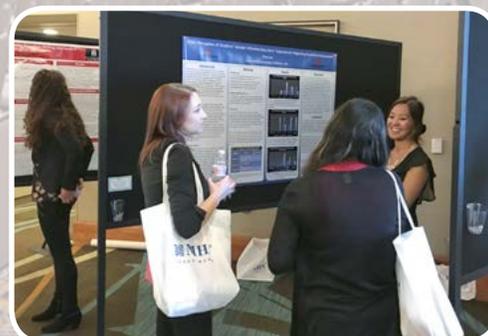
<http://CASPOnline.org>

Room for Investment

continued from page 1

in the schools, have registered for the annual convention as of this writing. There is still room for you. Register online until Nov. 22. After that date you may register onsite.

For details on the 80 sessions being offered at the convention, themed Investing in You = Investing in Students, visit this site. <http://event.casponline.org>



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