



CASP Corporate Members:



# CASP TODAY



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## 'Invest in you' at CASP Con 2018

Convention will include presentations and activities focusing on self-investment

By Raina LeGarreta, CASP Communications Specialist



# INVESTING IN YOU... = INVESTING IN STUDENTS!

Investing in yourself mentally, physically, and spiritually helps you be the best you that you can be. As a result, you offer that best 'recharged you' to your students, which consequently helps them thrive.

CASP's 69th Annual Convention, "Investing in You = Investing in Students" on Nov. 8-10 at Hyatt Regency Mission Bay in San Diego will feature presentations that will help you improve your knowledge and life skills so that you can take this experience back to your district. Take a look at all the convention has to offer. <http://event.casponline.org>

Noted presenters and students will explore subjects such as strength-based education, keys to releasing resilience, legal hot topics, LGBTIQ issues, tips on becoming an LEP and studying for the LEP

Exam, a free workshop for CASP student members on youth mental health first aid, and more.

The convention will also include physically and soulfully nourishing activities including yoga, a meditation and mindfulness session, and a fun run. Special gatherings will be held during the event for students, and CASP's Alumni Club.

This year's annual event will kick off with a pre-convention workshop, "Simplifying Identification of True Dyslexia: Similarities and Differences," presented by **Rodrigo Enciso** and **Dr. Steven Feifer** on Wednesday, Nov. 7 at 1:30 p.m. CEUs will be offered for this workshop, which will be



followed at 7 p.m. by the Town Hall meeting. This year's topic will be human trafficking, with experts from law enforcement, nonprofits and schools on the panel.

General Session will kick off the Convention Thursday morning with keynote speaker Galt Joint Union Elementary School District Superintendent **Dr. Karen Schauer** whose presentation, "Just Imagine... Strengths-based Education: A School District's Journey" will concentrate on the development of Multi-Tiered System of Supports that focus on the individual needs of each student in the small, rural, Northern California school district.



*continued on page 2*

# CASP Convention 2018

continued from page 1

Just prior to Dr. Schauer's presentation, CASP President **Dr. Brian Leung** will give his presidential address.



The convention will also include two invited addresses on Thursday morning that focus on maintaining career satisfaction in the profession, and resilience.

In "Rediscovering the Joy: Maintaining Career Satisfaction in the School Psychology Profession through Self-Exploration," professor of counselor education and chairperson of the Department of Education **Paul De Sena, Ed.D.**, will examine and self-explore areas such as: the anatomy of stress from upset through crisis; effective coping strategies in handling stress; the stress cycle; the issue of conflicts and insatiability in meeting our psychological needs; identifying our level of contentment; and more.



At the conclusion of the session each participant will have an individual profile of those personal factors that may be contributing to stress within their profession and/or loss of career satisfaction.

In "Resilience Is Not Just for Students," neuropsychologist **Dr. Sam Goldstein** will discuss the relevant variables involving temperament, mindset, family and professional relationships as well as the extended community in shaping and reinforcing a resilient mindset – and offer a framework taking into account a range of biological, psychological and social factors, each with multi-directional influence in contributing not just to adequate functioning but flourishing over time.



## Convention workshops include:

- **Trafficked in Early Childhood: Familial Trafficking and Clinical Effects.** This three-hour workshop held on Thursday will serve to educate and train regarding a hidden facet of child sex trafficking not normally discussed: familial trafficking, as well as some of its more severe psychological effects and appropriate response in the classroom. Pimp-based trafficking is usually what is discussed regarding CSEC; yet familial trafficking manifests differently with different signs, symptoms, and response. In addition to being a school psychologist and mental



health clinician, the presenter, **Danett Williams, Ed.S.**, a school psychologist/clinician with KIPP Bay Area Schools, is a survivor of familial sex trafficking in early childhood and is an advocate and public speaker. In the spirit of the conference, Williams will also discuss self-care and vicarious trauma when working with students who have been trafficked.



- **The Extraordinary Beat: Creating a Counterspace Through Restorative Practices.** This 3-hour workshop on Friday presented by **Jahmon Gibbs**, school psychologist at N.A. Chaderjian High School and founder of the Extraordinary B.E.A.T will be to help educators gain a deeper understanding of the impact of exclusionary practices, differences between restorative justice and restorative practices, and the importance of creating a counterspace for marginalized youth.



- **Compassion Fatigue and Vicarious Traumatization: What Every Psychologist Needs to Know to Support Their Personal and Professional Well Being.** **Dr. Charity Plaxton-Hennings**, director of Mental Health and Psychological Services at Riverside Unified School District knows that because school psychologists are trained to utilize compassion and empathy for their work to be effective, they are particularly vulnerable to emotional stress and compassion fatigue (CF), which is made up of burnout and secondary traumatic stress where some professionals take on the trauma of the people they're helping or the people they love. This Saturday workshop will assist school psychologists in identifying the symptom of compassion fatigue in themselves and others, understand the impact of compassion fatigue on their work and ultimately to great and maintain healthy work practices that ultimately protect them from compassion fatigue.



## Special Events

Convention Thursday and Friday mornings will offer yoga and meditation/mindfulness sessions taught by school psychologist **Michon Affinto, MS, BCaBA.**



Want to get your heart pumping for the rest of the convention on Friday morning? Then put on your most comfy running shoes and join us in the fun run. Maps of this casual run/walk will be available in the lobby early Friday morning.



On Thursday evening, head out to the **Welcome Reception** for appetizers and beer and wine tasting. Cost includes appetizers and 10 raffle tickets. Proceeds will benefit the California School Psychology Foundation (CSPF) that awards the Paul Henkin Convention Award and Cultural and Linguistic Diversity Scholarship at the Convention, and Mini Grants of up to \$1,500 for working school psychologists with ideas that need funding outside of school district coffers.



Come out to the **CASP Awards Luncheon** on Convention Friday afternoon to cheer on the Nadine Lambert Outstanding School Psychologist from your region and find out who will win the Sandra Goff Memorial Award as the statewide outstanding school psychologist. Awards for the California School Psychology Foundation will also be made, and past CASP presidents will be honored.



The **Exhibit Hall** will be the spot to explore the latest in school psychology services. Many exhibitors will be present to share their information on Thursday and Friday from 8 a.m. – 5 p.m.

Register for CASP Convention 2018 by October 4 to receive special early-bird rates and book your hotel room at <http://event.casponline.org>, where you can also view full workshop descriptions and special events information.

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- 10% Tuition Reduction
- Application Fee Waiver

Not all programs are available online or to residents in all states. Programs vary by location and modality; see the Academic Catalog for detail. Alliant is a private university accredited by the WASC Senior College and University Commission (WSCUC). We are an equal opportunity employer and educator. For more information about our graduation rates, the median debt of students who completed the program, and other important information visit [alliant.edu/consumer](http://alliant.edu/consumer).

## Get to know CASP LEP Specialist Chris Jones

Licensed Educational Psychologist (LEP) Chris Jones was motivated to pursue his license in 2006 after he became frustrated with where he believed the direction of special education was heading.

He felt that there were many aspects of special education that were reactive. He wanted to be proactive in how he was working with students and families and thought he'd be suited to do that in a private practice setting.

"I look at the LEP as an emerging specialization. There aren't a whole lot of us under the license if you compare us to other BBS licensees. But I think it's a great profession; it brings another level of expertise and a very unique perspective to the table," Jones said. "When mental health impacts education I think that having that background in educational systems and understanding how different disabilities affect learning can be a great resource for families."

CASP is the only association that represents LEPs before the BBS and the state Legislature.

As the organization's LEP Specialist, Jones helps many members who are LEPs and future licensees understand the scope of the practice.

Since 2015, he has offered workshops on all school psychologists need to know about becoming an LEP, passing the LEP

exam, how to start a private practice, and more. He also answers questions CASP members pose regarding such issues as online counseling and how to bill for services.

"I've had wonderful experiences talking with the members of CASP; answering many questions ranging from inquiries about passing the test to insurance questions to consultation about how to manage specific issues with a case regarding ethical/legal guidelines. It's really been an eye opening experience," he said. "I've done this through email, meeting with them at CASP conventions, or even meeting with members for coffee if they live in the Los Angeles area."

Jones is recognized for his innovative work in the profession of school psychology and dedication to students and their families for over 20 years.

Specializing in Autism Spectrum Disorder, he coordinated and consulted on a district-wide Asperger Syndrome/High Functioning Autism program for William S. Hart Union High School District in Santa Clarita.

The program was designed to support students on the spectrum in grades 7-12



and was recognized as a model for other school districts by the State of California.

Jones became the CEO and president of Dynamic Interventions, Inc. in Valencia in 2004. He and his team perform psycho educational evaluations, functional behavioral and analysis assessments, counseling, and more.

He enjoys the autonomy of running a private practice full-time as an LEP.

"I'm unique in that I'm full time private practice. Most LEPs work at a school district and might have a private practice on the side. For me, I've been able to see the clients that I want to see and carve out a niche for myself that allows me to do the work that I truly enjoy, which has been fantastic – and it's a lot of fun."

Additionally, Jones was chair of the CASP committee that updated the CASP Code of Ethics for LEPs regarding aspects that were specific to private practice, such as Telehealth Services.

"We looked at what was there, honed that, then tried to bring in new issues to address - a lot of it is similar to CASP's regular Code of Ethics. We wanted to make sure we had all those components in addition to things that affect LEPs," he said. "It was really the first thing I was asked to do as LEP Specialist. It was a very comprehensive task but I feel like we put together a good product."

Chris Jones can be reached at [chris@dynamicinterventions.net](mailto:chris@dynamicinterventions.net) 

## CASP Secretary-Treasurer begins term on Special Ed Advisory Commission

Congratulations to CASP's secretary-treasurer **Dr. Jeannine Topalian** who was recently appointed to the California State Board of Education's Advisory Commission on Special Education (ACSE).

The commission provides recommendations and advice to the State Board of Education, the State Superintendent of Public Instruction, the Legislature, and the Governor in new or continuing areas of research, program development and evaluation in California special education.

The ACSE addresses numerous issues related to California Special Education as defined in Education Code Section 56000, including: student outcomes, incarcerated youth, positive behavioral interventions, interagency agreements, teacher credentialing, parity for parents/families, and integrated services.

Members serve on the ACSE for four-year terms (with a maximum of two terms) and

commission meetings, open to the public, are held for a minimum of four times per year with additional subcommittee or task force meetings as budget permits.

"I am honored to have been appointed by the Speaker of the Assembly Anthony Rendon to the Advisory Commission on Special Education on April 30. I'm excited to take on this role and very appreciative to have been given this opportunity. It's an honor to take on this challenge especially during a time when special education is evolving," Dr. Topalian said. "The dedication and passion of the commissioners advocating for the rights of students with special needs was very evident during my first meeting. Moreover, the decisions and recommendations that the Commission makes can have long lasting impact on all students, their families,



and school districts throughout the state. Therefore, these suggestions may also impact our field as well."

Dr. Topalian's experience includes over 15 years as a practicing school psychologist in PreK-12 schools and three years as a part-time adjunct university trainer of school psychologists at the master's and doctoral level.

She has extensive knowledge of and works specifically with students with special needs and is certified to evaluate, assess, and service students with specific learning disabilities, neurological disorders, intellectual delays, autism, emotional disturbances and other health impairments.

"This is a great opportunity to give back at a state level and be a liaison to share information about the role school psychologists play in schools and helping students with special needs. I know this will also be a great learning opportunity," she said. "All in all, my first meeting in June was exhilarating. I'm looking forward to the next one in August." 

## CASP Leadership Award to honor former ED Suzanne Fisher

The CASP Alumni Club is sponsoring a new Leadership award to honor the legacy of Suzanne Fisher, CASP Executive Director from 1999 – 2013. The first award will be made at this year's fall convention, and the deadline to submit an application is September 1.

Ms. Fisher, who retired in 2013, died last year following a stroke. She was remembered as a mentor to several CASP board members, creator of the modern-day CASP convention and the leader of the movement to tell and show the state Legislature, the governor's office, and various state agencies of the talents, education and creativity of school psychologists.

The CASP Alumni Club's Suzanne Fisher Memorial Leadership Award is given to individuals or groups who have worked to make systemic changes in policies that govern the provision of education and mental

health services at the state or local level. In addition, these individuals or groups have worked to support the CASP mission and its goals. Individual nominees or groups have so distinguished themselves by this service that clear evidence of improvement of education and services for children can be readily documented.

Former CASP President Brent Duncan explained why this important award will honor the memory of Suzanne Fisher:

"I was a member of the CASP Board of Directors responsible for hiring Suzanne, and was honored to serve as CASP President alongside her. She was an absolutely remarkable human being. Her journey with CASP began in very challenging fiscal times.



**Suzanne Fisher**  
CASP Executive  
Director 1999–2013

I never once heard her complain or lay blame for our difficulties, but gently, firmly and kindly helped the board understand our fiduciary responsibilities to our members without forgetting our responsibilities to our profession, to children, and to families" he said.

"She saw every CASP leader as an individual and understood her obligation to help make each of us successful. She had a deep and abiding faith that included her unwavering belief in School Psychology, and our ability to improve the lives of all children. She helped us advocate for ourselves, legislatively and politically. She led with kindness, tremendous heart, and with laughter. Members of the Alumni Club want to honor her memory and contributions to CASP by recognizing individuals who have improved the profession through their own selfless commitment to advocacy for schools, children and the profession of school psychology."

Applications for this prestigious award are available on the California Association of School Psychologists website <http://casponline.org/awards/#fisher> 

## Alumni Club News: Post-retirement progression

By **Dr. Christine Toleson**, CASP Today Editor, 2017-18, and Alumni Club member



CASP Alumni Club member **Dr. Chris Ellis** describes herself as a life-long learner.

She has been a member of CASP and NASP since 1993 and has always been active in her local professional organization, Los Angeles Association of School Psychologist (LAASP), where she was a past president.

Dr. Ellis began her employment with Los Angeles Unified School District (LAUSD) after earning a master's of science degree in school psychology.

She also earned a master's degree in social work, and early in her career worked for Services for the Blind and later for Hathaway Home for Children; she says that her training in social work and early work experiences helped develop her strong counseling skills.

As evidence of her dedication to continue growing professionally, Dr. Ellis conducted research focused on selective mutism and anxiety while earning a doctorate with an emphasis in school psychology.

During her career as a school psychologist, she learned that having a good sense of hu-

mor is essential, and that it is possible to effect change at the school level. She also learned that there are always areas of interest to investigate; she is constantly learning and going to conventions and conferences – and finds that after retirement, she has more time to pursue professional development opportunities.

Dr. Ellis reflected on the interesting, inspirational, stimulating, and sometimes provocative activities that she engages in since her retirement after 23 years of employment as a school psychologist for LAUSD.

### Life after retirement

During the first months of retirement Dr. Ellis traveled for pleasure and began several major home remodeling projects.

Not long after those first blissful days of sleeping in and doing whatever she wanted to do her previous LAUSD supervisor offered her a job. *Editor's note to new school psychologists: You will never lack abundant job opportunities during your career.*

Dr. Ellis accepted part-time work providing DIS counseling services to high school

students. She said that she needed to learn new strategies for working with this population because she had worked with elementary students for most of her career.

For recreation, fun and leisure she belongs to a book club, enjoys her senior rescue basset hound, Beasley, loves family visits and play dates with her 18-month-old and 3.5-year-old grandchildren - and now has much more time to visit with friends and watch her favorite TV shows.

Dr. Ellis asserted that since retiring she is more centered - and she has been able to balance her "me time" with her family time.

When asked if she has any regrets since retiring, she answered that she missed working as a team to increase positive environments for the students she served.



**CASP Alumni Club Members Dr. Christine Toleson (left) and Dr. Chris Ellis (right) recently discussed Dr. Ellis's post-retirement activities and more.**

## Corporate Corner:

# Specific Learning Disability Eligibility Determination using a Pattern of Strengths and Weaknesses in Basic Psychological Processes and Achievement

By Jack A. Naglieri & Steven G. Feifer<sup>1</sup>

*Editor's Note: This new CASP Today section will highlight articles on new assessments, new uses for old assessments and other information from our corporate members.*

Identification of students who have a specific learning disability (SLD) has evolved in recent years from an ability-achievement discrepancy paradigm toward an approach based on a pattern of strengths and weaknesses in basic psychological processing and academic skills. Naglieri (1999) first wrote about aligning a student's scores from a test of processing with the definition of SLD in IDEA using what he termed the *Discrepancy/Consistency Method* (DCM), most recently described by Naglieri and Otero (2017). Although this conceptual method could be used with most cognitive measures, it has been associated with a Pattern of Strengths and Weaknesses (PSW) approach involving the Planning, Attention, Simultaneous, and Successive (PASS) neurocognitive theory (as measured by the Cognitive Assessment System). We chose this theory not only because it has considerable empirical support (Naglieri & Otero, 2017), but also because it answers the critical questions, "Why does the student struggle?" and most importantly "What can be done to address the disorder in processing and improve academic functioning?" To answer these questions, it is also critical for examiners to evaluate how specific PASS processes interact with specific academic domains. This is where the Feifer Assessment of Reading (FAR) and Feifer Assessment of Math (FAM) fit in. These are diagnostic achievement tests used to determine how PASS processes specifically impact reading and math.

The purpose of this article is to explain how to interpret scores from these measures to determine if a student has a specific learning disability, and to provide specific intervention strategies tailored to the learning needs of the child. We will describe how to use the Discrepancy/Consistency Method (DCM) to identify specific learning disabilities (SLD) because this approach is most consistent with IDEA and state definitions of SLD. The combination of PASS as measured by the Cognitive Assessment System – Second Edition (CAS2; Naglieri, Das, & Goldstein, 2014) with the FAR and FAM provides a theoretically sound, empirically supported approach that requires far less time to administer, has been shown to be appropriate for diverse populations, and better informs intervention decision making. The DCM gives practitioners an efficient way to identify students with SLD in a manner that is consistent with the state of California and IDEA rules and regulations. Importantly, according to Reynolds (2018) the Discrepancy/Consistency Method which combines PASS scales on the CAS2 with the FAR and FAM "is more theory-driven than any other model [and] provides good empirical support for the approach and practical advice in its implementation (p. xi).

## SLD Identification

In California, a specific learning disability, as defined in 5CCR Section 3030 in the Barclays Official California Code of Regulations, a Specific Learning Disability:

*means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.*

The rules continue as follows:

*In determining whether a pupil has a specific learning disability, the public agency may consider whether a pupil has a severe discrepancy between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. That term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.*

Furthermore, dyslexia legislation recently enacted in California states:

### ARTICLE 2.5. Eligibility Criteria for Special Education and Related Services on the Basis of Language and Speech Disorder or Specific Learning Disabilities [56333 - 56338]

*"The Superintendent shall develop program guidelines for **dyslexia** to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with **dyslexia** and to plan, provide, evaluate, and improve educational services to pupils with **dyslexia**. For purposes of this section, "educational services" means an evidence-based, multisensory, direct, explicit, structured, and sequential approach to instructing pupils who have **dyslexia**."*

We propose that it is essential for practitioners in California to utilize tests capable of delineating the basic psychological processes integral to the definition of SLD and Dyslexia to align the methods used for assessment with the State and Federal definitions. We further suggest that using PASS neurocognitive scores from the *Cognitive Assessment System-Second Edition* (CAS-2; Naglieri, Das & Goldstein, 2014) along with academic processing scores from the *Feifer Assessment of Reading* (FAR; Feifer, 2015) and/or *Feifer Assessment of Mathematics* (FAM; Feifer, 2016) provides an ideal way to assess children in concordance with state guidelines, as well as provides the most meaningful interventions. But first we provide the 10 most salient and important reasons to use PASS theory as measured by CAS2 along with the FAR and FAM.

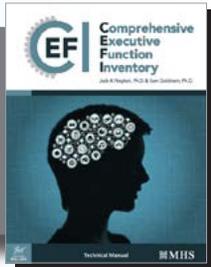
1. Because PASS scales on the Cognitive Assessment System – Second Edition (Naglieri, Das & Goldstein, 2014) measure *thinking* (i.e. basic psychological processing) rather than knowing (e.g., vocabulary, arithmetic word problems) the test is very appropriate for assessment of diverse populations of students and those with limited educational opportunity.

<sup>1</sup> Jack A. Naglieri (email: [jnaglieri@gmail.com](mailto:jnaglieri@gmail.com)) is the author of the *Cognitive Assessment System- Second Edition* and Steven G. Feifer is the author of the *Feifer Assessment of Reading and Feifer Assessment of Math*.



# Comprehensive Executive Function Inventory

Jack A. Naglieri, Ph.D. & Sam Goldstein, Ph.D.



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## A Message from the President

By Dr. Brian Leung

To my fellow school psychologists:

Last year, I signed up to join a long list of highly capable people as president of our state association for this coming academic year. I have two issues that I plan to promote during my presidency that I hope will allow me to live up to the lofty legacy that all those before me. These issues are: self-investment and to thrive as a school psychologist.

**Self-investment.** I have met hundreds of school psychologists in my 28-year career, and I am always amazed at how hard working and respected so many school psychologists are across California. Yet, I am often surprised to hear that many of my colleagues are not regularly “investing” in themselves. I came across the term “self-investment” while browsing on Yahoo one day regarding “how to become a millionaire!” The idea was that to maximize your earning potential you must regularly invest in yourself – learning new ideas and upgrading your skillset in order to be marketable. This notion applies to all professions and in my mind, especially to school psychologists because what we do has life-changing implications for our clients. Unlike conventional wisdom, there ARE new ideas under the sun, better frameworks and strategies to serve (multicultural) students and families, unique insights about understanding students’ backgrounds, and

even new laws and regulations.

In the last five-plus years, there has been a resurgent interest in professional “self-care,” which is one aspect of self-investment. If you come to the 2018 CASP convention in San Diego you will be exposed to seven areas of self-investment. You will find papers, workshops, mini-skills presentations related to investment areas, including: psychological/mental, physical, financial, and familial and community, and more. I urge all my colleagues to regularly think about self-investment. It’s truly the best investment you’ll ever make.

**To Thrive.** I often hear from psychologists about how “overwhelmed” they are with their work. Upon further conversations, almost all of the overload is related to excessive amount of testing. This is very unfortunate as we are so much more than just testing machines. While meeting SPED compliance is clearly a big part of most school psychologists’ work, testing (and over-testing) should not be how we spend the majority of our days!

There is much joy in helping young parents manage child-rearing, counseling with students, setting up positive school-wide learning environments, consultation with administrators, school staff, and



parents, conducting school-based program evaluation, and on and on. I am discovering that while school psychologists are excellent at advocating for students, many do not have the strategies needed to self-advocate to transform their role and function. Moreover, better knowledge of legal requirements will likely alleviate some of the unnecessary testing, which will lessen the pressure felt by many psychologists. I want to help many school psychologists get back to the reasons why they became a school psychologist in the first place – having a direct role in helping student success instead of just test-n-place or test-n-run. NASP has a training module related to leadership development and I plan to streamline that training on school psychologist self-advocacy as an area of focus for California school psychologists.

I am a total believer of how the impact of a comprehensive model of school psychological service delivery can have on both students and adults in a school community. It is my intent to work with the CASP board and CASP office to help my colleagues realize the importance of self-investment and to advocate for a thriving practice. There is so much to do in schools and school psychologists are the people to get rolling on this work!

I look forward to serving as your president for this coming academic year. Don’t hesitate to contact me if you have any comments or suggestions about what I can do for you.

Brian P. Leung, PhD  
[brian.leung@imu.edu](mailto:brian.leung@imu.edu)



## A Message from the Executive Director

By Heidi Holmblad

As we near the start of a new school year, we are reviewing all the boxes we checked last year. Plus, we have a lot we’re working on now.

As you can see in this edition of CASP Today, Jeannine Topalian, CASP’s secretary/treasurer, was recently appointed to the Advisory Commission on Special Education. This commission directly advises the State Board of Education on all things having to do with special education, as well as school climate, trauma-informed schools, transitioning from K-12 to college and/or work, chronic absenteeism and many other topics. Congratulations to Jeannine.

Meanwhile, former CASP president Brent Duncan has joined immediate Past President Pedro Olvera and President-Elect Maureen Schroeder and several other university trainers on the California Commission on Teacher Credentialing work group that has busied itself re-writing the standards for the PPS credential in school psychology. The group has agreed to use the NASP Practice Model as the basis for the credential and is working with the CTC on making it possible for out-of-state students to perform paid internships in California. Expect new standards by next year.



As of this writing, we’re still waiting to hear from the Department of Education regarding the Assessment of African American Students and some promised guidance regarding the Larry P. v. Riles and related court cases. We’ll let you know as soon as we hear something. Our latest research paper and a request for action on the topic can be found here. <http://casponline.org/about-casp/publications/>

CASP is also undergoing some changes. President Brian Leung has formed a number of Special Interest Groups. Headed by chairs or moderators, these groups will allow members to chat online about particular topics, exchange ideas and give advice. The topics include: school psychology and spirituality, Multi-Tiered System of Supports, virtual counseling, charter schools and

*continued on page 18*



# INVESTING IN YOU... = INVESTING IN STUDENTS!

## CASP CONVENTION 2018

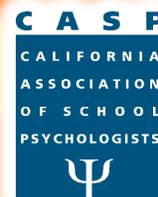
**SAVE THE DATE!** November 8-10, 2018  
Hyatt Regency Mission Bay | San Diego

Convention and hotel registration, plus full presentation  
and event descriptions are available at

<http://event.casponline.org>

Register by October 4 for special rates.

Keynote speaker is **Dr. Karen Schauer**, Superintendent of Galt Joint Union Elementary School District. Dr. Schauer's district has taken MTSS by storm with learning plans developed by and for each student. See what you can do to improve the climate at your schools.



## Student Volunteers are needed for CASP Fall Convention 2018

Student members who volunteer to monitor a workshop at CASP Convention 2018 can attend that workshop for free! Monitoring workshops includes assisting the instructor, checking attendees' workshop badges to make sure they are signed up for that particular workshop, making sure attendees who need continuing education credits sign in and out of the workshops and complete evaluation sheets online (and on hard copy, when necessary), and returning all workshop folders, evaluation sheets and leftover workshop sheets, if any, back to the Volunteer Center.

To qualify, you must:

- Be a current CASP student member.
- Register for and pay for the day you're volunteering at the Convention.
- Have the ability to give instructions to the class.
- Adhere to the instructor.
- Complete your assignment and stay until the end of the workshop.

To consider the workshop monitor opportunity:

- View the workshop descriptions at [event.casponline.org](http://event.casponline.org) and decide which workshop you'd like to volunteer for.
- Pay admission for the Convention day that your workshop choice will be presented.
- Fill out the online Student Monitor Form.
- Await confirmation and further instructions for your workshop assignment by email.

You will be contacted within days after CASP receives your Student Monitor Form. Further instructions will be emailed to you a few days prior to the start of the convention.

If you have any questions, please contact CASP Communication Specialist Raina LeGarreta at [media@casponline.org](mailto:media@casponline.org)



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# CASP Legislative and Budget Update

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

The Legislature has adjourned for a summer recess and will reconvene on Monday, Aug. 6, for four weeks to wrap up this legislative session. The end of June and early July were a busy two weeks: [Governor Brown signed the 2018-19 budget and budget trailer bills](#) in Los Angeles. Legislative leaders joined him for the signing, which highlighted “record funding to California’s classrooms.” The Supreme Court issued the [Janus v. AFSCME](#) decision, [striking down fair-share fees charged by public employee unions to nonunion members for their costs of collective bargaining \(National Law Journal\)](#). It was a busy period in the Capitol because of the legislative deadline for policy committee hearings in the Senate and Assembly.

This update focuses on the final budget and trailer bill provisions, the implications of the Janus decision and [SB 866](#), the now-enacted budget trailer bill on employee payroll deductions, new employee orientations and mass communications to employees and provides a short update on three key bills that CASP is tracking.

## It’s a Wrap: [2018-19 Budget Bill and Trailer Bills Signed](#).

There were no “blue pencils” so the package sent to the Governor remains intact. Below are highlights in education and early childhood funding.

**LCFF funding:** An additional \$3.67 billion more than current year. This includes a statutory 2.71% COLA and an additional \$570 million above the COLA as an ongoing increase. The budget includes Continuous Appropriation language.

**One-time discretionary funding:** \$1.092 billion, estimated at \$184 per ADA. Funds may be expended for any purpose and legislative intent that districts prioritize the use of these funds for professional development, induction for beginning teachers, instructional materials, technology infrastructure, employee benefits and any other investments necessary to support implementation of the common core content standards, English language development standards and the Next Generation Science standards.

## Significant One-Time Appropriations:

- **\$300 million for Low-Performing Students Grant.** Although funded as one-time, the trailer bill creates education code Section 41570, providing a path

for proponents to advocate for continued funding beyond 2018-19. This grant program will provide funding to school districts, county offices of education charter schools serving students who are low-performing on the state English/language arts and mathematics assessments and who are *NOT otherwise eligible for LCFF supplemental grant funding or for special education services*. Funds to be allocated on an equal amount per pupil.

- **\$167 million Early Education Expansion Grants** to local educational agencies to increase access to subsidized early care and education programs for children from ages zero to five years. Priority to those serving low-income communities, leverage local partnerships and able to serve a broad range of disabilities. Local match required.
- **\$50 million for Classified Employee Professional Development Block Grant.** Funds to school districts, county offices of education and charter schools based upon the number of classified employees employed the LEA in preceding year. Funds to be used for professional development for purposes enumerated in Ed Code Section 45391 with priority for implementation of school safety plans.
- **\$15 million for a School Climate Initiative** – \$15 million allocation to Orange County Department of Education (OCDE) for the purpose of expanding the state’s MTSS framework to foster a positive school climate in academic and behavioral areas, to build and disseminate state-wide resources specifically focused on improving school climate, including social emotional learning, restorative justice and positive behavioral interventions. Funds also to be used to implement pilot program to assist school districts in creating positive school climate.
- **\$13.3 million for a Community Engagement Initiative;** provides funding to the California Collaborative for Educational Excellence (CCEE) and a lead county office of education (to be selected) to solicit teams an establish three phases of professional learning networks focused on building the capacity of communities, school districts and county offices of education to engage more effectively in the Local Control Accountability Plan (LCAP) process. The CCEE is also required to conduct statewide training on community engagement based on the findings of the professional learning networks.

- **\$1.7 million for suicide prevention training** – the California Department of Education to identify evidence-based online training programs that a local educational agency can use to train school staff and pupils as part of the LEA’s policy on pupil suicide prevention. The funds to go to a county office of education for the COE to acquire training program and disseminate it to LEAs. (This language is from AB 2639 (Berman); that bill has been amended and now requires LEAs to update their policies every five years).

## Legislative Update on Three Key bills

### **AB 1436 (Levine) – Board of Behavioral Sciences: licensees: suicide training (as amended 6/20/18)**

AB 1436 (Levine) requires, on or after January 1, 2021, an applicant for licensure as a marriage and family therapist, educational psychologist, clinical social worker, or professional clinical counselor to show, as part of the application, that he/she has completed a minimum of six hours of coursework or applied experience under supervision in suicide risk assessment and intervention.

*This bill is sponsored by the Steinberg Institute.*

**Status:** Scheduled to be heard in Senate Appropriations and set for hearing 8/6/18  
**CASP Position:** No position

### **AB 2657 (Weber) – Pupil Discipline: Restraint and Seclusion (as amended 7/5/18)**

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 an LEA, as soon as possible, but no later than 2 school days after the use of seclusion or a behavioral restraint, to contact the pupil’s parent or legal guardian, the staff members involved

# Supporting Children and Parents Affected by the Trauma of Separation

By Jessica Dym Bartlett and Maria A. Ramos-Olazagasti

*Editor's Note: This is a joint publication from Child Trends and the National Research Center on Hispanic Children and Families. Reprinted with permission and edited for length.*

More than 2,300 children have recently suffered the traumatic experience of being forcibly separated from their parents at the United States border.

While the president has issued an Executive Order to end the practice of separating children from their parents, we call attention to the critical need that still exists: to support immigrant families who have been negatively affected by the trauma of separation, and who will likely continue to experience considerable adversity in the future, even if reunited with their loved ones.

As public officials and communities turn to reuniting and supporting immigrant children and parents, they face the difficult but essential task of helping these families cope with and recover from trauma caused by separation, detention, and fear of deportation.

To respond to the well-documented negative consequences of forcible separation, we offer the following research-based guidance for parents, service providers, communities, and policymakers:

Ensure that the immigrant population does not suffer re-traumatization through detention and deportation practices that risk separating families and cause further psychological harm.

Help families access evidence-based practices and treatment to address trauma. Integrate trauma-informed care into the multiple systems with which the immigrant population interacts (e.g., detention centers, education, juvenile justice, physical and behavioral health), in culturally responsive ways.

Research shows that children can recover and thrive after experiencing a traumatic event such as forcible separation. A strong and growing evidence base indicates that trauma-informed care (TIC) can promote resilience among children and families who experience traumatic events or circumstances.

TIC is an approach to working with children and adults that includes:

- Understanding the impact of trauma and evidence-based trauma treatment and services
- Recognizing the signs and symptoms of trauma
- Integrating knowledge about trauma into policies, procedures, and practices
- Actively seeking to avoid re-traumatization

However, providing TIC to immigrant families will require concerted and coordinated efforts by parents, schools, service providers, communities, and policymakers.

Parents, educators, mental health providers, and other adults who come into contact with immigrant families separated through border detention or deportation can provide effective care by understanding and responding to children's age-related needs and reactions to trauma.

For example, adults can help very young children by maintaining regular feeding, eating, and sleeping routines; showing physical affection; and showing patience if the child cries excessively, regresses, develops severe separation anxiety, or exhibits difficulty with self-regulation—all natural responses to early childhood trauma.

Most importantly, adults can buffer young children from the adverse effects of this trauma by providing consistent, sensitive care that is responsive to their emotional and physical needs.

Older children and adolescents exposed to trauma also benefit from comfort and affection offered by trusted adults, reassurance of their safety, and the opportunity to talk about their experiences and worries when ready.

They need adults to support them when they show post-traumatic stress symptoms such as irritability; withdrawal; aggression; difficulty concentrating, sleeping, and eating; or when they develop related physical symptoms (e.g., stomach ache).

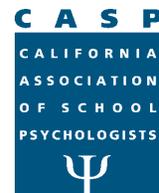
Older children and adolescents also need time to be with their peers. They need adults to listen to them in an empathetic way, without being judgmental, overprotective, or unrealistic about the future. It is important

not to force adolescents to talk about what has happened to them before they are ready.

Finally, the presence of a caring adult is still important at this age, even if adolescents do not always show it.

Early care and education programs, schools, and communities can help children after they are separated from a parent by ensuring that children and their families have access to services that help them meet their basic needs (e.g., food, shelter, clothing), and by addressing the consequences of trauma. Specifically, the National Child Traumatic Stress Network suggests:

- Regularly screening children for exposure to trauma and post-traumatic stress symptoms
- Providing evidence-based, culturally responsive assessment and treatment for post-traumatic stress and related mental health problems
- Ensuring that resources are available on trauma, its impact, and appropriate treatment
- Focusing on strengthening protective factors (e.g., a caregiver who is psychologically healthy and responsive to a child's needs; strong social connections, concrete supports) that support resilience in children and families affected by trauma
- Addressing the traumatic experiences of parents and caregivers and their effects on the family
- Establishing and maintaining continuity of care and collaboration among services and systems
- Establishing environments that address secondary traumatic stress among service providers who care for children and families exposed to trauma



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# Learning Disability Eligibility

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2. PASS scores can be easily obtained in 40 minutes (using the 8-subtest Core Battery) or 60 minutes (using the 12-subtest Extended Battery) and scoring and narrative reports are easily obtained using online score and report program.
3. PASS results are easy to explain to teachers, parents and the students themselves because the concepts can be explained in non-technical language. That is, the four processing scales measure: how well a student can (a) decide how to solve problems (Planning), focus and resist distractions (Attention), see relationships among things (Simultaneous); (d) and work with information arranged in a sequence (Successive).
4. The PASS theory and the CAS2 provide a way to both *define* and *assess* basic psychological processes so that practitioners can obtain scores that are consistent with California statutes.
5. The PASS scores are strongly correlated to achievement, show distinct patterns of strengths and weaknesses for different populations (e.g., Dyslexia, ADHD, Autism), are very useful for intervention planning, and provide the most equitable way to measure diverse populations.
6. Together, the PASS and FAR/FAM scores provide excellent evidence of a pattern of strengths and weaknesses in basic psychological process (PASS) and achievement based upon an empirically supported neurocognitive model of learning consistent with brain functioning.
7. The FAR and the FAM both have interpretive scoring reports that generate numerous interventions, learning strategies, websites, and apps to assist educators and parents working with children who have specific learning disorders.
8. Using the CAS2 in combination with the FAR or FAM is a much more ecologically sound approach to identify specific psychological processes *directly* related to the academic skill in question.
9. Both the CAS2 and FAR or FAM are more cost effective and provide examiners with a timely manner of assessment than standard cross-battery methods and puts far less of a burden on the student.
10. Using the CAS2 in combination with the FAR or FAM provides examiners with a more reliable and consistent method to determine SLD identification, especially if utilizing the discrepancy-consistent method.

## PASS: A Neurocognitive Approach and Reading and Math Skills

The PASS neurocognitive approach is based on A.R. Luria's (1973, 1980) conceptualization of the functional organization of the brain. This view of ability is an alternative to 100-year old notions that intelligence tests must require verbal and quantitative skills (Naglieri & Otero, 2017). In fact, the impetus for the development of the CAS (Naglieri & Das, 1997) and the recently updated CAS2 (Naglieri, et al., 2014) was to better define and measure ability defined as cognitive processes in a manner that is consistent with brain functioning. The four PASS processes represent a fusion of cognitive and neuropsychological constructs including Planning (how a person does what he or she decides to do), Attention (focusing and resisting distractions), Simultaneous (seeing relationships among ideas and things), and Successive (working

with information arranged in a specific sequence). These processes are elegantly interwoven with academic skills in the FAR and FAM to better identify subtypes of reading and math disabilities in children.

For instance, with respect to reading, the primary PASS process needed for sequencing letters together to recognize words is *Successive Processing*. Difficulties with Successive processing tests on the CAS2 coupled with difficulties on the Phonological Index of the FAR would be consistent with a learning disability in a basic reading skill; in particular, dyslexia. On the other hand, some students have little difficulty accurately sequencing sounds, but struggle with reading speed, automaticity, and fluency. In other words, these students have difficulty with orthographic processing, and struggle reading words that are not phonetically decodable (i.e. "debt", "onion", "yacht", etc.). Simply put, these children are sound-by-sound, letter-by-letter readers, which greatly slows them down and hinders fluency. The primary PASS process needed for the visual-spatial recognition of the printed word form as a whole involves *Simultaneous Processing*. Therefore, difficulties with *Simultaneous* processing on the CAS2 coupled with difficulties on the *Fluency Index* of the FAR would be consistent with a learning disability impacting reading speed and fluency.

The role of Simultaneous and Successive Processing in reading has important implications for Tier 1 screening. For example, young readers tend to rely more on phonics and chunking sounds and syllables. As they mature as readers and develop speed and fluency, then Simultaneous processing becomes more important. However, when children experience phonologically irregular words (i.e. yacht, debt, etc.) both processes are required in the initial stages. That is, they often sound out and chunk together elements of the word, until enough is recognized to utilize Simultaneous processing to identify the printed word form as a whole. So, the age of the child and where they are on their developmental trajectory of reading skills is critical in determining which PASS process may be relied upon most when reading and therefore the cognitive processing demand of the screening test must be considered. For instance, if a one-minute reading test is used to measure fluency, poor performance on such a test may result if a student has a weakness in Simultaneous processing. In other words, the student may be over-relying upon Successive processing to ensure accuracy and sacrifice speed in doing so. This type of strategy is typical among beginning readers, as well as students who may be anxious and under-confident in their reading skills. However, if a phonological skills test such a pseudo-word reading measure is used, poor performance on such a test may reflect a true Successive processing weakness. Said another way, Successive processing allows for reading accuracy while Simultaneous processing allows for reading speed. Therefore, the score from a one-minute fluency screening tool can miss a student with a weakness in Successive processing. Similarly, a phonologically based screening tool can miss a student with a weakness in Simultaneous processing.

The same holds true for mathematics. For instance, deficits in the ability to count, order, or sequence numbers and/or sequence mathematical procedures (e.g., remembering the algorithm) when problem solving is represented by the FAM's Procedural Index. When there is a breakdown in the procedural system, the syntactical arrangement and execution of arithmetical procedures necessary to perform multi-digit tasks such as long division, multiplying or dividing multi-digit numbers, as well as working with fractions and decimals is compromised. These students often have a PASS profile on the CAS2 consisting of poor Successive processing, as well as limited *Planning* and *Attention*, that often results in losing their

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## Legislative Update

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in the incident, and the LEAs administrator and schedule a debriefing meeting.

The bill would require that data collection and reporting requirements be conducted in compliance with the requirements of the Civil Rights Data Collection of the United States Department of Education's Office for Civil Rights imposed pursuant to Sections 100.6(b) and 104.61 of Title 34 of the Code of Federal Regulations and shall not be construed to impose a new duty or higher level of service on local educational agencies.

*The bill is sponsored by Disabilities Rights of California.*

**Status:** Scheduled to be heard in the Senate Appropriations Committee on 8/6/18

### AB 3136 (O'Donnell) – Special Education Funding (as amended 6/26/18)

AB 3136 implements several fiscal recommendations that were contained in 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 creates 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 does NOT include funding for the bill.

**Status:** In Senate Appropriations Committee Suspense File; Suspense File expected to be heard 8/17/17.

**CASP Position:** Support



## Affiliate Updates

### Riverside Association of School Psychologists

Riverside Association of School Psychologists (RASP) supported members in the area by hosting a successful workshop and a social mixer. RASP's new president Terri Foster has been working hard planning and preparing for next year's events. One of the events planned for October will be focused on Crisis Team Management and Self-Care Following an Incident. Another workshop will be presented by Dr. Sam Ortiz and it is scheduled for the spring of 2019. Social events are also planned, as well as a now annual social mixer. The Region VI online community is growing and RASP has a Facebook and an Instagram page. All RASP events will be posted online.

### Santa Clara County Association of School Psychologists

A concerted effort by Santa Clara County School Psychologists (SCCASP) revived the organization at the tail end of the school year. Colleen Kong-Sawyer shared her strategy to restart SCCASP after inactivity of several years; the primary reason of SCCASP's inactivity was that there was not a viable president-elect.

Based on the information of previous leaders of SCCASP, there was consensus to restart the affiliate if there were sufficient interest in filling all positions of

the executive board. Elections were held and SCCASP's leadership as of July 1 are: co past-presidents – Jen Rocabado and Marji McMillan; president – Michael Slone; president elect – Katie Petterson; secretary – Karen McGee; and treasurer – Elise Lee. Additional individuals also volunteered for appointed positions.

SCCASP has an ambitious list of action items including: Confirming appointed board members acceptance; identifying potential workshop sites; updating lists of school psychologists who work in the county; getting accounts in order from inactivity with new signers and updated checks; getting website up again; communication to potentially use Google docs/drive as a repository of board notes and other documents; and more.

The next SCCASP meeting will be held on July 27 at 4121 Cranford Circle, 95124 from 9-11:30 a.m. Please confirm attendance at [michaelslone@yahoo.com](mailto:michaelslone@yahoo.com)

### Bay Area Association of School Psychologists

Elections for Bay Area Association of School Psychologists (BAASP) were held in May. Updates include: past president – James Hiramoto; president – Leticia Zadronzy; president elect – Dominique Neely; secretary – Serena Lau-Brazell; and treasurer – James Hiramoto.

Bylaws were updated to reflect separation

of secretary and treasurer, and that if any one person holds more than one position they only have one vote. To ensure continuity the new board committed to two year terms.

In addition, BAASP has its own EIN number and is now in process of getting its 501c(3) status. Paper work is being filed with state to be a non-profit unincorporated association. Hiramoto promises to inform CASP Affiliates on how this is done once he has completed the process.

The BAASP board discussed potential training topics for its members. The plan is to offer a full day of training (six hours) as part of membership dues. Members can choose to pay \$15 to CASP for CEU's (which are currently only a requirement for LEAs and NCSPs) three hours of which will be on special education law. Additional topics for future trainings are being considered with continued polling of membership on its needs for continuing education.

BAASP has an ambitious list of action items including too: confirming initial training date and time and speakers; partnering with local university school psychology programs (UC Berkeley, Alliant SF, University of Pacific, St. Mary's, SFSU, and CSUEB); contacting Region II CASP members regarding BAASP membership benefits; updating website (<https://baaschoolpsychology.wixsite.com/website>); and highlight CASP Affiliate Day in Sacramento on Jan 10-11, 2019.



# Learning Disability Eligibility

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place while problem solving and careless miscues. Lower scores on the FAM Procedural Index and CAS2 *Successive Processing* and *Attention* would be consistent with a learning disability in mathematical calculation.

On the other hand, some students perform well with basic math calculation skills, but struggle with quantitative reasoning and selecting a particular math strategy when problem solving. Students with a poor conceptual understanding of mathematical principles and limited number sense are measured by the FAM's *Semantic Index*. Often times, these students tend to memorize equations without any real meaning or applicational possibilities. The ability to deploy a particular mathematical strategy (*Planning*) is often lacking, as well as limitations with *Simultaneous Processing* which often results in an inability to visualize magnitude representations as well. Lower scores on the FAM *Semantic Index* coupled with lower scores on the CAS2 *Planning* and *Simultaneous* Indices would be indicative of a learning disability in mathematical reasoning.

The combination of PASS with reading and math scores provides the essential ingredients for documenting a learning disability in a specific area. This method of combining tools gives practitioners considerable ability to understand learning and learning problems, make SLD eligibility decisions, and identify appropriate instructional methods.

## The Discrepancy/Consistency Method

The Discrepancy/Consistency Method for the identification of SLD using a pattern of strengths and weaknesses in neurocognitive processes (PASS) and academic skills is accomplished using a modified version of the method originally proposed by Davis (1959), popularized by Kaufman (1979), and Silverstein (1993) which compares the four PASS scores a child earns to his or her average. Utilizing this ipsative approach is a way to detect a pattern of strengths and weaknesses in basic psychological processes that can be compared to variability in achievement test scores for both eligibility determination and intervention decision making.

The DCM is based on an analysis of theoretically defined measures of basic psychological processes that correspond to brain function (see Naglieri & Otero, 2011, 2017). We also recommend that interpretation of differences among basic psychological processing scores be based on (a) a theoretically derived test of neurocognitive processing; (b) the focus should be on *scales* that represent the theory, *not individual subtest* scores; and (c) the academic skills that are assessed should correspond to the measure of neurocognitive processes. We recommend using scores from scales that reflect a *specific* neurocognitive theory for determining if there is a disorder in one or more of the basic psychological processes and scores that measure specific aspects of academic performance. We also advocate a two-dimensional analysis of processing scores: low scores in relation to the *student's* average processing score (relative differences) and low scores in relation to the *national* average (absolute differences).

Naglieri (1999) suggested that a low PASS score relative to a specific student's average PASS score could provide evidence of a *specific* disorder in one or more of the basic psychological processes *only* if the score is also below the Average range (i.e.

a standard score having a mean of 100 and standard deviation of 15 that is less than 90). Additionally, the student must have a pattern of weaknesses in academic performance. This approach is illustrated in the case example that follows which shows that SLD can be detected by assessing the relationship between *three* sets of scores:

1. A significant *discrepancy* between the child's high cognitive processing scores and some specific academic achievement.
2. A significant *discrepancy* between the child's high and low cognitive processing scores.
3. A *consistency* between the child's low processing and low achievement scores.

This is how to operationalize the pattern of strengths and weaknesses (PSW) in a way that is consistent with Federal and State rules. Furthermore, this method saves practitioners time, requires far less testing, leads to more targeted and specific interventions, and is more ecologically valid since the focus is placed directly on cognitive processes that directly relate to the academic skill in question.

Exactly how to manage the comparisons of processing and achievement test scores is complicated by the reality of the legislative mandates that school psychologists need to follow, such as the analysis of the size or magnitude of the discrepancies, and the correspondence of test scale labels and descriptions in the law. For example, the basic psychological processes described in the California rules include: attention, visual processing, auditory processing, sensory-motor skills, and cognitive abilities including association, conceptualization and expression. How these correspond to the scores obtained from the CAS2, or any other measure, requires clarification. We provide guidelines for this in Table 1. It is important to understand that what we have suggested is based on connecting old terms like visual and auditory processing, with more modern conceptualizations of basic psychological processes. Although some of these may be imperfect, this reflects the reality of practice and the need to be as true to the rules as possible given that Federal and State guidelines do not provide adequate research-based definitions of the categories that practitioners are required to use. We are suggesting that there are enough similarities between how these concepts are measured that reasonable associations with scores from the CAS2, FAR and FAM are possible.

**Table 1. Correspondance of Cognitive Assessment System - Second Edition Scales with Commonly Used Descriptions of Processing.**

CAS2 Scales	Attention	Visual Processing	Auditory Processing	Phonological Processing	Sensory-Motor Skills	Association	Conceptualization	Expression
<b>Primary Scales</b>								
Planning		✓			✓		✓	✓
Attention	✓	✓						
Simultaneous		✓					✓	
Successive			✓	✓	✓	✓		
<b>Supplemental Scales</b>								
Executive Function			✓					
Executive Function with Working Memory			✓	✓				
Working Memory			✓	✓				
Verbal Content						✓		
Nonverbal Content							✓	
Speed/Fluency					✓			
Visual-Auditory Comparison		✓	✓					

Note: Association, conceptualization and expression are described as cognitive abilities.

The description of scores from a measure of academic skills that accompany a disorder in one or more of the basic psychological processes also includes categories that are not well defined but can also be reasonably aligned with academic test scores. We provide

# Learning Disability Eligibility

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correspondence of the academic skill areas with the FAR and the FAM in Tables 2 and 3. The next important question is exactly how to compare the scores from these tests, which are both set to have a mean of 100 and standard deviation of 15.

**Table 2. Correspondance of Feifer Assessment of Reading (FAR) Scores with Reading Skills.**

FAR	Reading Comprehension	Basic Reading Skill	Reading Fluency Skills	Phonological Processing	Written Expression	Oral Expression	Listening Comprehension
<b>Phonological Index</b>		✓	✓				
Phonemic Awareness				✓			
Nonsense Word Decoding				✓			
Isolated Word Reading Fluency		✓	✓				
Oral Reading Fluency		✓	✓				
Positioning Sounds				✓			
<b>Fluency Index</b>		✓	✓				
Rapid Automatic Naming			✓				
Verbal Fluency						✓	
Visual Perception							
Irregular Word Reading Fluency		✓	✓				
Orthographical Processing							
<b>Mixed Index</b>		✓	✓				
Comprehension Index	✓		✓				
Semantic Concepts							
Word Recall							✓
Print Knowledge		✓					
Morphological Processing							
Silent Reading Fluency: Comprehension	✓		✓				

**Table 3. Correspondance of Feifer Assessment of Math (FAR) Scores with Math and Reading Skills.**

FAM	Listening Comprehension	Math Calculation	Math Problem Solving
<b>Procedural Index</b>		✓	✓
Forward Number Count	✓		✓
Backward Number Count	✓		✓
Numeric Capacity			
Sequences		✓	
Object Counting	✓		✓
<b>Verbal Index</b>	✓		✓
Rapid Number Naming			
Addition Fluency	✓		✓
Subtraction Fluency	✓		✓
Multiplication Fluency	✓		✓
Division Fluency	✓		✓
Linguistic Math Concepts	✓		✓
<b>Semantic Index</b>		✓	✓
Spatial Memory			
Equation Building	✓		✓
Perceptual Estimation			
Number Comparison		✓	
Addition Knowledge		✓	
Subtraction Knowledge		✓	
Multiplication Knowledge		✓	
Division Knowledge		✓	

## Working the Numbers

The California Code of Regulations 3030 states the following:

When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the intellectual ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation

of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.

In order to determine if there is a discrepancy among the CAS2 and FAR and FAM scores using the DCM method, these guidelines indicate that a difference of 23 standard score points (1.5 X 15 = 22.5; which rounds to 23) or more would be required. When making the processing versus achievement comparisons, it is important to consider the Full Scale CAS2 score *will not* be a good description of a student's overall ability when there are significant differences among the four PASS scores. Therefore, the Full Scale score should *not* be the only value used when making comparisons to achievement, or it may be omitted completely. That is, emphasis should be placed on the individual PASS scales (and Supplemental scores) and *not* on the Full Scale nor the subtests.

Naglieri and Otero (2017) provided the values needed for significance when comparing

the scores from the CAS2 with any of the scores from the most widely used measures of achievement, including the FAR (Table D1) and FAM (Table E1). Their calculations, which were based on the reliability of the difference between the scores, revealed that 97% of the time, the value needed for significance when comparing PASS scores to those from the FAR and FAM were less than 23 required by California Code. The means, using the 1.5 standard deviation difference, would lead to failure to identify a specific learning disability or what is commonly referred to as a Type II error. Therefore, the following portion of The California Code of Regulations should be used to identify students with a SLD when a significant discrepancy is found as prescribed by the DSM:

If the standardized tests do not reveal a severe discrepancy ... the IEP team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy.

We will present a case study that illustrates the DCM and its application under the California rules.

## The Case of Peter

Peter is currently in 4th grade and performing below grade level in both reading and mathematics despite numerous interventions and classroom accommodations. For instance, he struggles to remember the sequence of steps when doing math equations, is inconsistent with basic math facts, struggles with long passages when reading, and has difficulty decoding and spelling hard words. What remains puzzling is that Peter has an outstanding memory for details and excels when remembering specific aspects of a field trip or any type of experiential learning experience.

# Learning Disability Eligibility

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Peter’s CAS-2 Full Scale score of 92 was in the Average range, and at the 30th percentile compared to peers (see Table 4). This score does not illuminate Peter’s disorder in basic psychological processing and (a) because that score is a composite of the four PASS processes and (b) there is a significant difference in these scores, the Full Scale has very little value. Importantly, most of his PASS scores are in the average or above ranges, except for his Successive processing score of 75, which falls at the 5th percentile rank and was a relative weakness. Lower scores on this scale reflects his difficulty working with any kind of information or task that demands sequencing. It is important to note that difficulties with Successive processing can hinder both verbal information (i.e. remember multiple step directions) or non-verbal information (i.e. remembering longer algorithms or steps when engaged in more complex mathematics) as well as reading decoding and spelling.

**Table 4. Peter’s PASS and Full Scale Scores from the Cognitive Assessment System – Second Edition.**

Cognitive Assessment System - 2			Difference from PASS Mean of:	Significantly Different (.05) from PASS Mean?	Strength (S) or Weakness (W)
PASS Scales	Standard Score	Percentile	92.2		
Planning	92	30	-0.3	no	
Attention	92	30	17.8	no	
Simultaneous	110	75	-0.3	yes	S
Successive	75	5	-17.3	yes	W
CAS-2 Full Scale	92	30			

Peter’s scores on the Feifer Assessment of Mathematics (FAM: Feifer, 2016) helps us understand the underlying processes that support the acquisition of proficient math skills (see Table 5). He has a significantly low score on the FAM Procedural Index, which involves skills that demand sequencing (Successive processing) such as skip counting forward and backward from various points on a number line, as well as recognizing patterns and sequences among number relationships. His Procedural Index score was 76, which was in the Moderately Below Average range, and at the 5th percentile compared to peers. Peter’s core deficit with Successive processing influences mathematics in both a symbolic fashion (i.e. difficulty identifying number patterns) as well as a conceptual fashion (i.e. difficulty remembering the sequences of steps needed to solve more complex equations). In addition, Peter also struggled on the Verbal Index, he scored 82, which is a measure of automatic or reflexive problem solving of single digit math facts. His scores are in the below average range and at the 12th percentile compared to

**Table 5. Peter’s Scores on the Feifer Assessment of Math and Feifer Assessment of Reading.**

		Standard Score	Percentile	Category
FAM	Procedural Index	76	5	Moderately Below Average
	Verbal Index	82	12	Below Average
	Semantic Index	98	45	Average
	FAM Total Index	86	18	Below Average
FAR	Phonological Index	79	7	Moderately Below Average
	Fluency Index	92	32	Average
	Mixed Index	85	14	Below Average
	Comprehension Index	90	27	Average
	FAR Total Index	84	14	Below Average

peers. Peter had difficulty retrieving basic math facts when timed, though his conceptual understanding of mathematics was sound (Semantic Index). Difficulty with math fact retrieval in lieu of a good conceptual understanding of mathematics is often seen among students with language-based types of learning disabilities.

Analysis of the differences between Peter’s PASS and reading and math are shown in Table 6. The significance of the differences between the PASS and FAR, as well as PASS and FAM scores (note all are set to have a mean of 100 and standard deviation of 15) was determined based on values needed for significance when making a comparison of standard scores from these tests provided in Appendix D and E by Naglieri and Otero (2017). We have noted which comparisons would be considered as significant using the California rule of 23 and higher as well as those comparisons which are significant based on the reliability of the difference between the scores provided by Naglieri and Otero (2017).

**Table 6. Comparisons of PASS Scores with FAR and FAM Scores for the Case of Peter.**

		Planning	Simultaneous	Attention	Successive	Full Scale	
		92	110	92	75	92	
FAR	Phonological Index	79	<b><i>-13</i></b>	<b><i>-31</i></b>	<b><i>-13</i></b>	4	<b><i>-13</i></b>
	Fluency Index	92	0	<b><i>-18</i></b>	0	17	0
	Mixed Index	85	-7	<b><i>-25</i></b>	-7	10	-7
	Comprehension Index	90	-2	-20	-2	15	-2
	FAR Total Index	84	-8	<b><i>-26</i></b>	-8	9	-8
FAM	Procedural Index	76	<b><i>-16</i></b>	<b><i>-34</i></b>	<b><i>-16</i></b>	1	<b><i>-16</i></b>
	Verbal Index	82	-10	<b><i>-28</i></b>	-10	7	-10
	Semantic Index	98	6	-12	6	23	6
	FAM Total Index	86	-6	<b><i>-24</i></b>	-6	11	-6

Notes:  
 Negative values indicate that the FAM or FAR score is below the PASS score.  
 Differences greater than State guidelines (-22) appear in bold.  
 Differences which are significant at  $p = .05$  based on values provided by Naglieri & Otero (2017) appear in bold italics.

Peter’s scores from the Feifer Assessment of Reading (FAR: Feifer, 2015) further help understand him as a learner. This test measures four specific subtypes of reading disorders, all of which are derived from deficits in one or more PASS basic psychological processes. Peter also obtained a FAR Total Index score of 84, which was in the Below Average range of functioning and at the 14th percentile compared to peers. He especially had difficulty within the Phonological Index (PI=79), which demands the use of Successive processing to decode individual sounds or phonemes to identify words. His strategy (a plan) was to rely on his stronger Simultaneous processing, as evidence by his good performance on the Fluency Index and on the CAS2. For example, Peter performed well on a task that required him to identify phonologically irregular words (i.e. yacht, debt, onion, etc.), because these words require the use of orthographic strategies. In other words, the ability to utilize Simultaneous processing to identify the visual word unit as a wholistic entity was a relative strength for Peter, and often used to compensate for his weaker Successive skills. In many ways, Peter was memorizing his way through reading.

In fact, Peter had considerably more difficulty identifying words that were readily decodable, because these words rely upon Successive processing to combine sounds in a linear or sequential fashion. That is, Peter struggled on the decodable words because of his weakness in Successive processing, so he often over-relies on his strong Simultaneous processing to take in the entire printed word form, a strategy much better suited for phonologically irregular words that cannot readily be decoded. These results suggest that Peter would benefit from an explicit phonological approach

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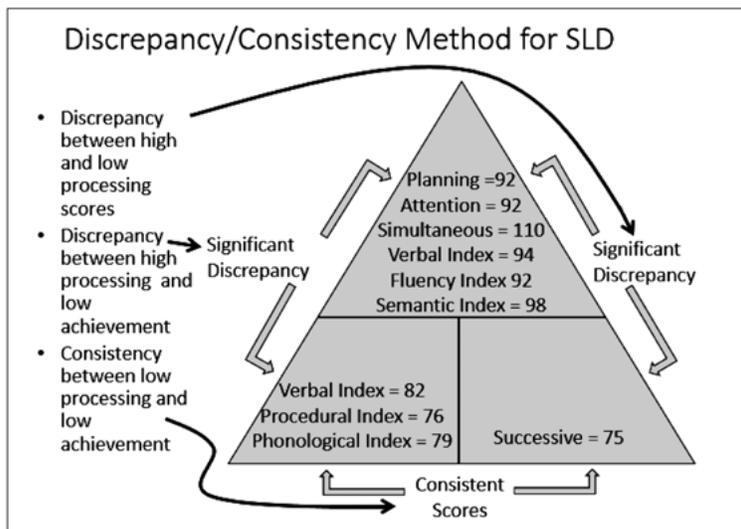
# Learning Disability Eligibility

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to reading (i.e. Foundations, Wilson, Orton-Gillingham, etc.) that allowed him to develop more automaticity with respect to blending and sequencing sounds to recognize words.

The case of Peter illustrates (see Figure 1) how the Discrepancy/Consistency method can be used to both conceptualize and communicate results to teachers and parents. This approach provides a way to organize the Peter's processing strengths and weaknesses, as well as the relationships among his PASS and academic skills, for SLD eligibility determination and to develop targeted interventions. As can be seen from Figure 1 there was a significant discrepancy between Peter's Successive processing and the rest of his psychological processing scores as measured by the CAS-2. In addition, the FAM indicated that his Procedural Index was a weakness, and the FAR indicated that his Phonological Index was a weakness. Finally, there was a consistency between Peter's difficulties in the sequential aspect of mathematics (Procedural Index) and sequential aspects of reading (Phonological Index), and lower Successive Processing scores. Therefore, it is important to note that PASS basic psychological processes as measured by the CAS-2 help us understand how multiple academic skills can be impacted by deficits in a core psychological process.

Figure 1. Discrepancy/Consistency Method for SLD



Put simply, the CAS-2 can identify core neuropsychological processing deficits concomitant to most learning endeavors, and the FAR and/or FAM can capture how these processes are specifically manifested in specific academic areas. The combination of using a cognitive processing measure and an academic processing measure provides a much more ecologically sound assessment while remaining consistent with current California statutes and regulations.

Peter has a disorder of a basic psychological process that impacts phonology and would meet the state criteria for SLD (i.e., Dyslexia). However, his deficits with Successive processing hinder numerous other academic domains and therefore, practitioners need to ensure that interventions are crafted to address multiple academic areas. For instance, specific strategies to assist Peter in math may include learning how to chunk information, practice on number line fluency skills, playing math games such as the "24 game" to

develop greater procedural knowledge when problem solving, and utilizing mnemonic strategies to remember longer mathematical algorithms. See Naglieri and Pickering (2010) and Naglieri & Feifer (2017) for further information about interventions.

## Closing Thoughts

We recognize that school psychologists have to manage many issues when conducting a comprehensive evaluation, from logistical and practical to theoretical, and that eligibility decision making can have a profound influence on a student's life. For this reason we have emphasized the need to use methods and tools that have a firm grounding on a theory of human learning (PASS) as it applies to acquisition of reading and math skills and at the same time recognizing precisely how these test scores can be interpreted within State and Federal guidelines. The approach we have advocated for has considerable validity (see Naglieri & Otero, 2017 for a summary) which we suggest also complies with State and Federal requirements of reliability and validity. We have taken a decidedly nontraditional approach to the conceptualization and measurement of basic psychological processes, abandoning traditional IQ and achievement tests. Instead, we approach measurement of academic skills in a unique way that reveals the interplay of PASS neurocognitive processes with the student's approach to solving academic tasks. This uniquely theory-driven new approach to understanding student performance gives us a way to provide the very best service possible to the students, teachers and parents we serve. ❏

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## Executive Director

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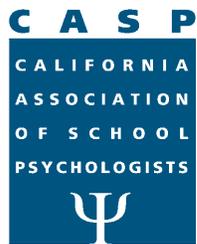
dual language learners. Watch your email for announcements on how to join these groups.

This year's convention will also have some new presentations and activities. With the theme of "Investing in You = Investing in Your Students," this convention will take on the personal side of investing. By simply attending the convention you are investing in yourself by gaining new knowledge and skills. But the San Diego event will also offer yoga, meditation and wellness, a fun run, a retirement seminar and a session on how to pay off those student loans (still to be scheduled). Located on Mission Bay, the Hyatt Regency, the host hotel, offers kayaking and paddle boarding in the bay, and bikes to rent. Take some time to dip your toes in the bay and enjoy the environment, especially after a session on an especially intense topic.

And more change is on the way. CASP will be moving in December out of downtown Sacramento and to the (less expensive)

suburbs. Because of the move, we are cleaning out our closets. Let us know if you are missing issues of The California School Psychologist or Contemporary School Psychology, favorite convention bags (we have a lot of some years' bags not so much of others), stuff like that. We'll bring what we can to share with you at the convention. More information on the move will be in the next issue of CASP Today.

Meanwhile, have a nice, relaxing summer. Stay cool. 



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It's not too early to start thinking about what you want to do for California School Psychology Week. This year, the special week that brings attention to the field of school psychology and what school psychologists do lands right after CASP Convention 2018, on November 12-16.

You can do anything from hosting a walk-a-thon in your school district to making a presentation before your school board members; there are many activities you can do start or join to get the word out about school psychology.

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

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

CASP TODAY offers the best opportunity to reach school psychologists in California to advertise your products and services. Place your ad in the next issue! Deadline for the Fall 2018 issue of *CASP Today* is Sept. 28, 2018.

For advertising discounts, ask about our Corporate Membership.

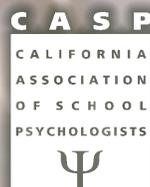
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# California Association of School Psychologists

ANNUAL REPORT | 2017-2018



## **CASP Vision Statement**

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

Adopted by the Board of Directors in November 2014

## **CASP Mission Statement**

*The CASP mission is to foster the wellbeing of the children, schools and communities we serve through legislative advocacy, professional development, communications, publications, ethics guidelines, and direct services to members..*

Adopted by the Board of Directors in August 2017

## **CASP Executive Committee**

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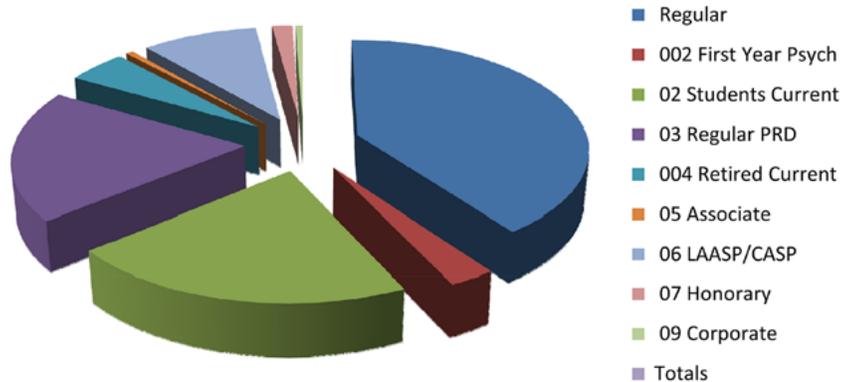
**Note to Readers:** This is the Annual Report of CASP’s activities for the academic and fiscal year that ended June 30, 2018. The CASP Board has achieved significant milestones as a result of its efforts, and these accomplishments will benefit the students of California and the profession of School Psychology. Thanks to all board members and staff who contributed to this effort.



## CASP Accomplishments in 2017-2018

### Membership

The number of members continues to slowly increase, but still hovering at 1,800. Developed some plans to change that, including more frequent reminders to renew lapsed membership, a plan to contact lapsed NASP members to remind them of CASP, and a new plan being developed for LEP membership. The average monthly membership was 1,722. Here are the 2017-2018 average totals for the membership categories:



### Financials

CASP's 2017-2018 budget was set at \$651,800. However, better-than-expected revenue from the 2017 annual convention allowed the association to add \$50,000 to its investment accounts. The association ended the fiscal year with \$168,700 in its investment fund.

### Affiliates

Affiliates held their own this year, with 17 holding regular meetings and CEU events. The dormant Santa Clara County Association was revived toward the end of the school year. Eleven affiliates were represented at Affiliate Leadership Day, held January 18 and 19 in Sacramento. Instead of asking a legislative aide or legislator to speak during the portion of the meeting held at the Capitol, CASP leadership held a training on advocacy. This yielded immediate results when the affiliate leaders visited their area legislative offices. Several were asked to return later to meet with the legislator or with a staffer. Others were asked to make appointments with the legislator at the district office.

### School psychologist shortage

At the request of California State University, Sacramento President Robert Nelson, former CASP and NASP president Steve Brock, CASP Lobbyists Jeff Frost and Laura Wasco, CASP Executive Director Heidi Holmblad and three other CSUS deans held a meeting in August regarding a new Ed.D. program for school psychology and counseling. The CASP Board of Directors, meeting after this event, formally endorsed the concept by resolution. CASP then wrote a letter to CSU Chancellor Timothy White asking that such a program be considered. The chancellor's office answered about a month later, stating that CSUS should try to partner with a University of California campus on this type of initiative before the state university system would endorse the legislation that would be needed for CSU campuses to offer this type of doctoral degree. Although CASP lobbyists still have the issue as an item to discuss with legislators, the matter is now in the hands of the CSU campuses that had proposed the new program.

## **Legislative Topics and Political Outreach**

CASP continued to develop relationships with statewide organizations. Susan Coats, CASP's mental health and crisis specialist, was appointed to the Department of Health Care Services, AB 340 Trauma Screening Advisory Work Group. This advisory group convenes state staff, legislative staff, county mental health experts, managed care plan experts, behavioral health experts, child welfare experts, and stakeholders. She also serves on the Statewide Mental Health Policy Work Group.

Region IV Representative Jeannine Topalian was appointed to the Advisory Commission on Special Education. This prestigious commission advises the State Board of Education on issues regarding school climate, absenteeism, and special education issues.

Betty Connolly, former CASP president, was reappointed to the Board of Behavioral Sciences and is now chair.

Heidi Holmblad continued as chair of the Pupil Services Coalition for the 2017-18 school year. The highlight this year was a trip to Oakland to visit with Assemblymember Tony Thurmond's staff. At that meeting, the coalition explained what role each member association has in the schools and asked for more funding for mental health services, discussed shortages and high ratios in all the professions.

## **Larry P. and the Assessment of African American Students**

Region II Representative James Hiramoto and former CASP President Brandon Gamble produced a paper titled *Regarding African American Student Achievement and Success*, which delved into Larry P. and related cases, while making recommendations on what CDE, SBE and CASP can do to clarify this issue. A letter, penned by Past President Tom Sopp, further clarified the stand CASP had taken on the testing of African American students and what the association hoped would come of the research. CASP staff sent the paper and letter to many stakeholders, including Kristin Wright, CDE's director of special education. She noted during an Advisory Commission on Special Education meeting that CDE attorneys were working an answer to CASP's letter and paper. Meanwhile, other notable attorneys, consultants and educators have weighed in, asking that they be involved in any statewide committees that would work on the assessment issue. Wright had stated that the letter from CDE attorneys would be completed by the end of last school year. She also stated at a SELPA meeting that "guidance" on the issue would be forthcoming from the department. As of this writing, there has been no official response from CDE.

## **Licensed Educational Psychologists**

The second version of the CASP online LEP Directory was published in March. Nearly 100 LEPs paid a small fee to have their names and contact information published in the directory housed on the CASP website. With improved an improved layout and search engine, CASP hopes to see this directory expand in the coming years.

CASP also endorsed AB 2143, which would have added LEPs to the list of professions in which \$20 per renewal would be collected to start a student loan forgiveness program. Qualified LEPs would have to work in an underserved area when it comes to mental health services. However, LEPs were deleted from the legislation after a committee staff decided most LEPs work in schools and would not qualify. The author has declined to add LEPs back into the legislation. CASP will watch for future opportunities for LEPs to be added to similar legislation.

A survey conducted in the fall found that LEPs are interested in supervising LMFT, LCSW and LPCC interns if they are earning internship hours in the schools or while working within the LEP scope of practice. This question arose after two such interns had their hours rejected by the BBS after they were providing ERMHS counseling under the supervision of a LEP. After meeting with BBS staff, and with an endorsement from the CASP Board of Directors, LEP Specialist Chris Jones is working on a presentation to be made to the BBS Policy and Advocacy Committee to measure whether there is interest in allowing LEPs to supervise the other licensees' interns when they are working within the LEP scope of practice.

### **Dyslexia Guidelines**

While CASP produced a position paper and had representation on CDE's Dyslexia Guideline workgroup last year, and provided workshops on the topic, board members found that many school psychologists still had questions about it. An ad hoc committee was formed to produce a Questions and Answers sheet, now housed on the CASP website.

### **Additional Position Papers**

CASP also produced a position paper regarding online assessments as a result of questions from members and various school districts' use of online counseling services. Statements on guns in schools and a resource paper on immigrant services were also produced by board members and placed on the CASP website.

### **Operation ACSA**

This outreach effort continued with the purchase of a booth at the ACSA Every Child Counts conference held in February in Anaheim. The effort proved to be a success when administrators shared their frustrations with finding school psychologists to hire. Several administrators also requested assistance in finding an employee evaluation that was related to school psychologists. As a result, an ad hoc CASP committee was formed to work on evaluations administrators could use for school psychologists. This ongoing effort is expected to be completed for the 2019 ACSA conference.

### **2017 Wildfires**

Wildfires placed schools and families in danger in the Santa Rosa, Santa Barbara, Ventura and other areas of the state, especially in the fall and winter. CASP offered, and was asked, to provide counseling services to students and staff in the Santa Rosa area after wildfires demolished neighborhoods, killed 43 people and damaged schools. CASP Mental Health and Crisis Specialist Susan Coats gave advice to Santa Rosa-area administrators and CASP staff published online sign up sheets for LEPs and working school psychologists to respond to specific areas.

### **Office Move**

With CASP's lease in the Cathedral Building in downtown Sacramento ending in December, the association began the search for a less expensive home. The rent at the downtown office was to increase by \$200 per month this year alone (with 3 percent increases each year thereafter), parking remains a problem as does storage. It was determined that, like many statewide associations, CASP could no longer afford to have downtown offices. New office space has been found in the Natomas section of Sacramento. This area is north of downtown, between the Sacramento Airport and downtown. The space includes free parking, and no offsite storage will be needed. And the price will save CASP approximately \$1,200 per month.

## Other CASP Accomplishments

### CASP Convention 2017



Hyatt Regency Orange County was the home of CASP Convention 2017 held on Oct. 5-7, which adhering through its theme, examined various ways to effectively achieve equity for all students via its strong presentations and meetings. In addition, fundraising events and fun networking opportunities contributed to the success of the 68th annual event that brought in 960 attendees and a net profit of \$165,780.

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

The CASP Awards Luncheon honored Nadine Lambert Outstanding School Psychologists award winners in nine regions, as well as the year's Sandra Goff Award awardee Doug Siembieda, longtime member and former president (1995-1996) Glenn Schumacher, and former president (1976-1977) Barbara Thomas, the longest serving member of the board.

Keynote Speaker Dr. Shaun R. Harper, president of the Association for the Study of Higher Education and elected member of the American Educational Research Association executive council, focused on equity in address providing a well-rounded examination of impartiality, particularly focusing on African American children.

Other Convention activities included a special poolside gathering for students, a get together for the CASP Alumni Club, an early morning cardio workout to benefit the Political Action Committee via the 5k Fun Run/Walk. Those who visited the Exhibit Hall enjoyed exhibitors that offered services and products catered to the latest in school psychology.

### Spring Institute 2018



What is the key to true satisfaction and happiness? What really causes an ordinary individual to lead a meaningful and fulfilling life? Workshops and other presentations at Spring Institute 2018 helped 370 attendees answer these questions on March 22-24. There was a slight climb in attendance from Spring Institute 2016 event with a net profit of \$28,603.

Spring Institute 2018 took place on Thursday, March 22 - Saturday, March 24 at Portola Plaza Hotel & Spa in Monterey. Event presentations and activities explored the theme of Positive Psychology, the study of the strengths that enable individuals and communities to thrive. Spring Institute 2018 included luncheon keynotes NASP President John Kelly on March 22, and California Director of Special Education Kristin Wright on March 23. Other activities included the CASP Job Fair, an evening welcome reception, and Student Strand, sessions geared specifically to students.

## Election 2018 Results



Each year, CASP membership elects a President-Elect, the first step in a presidential cycle that spans three years. The President-Elect serves for one year and is charged with planning the Spring Institute and serving as Chair of the Personnel Committee, among other duties. The President-Elect becomes President of the Association the following year. In the third year, s/he serves as Past President. For the 2018-2019 term: **Maureen Schroeder**, Elk Grove Unified School District school psychologist, was elected president-elect and took office on July 1, 2018. On that date, **Dr. Brian Leung**, Loyola Marymount University school counseling and school psychology professor, took the reins from Dr. Pedro Olvera, director of Brandman University's School Psychology program and became president. Dr. Olvera became past president, and Los Angeles Unified School District specialist and school psychologist/supervisor **Jeannine Topalian** began her two-year tenure as secretary-treasurer.

In even-numbered years, CASP regional members elect a representative to the board from each even-numbered region (II, IV, VI, VIII, X). Each Region Representative serves a two-year term. Region Representatives may serve a maximum of two consecutive terms.

In April 2018, the following Region Representatives were elected and took office on July 1:

Region II – **Mike Giambona**

Region IV – **Zamecia McCorvey**

Region VI – **Ali Duerks**

Region VIII – **Danielle Edwards**

Region X – **Armando Fernandez**



## 2017 Awards



The **Sandra Goff Memorial Award**, awarded each year in recognition of distinguished service in the profession of school psychology in California, was presented to Director of Special Education for the Huntington Beach Union High School District **Doug Siembieda**. CASP's Legislative Committee chair demonstrates the spirit of the Sandra Goff Memorial award via his longtime dedication to, and knowledge of, the school psychology profession.



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

CASP officially recognized the outstanding work of school psychologists in each region through the **Nadine M. Lambert Outstanding School Psychologist (OSP) Award**. Only practicing school psychologists providing direct services to students, teachers, parents, or community agencies are eligible for the OSP award. Recipients must also be CASP members. The Nadine Lambert Outstanding School Psychologist awardees for 2017 were:



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Region I: **Christa Forslund**, West Sonoma County High School District

Region II: **Dr. Allan Gold**, Reed Union School District

Region III: **Kelly Hawkins**, Fresno Unified School District

Region IV: **Sharon Williams**, Los Angeles Unified School District

Region V: **Joseph Rubio**, Downey Unified School District

Region VI: **Carla Cruise**, San Bernardino City Unified School District

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

Region VIII: **Katie Aeschleman**, Conejo Valley Unified School District

Region X: **Kimberley Robinson**, Stockton Unified School District



The **Michael Goodman Memorial Research Award** is given to promote research and the scientist-practitioner model in school psychology. **Miriam Andrade** along with co-presenter **Dr. Carlos Calderon** of California State University, Fresno received this \$500.00 prize for their independent research.



**Cultural and Linguistic Diversity (CLD) scholarships** are presented by the California School Psychology Foundation to encourage and assist students with diverse backgrounds to become school psychologists. **Jenna Palacios** of San Diego State University was the winner of the \$1,000.00 scholarship, which is renewable for one more year.



The **Paul Henkin Convention Scholarship** is a monetary scholarship awarded by the California School Psychology Foundation to one school psychology student and one first-year school psychologist to attend the convention. Because no new school psychologists applied, two student awards were given to **Andrew James Newcombe** and **Amanda Whiteley** of San Diego State University.



## Region Reports

### Region I – Deanna Fontanes Halliday, Region Representative



Positive images and transgender issues workshops were presented this year at Sonoma County Association of School Psychologists (SCASP). The affiliates bylaws were updated and its funds are balanced. Carl Corbin presented a session on mental health in September.



### Region II – James Hiramoto, Region Representative



The Santa Clara County School Psychologists (SCCASP) started work on reviving that affiliate at the tail end of the school year. Colleen Kong-Sawyer shared her strategy to restart SCCASP after inactivity of several years; the primary reason of SCCASP's inactivity was that there was not a viable president-elect. However, after calling together previous leaders of SCCASP, there was consensus to restart the affiliate if there were sufficient interest in filling all positions of the executive board. Elections were held and SCCASP's leadership as of July 1 are: co past presidents – Jen Rocabado and Marji McMillan; president – Michael Slone; president elect – Katie Petterson; secretary – Karen McGee; and treasurer – Elise Lee. Additional individuals also volunteered for appointed positions.

Elections for Bay Area Association of School Psychologists (BAASP) were held in May. Updates include: past president – James Hiramoto; president – Leticia Zadronzy; president elect – Dominique Neely; secretary – Serena Lau-Brazell; and treasurer – James Hiramoto.

Bylaws were updated to reflect separation of secretary and treasurer. To ensure continuity the new board committed to two year terms.

### Region III - Melissa Wood, Region Representative



The region's three affiliates are viable and continue to grow thanks to strong leadership.

The Kern Association of School Psychologists (KASP) held several workshops and social events this year. They have also seen steady membership. Wood, who in addition to her Region III post, served as the affiliate president, worked diligently with the affiliate board to provide relevant trainings for the school psychologists in the Kern County area. The KASP affiliate brought in Dr. Jack Naglieri to discuss processing and the CAS-2, Erika Zepeda to discuss School Psychologists as Mental Health professionals, and a Jennifer Rowe-Gonzalez from the law firm F3 to present on legal updates. For the 2018-2019 school year, Cassie Rivera will be President and the KASP calendar is already booked with 5 trainings throughout the school year focusing on Dyslexia, EL assessments, and mental health support in the school setting.

The Central Valley Affiliate (CVA-CASP) saw its membership double over the course of this year. Activities included workshops held in September, January, and March, and social events in September, November, and May. Two newsletters were published. The executive board of CVA-CASP has worked hard this year to provide meaningful professional development activities that offer NASP- and BBS-approved continuing education units (CEUs). The CVA-CASP board

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has four trainings scheduled for the 2018-2019 school year and will continue to focus on building membership and offering relevant trainings for school psychologists in their area.

The Stanislaus County Association of School Psychologists (SCASP) has made significant advancements in their revitalization efforts this year thanks to the leadership of President Nel Romo. She reports that membership has increased steadily and is close to three times higher than when this affiliate started three years ago. Currently, SCASP has a beginning of the year training scheduled for new school psychologists, and a legal update focusing on OHI scheduled for October, which will also double as training for their school psychologists as most are disproportionate in this area. In addition, Dr. Sam Ortiz is scheduled to conduct training in March.

### **Region IV – Jeannine Topalian, Region Representative**



LAASP had a slow year due to significant work caseload and organization / planning within the association. The organization held its annual OSP and Retiree luncheon on May 5 at the Chart House in Marina Del Rey and honored the following members: (OSP Recipients) Zamecia McCorvey- South; Deborah Glezer- West; Molly Onstine – East; Juliet Rodriguez- Northwest. (Retirees) Diane Kealoha; Karen Schweibish; Liliana Gonzales; Marnee Brooks; Joan Ruttenberg; Karen Menzie-Wright; and Gail Reese.

### **Region V – Reynaldo Vargas, Region Representative**



South Bay Area Association of School Psychologists (SBASP) elected a new board and began the process of planning excellent opportunities for community outreach, awareness, and professional development.

The Greater Long Beach Association of School Psychologists (GLBASP) presented a workshop featuring Dr. Catherine Christo on Best Practices in Dyslexia Assessment and Intervention. All Region V affiliates, including the Foothill Association, are continuing their efforts to increase memberships by hosting membership drives and mixers within their general vicinity.

### **Region VI – Ali Duerks, Region Representative**



The Riverside Association of School Psychologists (RASP) had a successful welcome back year. In March, RASP hosted a workshop on the topic of Pattern of Strengths and Weaknesses with Jenny Ponzuric. The workshop accommodated close to 100 participants. In May, RASP held its first social mixer where school psychologists from all around the region got together and compared notes. RASP has increased its presence on social media and is actively engaging with its community on Facebook and Instagram. The affiliate welcomed new president Terri Foster for the 2018-2019 year.

### **Region VII – Gabriel Gutierrez, Region Representative**



With a membership of more than 300 members, the San Diego Association of School Psychologists (SANDCASP) recently found that only 33 percent of that number are CASP members. The affiliate hopes to increase that number by reaching out to all the county's school districts. Under President Kristin Singh, SANDCASP has started work on achieving its non-profit status and hiring an accountant. The affiliate also held a variety of workshops during the school year.

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### **Region VIII** – Lillian Hernandez, Region Representative



Ventura County Association of School Psychologists (VCASP) had another successful year holding various workshops, including presenters Steven Feifer, Dr. Sam Ortiz, and Jenny Ponzuric. There was an increase in memberships this year, and elections were held at the end of the year; ushering in new president, Amy Smith and president-elect, John Shallenberger.

The Central Coast Association of School Psychologists also held a number of workshops this year and continues to serve the school psychologists in the area.

### **Region IX** - Arpita Mandal, Region Representative



The Orange County Association of School Psychologists (OCASP) had another busy and successful year thanks to its dedicated board of directors, members, and CASP. OCASP began the school year with a workshop in September presented by Dr. Sam Goldstein on “Understanding, Evaluating, & Treating Autism Spectrum Disorders: New Data & New Ideas.” In October, the affiliate supported CASP and assisted in putting on the highly attended annual fall convention in Garden Grove.

For its annual winter workshop, the affiliate hosted a student-focused workshop on getting a job as a school psychologist and maneuvering through the first year, with a panel of practicing school psychologists, program specialists, and directors across Orange County present to answer questions and provide advice on obtaining internships and jobs within our field.

In March, OCASP hosted the SoCal Diagnostic Center to present “Game Plan: Putting Mental Health Treatment Plan into Action,” with Tim Halphide. OCASP looks forward to continuing to provide valued professional development opportunities for school psychologists in Orange County and surrounding areas next school year. If you are interested in volunteering at one of our workshops or would like to provide suggestions for workshop topics for the upcoming school year, please send an email to [ocasponline@gmail.com](mailto:ocasponline@gmail.com)

### **Region X** - Maureen Schroeder, Region Representative



Delta Area Association of School Psychologists (DAASP) had a successful year. DAASP, although still in the process of finding a president for their affiliate representative Kim Robinson has been very instrumental in keeping events and activities going. DAASP has partnered with Lodi Unified School District to coordinate a couple of workshops and offered CEUs. DAASP also held their annual book drive for the free “Lil Libraries,” around Stockton. This year, they were able to donate \$200 to the Political Action Committee.

The Elk Grove Region Association of School Psychologists held several workshops throughout the school year and had a successful winter social/mixer; they were able to raise \$1,000 to donate to the CLD Scholarship and \$1,000 to the CSP Foundation.

## Committee and Specialist Reports

**Membership Committee** – Rodrigo Enciso and Misty Bonta, Co-chairs; Barbara Lewis Mill, Vice-chair



Committee meetings were held in the fall of 2017 to kick off the membership year. In addition to the co-chairs and vice chair, CASP’s membership committee included committee members Jenny Ponzuric, Kristin Makena, Armando Fernandez, and Christine Toleson.

Discussion of member retention research and feedback from NASP members pointed to opportunities to distinguish CASP from NASP. Additionally, several marketing ideas were created as a result of this year’s focus, which will be further explored with CASP’s executive board. A member benefit/services survey that targeted desired membership benefits was finalized and distributed throughout the state by mid-year. An overwhelming number of participants who completed the survey, with a wide range of demographics represented, provided a good sample of results to analyze. Among the rich information gathered, it was noted that an increased effort in creating awareness of CASP member benefits has the potential to increase the value of the membership.

For example, results suggest that a large portion of participants (>30%) reported they had little knowledge of specific CASP benefits, and less than 30 percent (<30%) of participants rated those benefits as “very valuable.” Other responses showed the need to focus on an awareness campaign include on the following services: Spring Institute, information and referral, job bulletin, local connections to affiliates, and others depending on demographics. Other findings included the need to increase the reminders sent to members for renewal of their memberships, and need for more cost saving benefits for members on convention workshops.

Despite the year ending without much progress on our overall membership numbers, great plans and ideas for the upcoming year to improve the value of CASP membership through more benefits and improved services were developed, which will result in increased membership.

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



Student mental health continues to be a key topic not only in California, but also in the news across the nation. CASP efforts have focused on student mental health awareness, preventing student suicide, reducing the stigma and discrimination against mental illness, understanding the effects of trauma, and promoting student mental health overall.

As Chair on Mental Health and Crisis Consultation, Dr. Coats continues to represent CASP at Superintendent of Public Instruction Tom Torlakson’s Student Mental Health Policy Work Group quarterly meetings in Sacramento. She regularly attends the Department of Health Care Services, AB 340 Trauma Screening Advisory Workgroup, which convenes state staff, legislative staff, county mental health experts, managed care plan experts, behavioral health experts, child welfare experts, and stakeholders.

Dr. Coats also presented the “Reducing Mental Health Stigma in Schools” workshop at the 2018 CASP Spring Institute and was a 2018 Crisis Continuum of Care Panelist for the California Mental Health Advocates for Children and Youth in Asilomar. She was awarded the 2018 NASP Outstanding Advocate Award and 2018 Woman of Achievement Award by Senator Ed Hernandez for her mental health work at the local and state levels – and is also a NAMI On Campus High School advisor. Her NAMI student members created a documentary that was shown to the Student Mental Health Policy Workgroup and the County Behavioral Health Director’s Association (CBHDA) as advocacy for additional NCHS training efforts in California.

## LEP Specialist – Chris Jones



Chris Jones has completed his third year as LEP Specialist on the CASP Board. As LEP Specialist, he has answered member questions about strategies for passing the LEP Exam, setting up private practices, and the various ethical issues that go along with that transition. Jones is invested in realizing the CASP vision to increase the number of practicing LEPs by expanding workshops and trainings offered by CASP, creating an active network of LEPs, and working with state legislation to increase opportunities for LEPs to supervise other BBS licensees who provide ERMHS in schools.

## Alumni Club – Lynne Aung



The CASP Alumni Club was founded in 2014 to encourage active CASP retirees and other interested CASP members to maintain professional contact with CASP, to support the Vision and Mission of the School Psychology Foundation, and to provide an additional revenue source for political action campaigns. The Alumni Club currently has 28 members.



The “exclusive club” for retired and experienced school psychologists met during CASP Convention 2017 and at Spring Institute. At the convention meeting, a small group of the club members agreed to goals and objectives of the organization and determined that it wanted to establish a Suzanne Fisher Memorial Leadership Award. At Spring Institute, the club again met at former CASP President Brent Duncan’s vacation home in Monterey. At this social occasion, the club members also decided to consider changing the name of the club. The group also appointed a committee to establish the award. The award application has been placed on the CASP website, with the first awardee to be recognized at the 2018 convention.

## Assessment – Jenny Ponzuric, Chair



The following was accomplished by Jenny Ponzuric as CASP Assessment Chair during the 2017-2018 school year:

- Responded to nine (9) member questions forwarded by the CASP Office
- Assisted with the CASP committee to respond to the CA Dyslexia Guideline’s reference to school psychologists
- Participated on the Evaluation Committee, Membership Committee, Legislative Committee and the Larry P Committee
- Provided feedback on the CASP Paper, “Regarding African American Student Achievement and Success”
- Assisted with the development of CASP Paper, “Online Psychoeducational Assessments”
- Reviewed manuscripts for CASP CSP Journal
- Attended three (3) CASP Board Meetings
- Assisted at registration table for Fall Convention and Spring Institute



### CASP School Psychology Foundation

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

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

CSP Foundation Board Members for the 2017-2018 year were: Barbara D’Incau, Pedro Olvera, Brian Leung, Tom Sopp, Heidi Holmblad, Lore’K Garofola, Armando Fernandez, Kimberley Robinson, Jenny Ponzuric. The CSP Foundation is the charitable arm of CASP and is a separate 501(c)(3) organization.

The CSP Foundation awarded two Mini-Grants to:

- Rebecca Greenwell, grant lead, to obtain training in Dialectical Behavior Therapy for relevant members of the mental health support team at Rancho Cotate High school and implement a structured DBT pilot program for our most emotionally vulnerable students.
- Maura Monroe, LEP, NCSP, School Psychologist, to offer the Active Parenting Workshops to groups of parents and students within the Pomona Unified School District.

The CSP Foundation also awarded the Cultural and Linguistic Diversity Scholarship and the Paul Henkin Convention Grant. All the awardees were recognized at the annual convention.



## CASP Board of Directors 2017-2018

### Elected Board Members

President: Pedro Olvera  
Past President: Thomas Sopp  
President-Elect: Brian Leung  
Secretary/Treasurer: Seble Gebremedhin  
Affiliate Representative: Sarah Rodriguez  
Region I Representative:  
    Deanna Fontanes-Halliday  
Region II Representative: James Hiramoto  
Region III Representative: Melissa Wood  
Region IV Representative: Jeannine Topalian  
Region V Representative: Reynaldo Vargas  
Region VI Representative: Ali Duerks  
Region VII Representative: Gabriel Gutierrez  
Region VIII Representative: Lillian Hernandez  
Region IX Representative: Arpita Mandal  
Region X Representative: Maureen Schroeder

### CASP Staff 2017-2018

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

### Chairs / Specialists

Convention Chair: Amy Balmanno  
Political Action Committee Chair:  
    Catherine Christo  
CSP Journal Editor: Michael Hass  
Research & Publications Chair:  
    Christine Toleson  
LEP Specialist: Chris Jones  
Legislative Chair: Doug Siembieda  
Student Leadership Coordinator:  
    Juliette Boewe  
Advocacy & Leadership Chair: Barbara D'Incau  
CASP Alumni Coordinator: Lynne Aung  
Mental Health & Crisis Consultation Chair:  
    Susan Coats  
Cultural Linguistic Diversity Chair:  
    Beverly Williams  
Membership Co- Chairs:  
    Rodrigo Enciso & Misty Bonta  
Assessment Chair: Jenny Ponzuric  
Preschool Specialist: Deni Camit  
Charter Schools Specialist: Catherine Ogden  
MTSS Specialist: Hermine Bender  
NASP Delegate: Maureen Schroeder  
SPAN Liaison: Trisha Pedley  
Corporate Liaison: Ellen Murphy  
CTA Liaison: Josie Meza Malik  
SPEC Liaison: Jean Ramage  
CASP Today Editor: Christine Tolesone





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