



California Association of School Psychologists

# Annual Report

2022-2023

# About CASP



## Purpose Statement

We empower school psychologists to strengthen educational systems and the people they serve.

## Organizational Values

- We believe that educating families and community members about learning disabilities and mental health improves equity in education today.
- We believe in supporting and empowering educators in working with students of all abilities by providing a deeper understanding of their needs.
- We believe school psychologists deserve access to resources that support their ongoing professional growth and advance current best practices.
- We believe in ethical and evidence-based practices, in alignment with the NASP domains of practice.
- We believe every person has the right to discover their potential to learn.
- We value diversity and inclusion, and strive to engage in strategic outreach to recruit and retain diverse school psychologists.

## Contact Us

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# President's Message



I am thrilled to present the annual report of the California Association of School Psychologists (CASP) for the 2022-2023 year. During my tenure as President, there has been a lot of remarkable progress and collaboration, driven by our commitment to enhancing the well-being and educational success of the students we serve. Coming out of the pandemic has taught us how to be flexible, but it has also taught us that we need to rethink how we operate to be as effective as possible. As we reflect on our achievements and learnings, it is evident that our strengthened relationships with various associations have played a pivotal role in advancing our shared goals.

One of the cornerstones of our success during the past few years has been the fostering of strategic partnerships and collaborations with esteemed organizations that share our vision for holistic student support. We believe in the power of diverse perspectives, and our collaborative efforts have been a testament to this belief. We have deepened our collaboration with the School Counselors Association and School Social Workers Association, recognizing the integral role they play in addressing the social-emotional needs of students. Through joint initiatives and workshops, we have synergized our expertise to develop comprehensive support frameworks that prioritize the mental and emotional well-being of students. Together, we have made significant strides in creating more inclusive and equitable learning environments. CASP has also strengthened our relationships with the California Teacher Association, the California Psychological Association, Marital/Family Therapists and the California School Nurses Organization. These partnerships have also increased high-level programming opportunities for school psychologists that are unmatched.

In our efforts to build capacity within our Leadership Team, a Remarkable Plan was created to take the place of our Strategic Plan, which highlights the specific priorities of our association and how we allocate resources to achieve those goals. The Remarkable Plan, which is built from the *7 Measure of Success* guide, had our team reevaluate how we approach our needs, and in turn, create

a plan to address those areas. In the time since implementing our Remarkable Plan, our Leadership Team has seen a tremendous improvement in how we perform, not just financially, but specifically how we serve our state members. We will continue to utilize and build this Remarkable Plan as we move forward to best fit the needs of the association and the school psychologists in California.

Another benefit of pivoting to the Remarkable Plan versus our Strategic Plan is that our Leadership Team learned to cultivate a vision statement and values based on the process we used to revise our long-term goals. During our association retreat in June 2023, our Leadership Team reviewed our association data to create a vision statement that encompassed our purpose to our state membership.

**We empower school psychologists to strengthen educational systems and the people they serve.**

Additionally, we identified the areas in which CASP prioritizes our efforts in all that we do for our members and all school psychologists in California.

- We believe that educating families and community members about learning disabilities and mental health improves equity in education today.
- We believe in supporting and empowering educators in working with students of all abilities by providing a deeper understanding of their needs.
- We believe school psychologists deserve access to resources that support their ongoing professional growth and advance current best practices.
- We believe in ethical and evidence-based practices, in alignment with the NASP domains of practice.
- We believe every person has the right to discover their potential to learn.
- We value diversity and inclusion, and strive to engage in strategic outreach to recruit and retain diverse school psychologists.

The creation of a vision statement and values by the CASP leadership team provided a strategic framework that will guide our decision-making,

inspire action, and strengthen the organization's capacity to fulfill its mission and make a positive impact on the field of school psychology and education in California.

The social justice issues that came from our time in the COVID-19 pandemic helped our association understand that we need to create space to amplify all voices. To address this need on our Leadership Team, we created the IDEAL (Inclusion, Diversity, Equity, Access, and Liberation) committee to highlight issues that affect our students of color, including how to address those issues with information and professional learning for school psychologists. We have a lot of work to do, but the creation of this committee has helped our association prioritize this area within our schools and society.

We have made technological and social media advances to provide meaningful and streamlined access and information for members, including the recent launch of the new website. The staff are utilizing more efficient and effective digital programs and platforms to support members by significantly increasing our social media presence. Immediate benefits of the new CASP website include: enhanced user experience; increased accessibility; up-to-date information; streamlined communication; resource repository for the many research articles, best practices educational materials, white papers, *CASP Today* publications; membership management; data collection and management; improved online presence; and community engagement.

In the past four years, CASP has been able to achieve financial stability that has not been seen since the early 2000s, due in part to the intentional

leadership of our previous Executive Director, Melanee Cottrill, and the vision of the Executive Committee. By building a healthy reserve, it ensures that the organization can weather unexpected financial challenges, such as what we saw during the COVID-19 pandemic. With a healthy reserve, CASP can consider expanding its programs and services. This may include offering more extensive professional development opportunities, launching new initiatives, or investing in long-term projects aimed at benefiting school psychologists, students, and schools. Adequate reserves also enable CASP to engage in more robust advocacy and lobbying efforts. This can help the organization push for policies that benefit school psychologists, improve educational outcomes for students, and secure increased funding for mental health services in schools. Lastly, financial stability allows CASP to engage in strategic, long-term planning. It can invest in creating and executing comprehensive, multi-year strategies that have a lasting impact on the profession of school psychology in California.

As we move forward, I am excited about the possibilities that continued collaboration holds. Our partnerships have showcased the power of diverse perspectives in driving positive change. Together, we will continue to advocate for policies that prioritize the whole student, ensuring that every child in California has the opportunity to thrive academically, emotionally, and socially. Our work is far from complete, but with our sharpened vision, and added values, I am incredibly hopeful for what the future holds for our association.



By Melissa Wood,  
CASP 2022-2023 President





## Region I: Northern Coast

*Representing the counties of Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Sonoma, Trinity*

Region I includes eight counties in Northern California. There is one affiliate in Region I, Sonoma County Association of School Psychologists (SCASP). The SCASP board was busy this year planning multiple events for school psychologists as well as holding a successful election for a president-elect and nominating our new CASP Region I Representative, Leslye Charlesworth. SCASP's first training of the year was Legal Updates with attorney Jan E. Tomsy, from Fagen Friedman & Fulfrost LLP. The second training was How to Build Equitable and Inclusive Learning Environments Andratesha Fritzgerald and the third training topic was Traumatic Brain Injury presented by Dr. Steve Powner. The trainings this year were a hybrid of



Zoom and in-person. The final event of the year was an end of the year celebration. Looking forward to another fun year with SCASP.

Author: Zenia Horning,  
Region I Representative

## Region II: Greater Bay Area

*Representing the counties of Alameda, Contra Costa, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, and Santa Cruz.*

During the 2022-23 school year, the Santa Clara County Association of School Psychologists (SCCASP) was the only active affiliate in Region II. The Bay Area Association of School Psychologists (BAASP) was dormant but has been maintaining a steady membership base. While BAASP did not host their own workshops this year, their members have been able to access high quality training through other affiliates in the state (and getting the membership rate from those affiliates!).

The affiliate in Monterey has been inactive for a while. Some in that area want to revive the affiliate but have not been successful in finding colleagues willing to partner up and breathe life into that part

of the region. Despite ongoing calls for help, no one stepped up this past year to help resurrect the Monterey affiliate.

When looking at events from the past year, SCCASP's most well attended workshop was, as was expected, the Legal Q&A with SCCASP's favorite legal experts, Jan Tomsy and Eliza McArthur. Another well attended workshop also had a legal focus and was a collaborative effort between SCCASP and two other affiliates, NECASP (North Eastern California Association of School Psychologists) and SBASP (South Bay Association of School Psychologists). Together they hosted Kaitlyn Tucker whose presentation was about Manifestation Determinations and it was a hit!

SCCASP also won a free workshop from Jenny Ponzuric and passed that on as a free bonus workshop to members! Jenny shared some tips and tricks about presenting your evaluation results and it was another popular event. SCCASP also hosted two socials to meet and mingle with colleagues and celebrated retirees and the end of another school year in May.

Other notables from SCCASP included submitting the IRS application to be recognized as a nonprofit (501c6) organization and updating their by-laws (which were nearly old enough to rent a car!) and included the addition of a new board position: Treasurer-Elect. Several members of the board attended Legislative Day in Sacramento and participated in affiliate leadership meetings to learn and get support from CASP and other affiliate leaders.

On a final note: Region II seemed to be well represented at the CASP convention in October. For me, I was reinvigorated by attending (for the first time!) with some of the best colleagues and friends a school psych could ask for. You don't last long in this profession if you got into it for money and fame,



so it was a mighty humbling surprise to be recognized as a recipient of the Nadine Lambert Outstanding School Psychologist Award.

Author: Emily Bersaglia,  
Region II Representative

### Region III:

It has been a remarkable year for Region III, represented by two dynamic affiliates, the Kern Association of School Psychologists (KASP) and the Central Valley Affiliate of the California Association of School Psychologists (CVA-CASP).

KASP boasts an annual membership of over 100 members from Kern County. This year, KASP has offered a platform for communication, professional and career development, and a social network between professionals. They have held several professional development activities, such as Assessing for Dyslexia, and an Emotional Disturbance/Manifestation Determination training session.

CVA-CASP, founded in 1969, represents school psychologists and graduate students in the Central Valley, including Fresno, Madera, Merced, Mariposa, Tulare, and Kings Counties. Their work was honored with a ceremonial proclamation declaring November as School Psychology Month in the city of Fresno. CVA-CASP also provided a significant professional development event in April 2023, titled "A Double Header!" This affiliate works tirelessly to disseminate information on educational issues and psychological research and to provide effective in-service education programs for their members and other local school psychologists.

Both affiliates are led by dedicated boards of directors. The KASP Board is helmed by President Bryan Morris, with a diverse team of professionals supporting the organization's activities. The CVA-CASP board is headed by President Hillary Reid and includes a range of roles from Membership Services Chair to Student Representatives.

Despite the challenges of the past year, Region III's affiliates have shown resilience and dedication to their mission. Their work has positively impacted schools, students, families, and communities, and we look forward to their continued efforts in the coming year.

Author: Cassie Rivera, Region III Representative



### Region VII:

The San Diego County Association of School Psychologists ([SANDCASP](#)) is currently the only active affiliate in Region VII. SANDCASP had a

very successful year and has been staying busy. For the 2023–2024 school year, SANDCASP hosted the following workshops: Legally Defensible Assessments and Manifestation Determinations with Leah Smith, Foundations of Behavioral, Social, and Clinical Assessment of Children with Dr. Sattler, Human Trafficking from North County Lifeline, Motivational Interviewing with Dr. Richard Rutschman, The Neuropsychology of Stress and Trauma, and Using Neuropsychology to Identify Dyslexia in Both English and Spanish with Dr. Feifer & Rodrigo Enciso, and lastly the MIGDAS-2 with Dr. Monteiro. Additionally, this year SANDCASP members who participated in the Motivational Interviewing Workshops were able to sign up for small MI cohorts with Dr. Rutschman. During the spring, SANDCASP returned to in-person workshops and board meetings for the first time following the COVID-19 Pandemic. As great as the virtual platform is, there is something to be said about seeing people in-person.

SANDCASP was recognized by NBC local news during National School Psychology Week and was presented with a county-wide Proclamation acknowledging our important work! SANDCASP hosted a virtual job fair where school psychologists had an opportunity to receive feedback from other school psychologists about their resume and participate in mock interviews. Additionally, several San Diego County school districts were assigned meeting rooms where they were able to engage in conversations with school psychologists who may be interested in pursuing employment or internship opportunities.

SANDCASP believes it's important to connect with our fellow members and hosted two social events; one at the beginning of the school year and one at the end of the school year. At our end-of-the-year event we also congratulated our award winners—Adrienne Garcia— Outstanding School Psychologist, Celeste Garcia-Ross Zatin Mentorship Award and Juzenne Cruz— Dr. Valarie Cook—Morales Memorial Scholarship Award. SANDCASP ended the school year with 278 members! We are so grateful for our

members!! We hope to continue the great work next school year and hope to see you at an upcoming workshop or social event!

Author: Dorothy Ginter, Region VII Representative



## Region VIII: Central Coast Region

Ventura County Association of School Psychologists (VCASP) would like to thank its members for being active participants. Central Coast Association of School Psychologists (CCASP) held the following training during the school year:

\*9/30/2023 - Dyslexia with Jenny Ponzuric (half-day - 12:30-3:30pm)

\*11/18/2023 - SCES Assessments training provided in collaboration with VCSELPA (half day)

\*12/16/2023 - ED/AUT/OHI Assessments training provided in collaboration with VCSELPA (half day)

\*1/20/2023: Legal Training - Fagen Friedman and Fulfroost - in person

\*2/24/2023: Comprehensive Assessment of Memory Using the MAP - Milt Dean - Friday, Feb 24 - virtual -

-4/28/2023: Comprehensive Strengths-Based Assessments for Students with Extensive Needs - Sandy Smith- in person

CCASP had a successful 2022-23 school year with membership and trainings. CCASP would also like to thank its members for being active participants. CCASP held the following training during the school year:

\*Monthly networking meetings with school psychologists in collaboration with SBCSELPA to discuss topics of interest.

\*Collaboration between CCASP and SBCSELPA on the SLD manual update.

\*8/30/2022: MIGDAS-2 Training with Marilyn

Monteiro, PhD. There were 100 attendees in attendance.

\*11/2022: SPAW Week: In-Person Celebration with SBCSELPA and presentation from Dr. Anna Krasno, UCSB Koegel Autism Center

\*1/2023: CCASP Leadership team: Yolanda Mejia, President and Malia Mondragon, Treasurer and Region VIII Rep: Dr. Ivan Alvarez attended Legislative Days with CASP in Sacramento. They met with Assemblyman Gregg Hart and Senator Monique Limon's office to discuss priorities and bills that involve school psychologists and students.

4/27-28/2023: SBCSELPA Training from Dr. Stephen Feifer on writing and reading.

\*5/19/2023: CCASP held its annual 2022-23 symposium to close the year on: "Together We Thrive" with Leah M. Smith, JD, Associate General Counsel and Dr. Donna Berhauser, PsyD, NCSP on Legally Defensible Assessments for ED, ERMHS and Mental Health Supports.

\*CCASP is also in the selection process of its 4th annual Graduate Student scholarship. The winner will be selected soon.

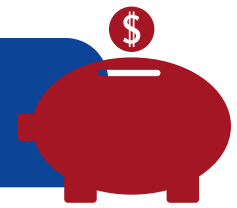
\*CCASP would like to encourage anyone interested in being involved or joining to reach out to [ccasppresident@gmail.com](mailto:ccasppresident@gmail.com).

Future events will be included in the next update as they are finalized.

Author: Dr Iván DeJesus Alvarez, EdD, Region VIII Representative



# Financials



After moving through recovery from the COVID-19 pandemic, CASP ended the year in a stable financial position. Membership and publication sales were down slightly, but there was a significant increase in event sales including conferences and webinars. More was spent on board and committee expenses and advocacy efforts which have resulted in progress for the organization. Reserves still include \$150,000 in proceeds from an Economic Injury Disaster Loan that must be gradually repaid. We showed a \$124,195 overall gain.

I hereby certify that I am an authorized officer of the Association and that the following financial reports were prepared without audit from the books and records of the Association.

Michael Giambona, Secretary/Treasurer

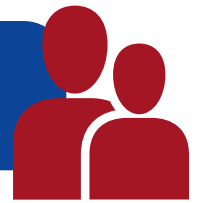
## Statement of Activities

Income	
Membership	\$222,954
Events	\$460,742
Publications	\$20,197
Other Income	\$102,257
<i>Total Income</i>	\$806,351
Expenses	
Board and Committees	\$45,571
Advocacy	\$41,542
Events	\$151,153
Communications	\$25,415
Information Technology	\$14,522
Administration	\$104,419
Personnel	\$329,382
Unrealized Gain/Loss	-\$31,373
<i>Total Expenses</i>	\$682,156
<b>Net Income</b>	<b>\$124,195</b>

## Balance Sheet

Assets	
Checking / Savings	\$795,504
Accounts Receivable	-\$3,829
Other Current Assets	\$27,149
Total Current Assets	\$818,824
Fixed Assets	\$4,102
<i>Total Assets</i>	\$822,927
Liabilities & Equity	
Accounts Payable	-\$3,949
Credit Cards	\$5,089
Other Current Liabilities	\$134,221
Total Current Liabilities	\$135,816
Long Term Liabilities	\$150,000
Unrestricted Net Assets	\$412,916
Net Income	\$124,195
<i>Total Liabilities &amp; Equity</i>	\$822,927





## Assessment Committee

It has been a busy year for the Co-Assessment Specialists. James Hiramoto and May Nguyen started the year as Co-Assessment Specialists, but due to unforeseen circumstances May needed to step down as co-specialist but remains on the ad hoc committee. Amy Merenda has stepped up and into the co- role for the remainder of the year. It is hopeful that both stay on and that someday in the future May can return as a co-specialist. As of right now, the plans are that Amy and James will be staying on as co-specialists for next year. Others that serve as the wider ad hoc Assessment Committee are: Gina Beaman, Steve Brock, Danielle Christy, Danielle Edwards, Sherry Flores, Michael Giambona, Mary Gwaltney, Chris Jones, Brian Leung, Kristin Makena, Pedro Olvera, Jeannine Topalian, and Melissa Wood.

Questions addressed by the co-assessment specialist(s) and ad hoc committee have included:

- What are the required qualifications to administer psychoeducational assessment in public school or in private practice?
- What is the current guidance regarding Autism and Emotional Disturbance eligibility exclusion considerations?
- What is the recommended stance on facilitated communication and its use with nonverbal students?
- Does a student who is deaf with access to ASL through family members still qualify for Early Start services?
- What are best practices in writing a record review?
- Are supplemental assessment reports with just scores and observations legally defensible?
- What supports are needed for students functioning average or above in all areas, but have physical challenges such as dwarfism?
- Is an assessment plan needed for a first time Behavior Intervention Plan, due to data being collected, gathering teacher feedback, and doing observations?

- Regarding students who have been retained, when should grade-based or age-based norms be used for scoring academic testing?
- Can the DAS-2 be used with African American students in consideration of Larry P?
- In consideration of Larry P, can a settlement agreement between district and parents allow the use of IQ tests?
- What policies and procedures with regard to school documentation need to be changed if a student who is born a particular gender, identifies as that gender, but goes by a different name and uses they/them pronouns?
- What elements should be included in Tk to K transition assessments?
- Should students with FASD be found eligible under OHI?
- What are the steps that should take place before an FBA is offered or completed? What questions should an FBA be able to address? What kind of data would support the need for a 1:1 aide?

Questions that sometimes go straight to co-specialist/chairs have include questions such as:

- What is included in computerized scoring programs for assessments and associated reports from the publisher?
- What are the vision and hearing screenings requirements prior to assessment?
- With Larry P., can the D-KEFS be used with African American students?
- Regarding reading fluency being left out of the discrepancy model in CCR 3030(b)(10), if a student has a diagnosis of ADHD, is he always OHI, or can he be SLD or ED for that matter?
- With respect to FASD, are school psychologists required to diagnose it as part of OHI eligibility if there is no medical diagnosis?
- In terms of students with school anxiety, what are schools' responsibility to provide service to a student who refuses to attend?
- What are the requirements for eligibility under Multiple Disabilities? What disabilities are needed for this eligibility?

- What are considerations for evaluations and services under 504 plans versus ERMHS on IEPs?
- Multiple questions fielded regarding what the new Memorandum regarding Larry P. meant.

Authors: Dr. James Hiramoto and Amy Merenda, Ed.D., LEP #4256, CASP Co-Assessment Specialists, and. May Nguyen, MS, LEP, NCSP, ACUE

## Communications Committee

### CASP Communications Committee 2022-23 Achievements

As co-chairs, we reviewed several articles submitted to *CASP Today*. With the assistance of Kendall Bare, we have become more efficient and review most submissions in a timely manner.

As co-chairs, we also drafted Publication Guidelines for *CASP Today*, with the assistance of Melanee Cottrill. The Guidelines were adopted by the CASP Board at the November 2022 meeting.

In collaboration with Michael Giambona, the committee reviewed all CASP Position Papers and made recommendations to keep as current, move to archive, or revise. We revised those papers that we thought needed updating.

We participated in writing and reviewing several resource and position papers for the association. Papers were submitted in the areas of mental health, school safety, and Fetal Alcohol Spectrum Disorders.

As co-chairs, we also wrote articles for *CASP Today* and provided occasional summaries of articles that appeared in *Contemporary School Psychology*. During the Board Retreat and subsequent board meetings throughout the year, we were able to collaborate with other committees to brainstorm how to engage and recruit more CASP members.

Lastly, we participated in CASP Legislative Day at the Sacramento Capitol in March. Ms. Christy enjoyed this opportunity to meet with her local legislators and share information about the importance of CASP, school psychologists in general, and how to access our various publications.

Authors: CASP Communications Co-Chairs and *CASP Today* Co-Editors: D. Christy & B. D’Incau

## Contemporary School Psychology

After 14 years serving as Editor-in-Chief of *Contemporary School Psychology* (CSP), Dr. Michael Hass is retiring. CASP leadership coordinated a competitive search in fall 2022; the committee selected Dr. Meagan O’Malley to transition into the Editor-in-Chief role in January 2024. In anticipation of this transition, Drs. Hass and O’Malley have worked with members of the CSP Editorial Board to update the journal’s Aims and Scope. They recruited a new Methodological and Statistical Advisor, Dr. Anthony Roberson, and efforts are ongoing to expand the CSP’s Editorial Board to ensure representation from all regions of the United States as well as representation of expertise on the broad range of topics relevant to school psychology. *Global Perspectives on School-Based Mental Health*, a special issue guest edited by Dr. Shereen Naser and Dr. Hoang-Minh Dang, is planned for release in winter 2024. There were over 129,000 requests for CSP articles in 2022, nearly a 200% increase since 2018, and the journal is on track to receive a Scopus Impact Factor within the next three years.

Please contact Dr. Hass and/or Dr. O’Malley with questions related to *Contemporary School Psychology*:  
Michael Hass, Editor-in-Chief:  
[mhass@chapman.edu](mailto:mhass@chapman.edu)

Meagan O’Malley, Editor-in-Chief-Elect:  
[meagan.omalley@csus.edu](mailto:meagan.omalley@csus.edu)

Author: Meagan O’Malley, Editor-In-Chief-Elect,  
*Contemporary School Psychology*

## Historian Summary

This past year as the CASP Historian, I documented significant moments in the life of the organization, embodying the institutional memory. I provided recommendations based on previous efforts relevant to current challenges. I also reviewed significant historical events that have influenced the growth of the association’s members as stewards of the profession. I provided recommendations based on previous efforts relevant to current challenges and reflected upon historical events that have strengthened the association’s leadership in promoting social justice. This next year, I will continue preserving and archiving policies, events, and individuals of historical interest to the Association. I have initiated the first steps in re-

developing the Emeritus Club to promote life-long participation in CASP.

Author: Christine Toleson, CASP Historian

## Membership Committee

In the past year the Membership Committee has made some incredible progress! We hosted our first Instagram takeover as part of our first ever membership drive this spring to spread the word about CASP throughout California. Folks who joined or renewed had the chance to win a test kit from PAR! During the Instagram takeover, several members gave us a glimpse into their day-to-day lives and how CASP membership benefits them. The membership drive will be continuing at the start of the new school year to continue showcasing a day in the life of school psychologists across the state and how CASP membership benefits practitioners no matter their level of experience or work setting.

Through diversifying and growing the committee, we have been able to continue our grassroots efforts to personally connect with members and improve member retention. The committee continues to brainstorm innovative ideas to grow membership. One innovative idea was to create a commercial to help recruit new members. CASP has been working behind the scenes on this project and recently finished it! We are excited to see this long-awaited project come to life!

While the pandemic has wound down significantly, it highlighted that there are many potential members in the state both within school psychology and related fields who don't normally maintain membership. The data suggested that retention of members since a return to in-person learning was lower than expected. The committee is using the data as a potential benchmark for long-term growth as we continue to work to bolster member recruitment and retention with all the ways that membership adds value to your own practice and to the community.

Author: Emily Bersaglia, CASP Membership Committee Co-Chair

## Mental Wellness Committee

This is what the Mental Wellness Committee accomplished this year:

For the 2022-23 school year, the members of the Mental Wellness Committee accomplished the following:

1. Surveyed CASP membership to determine areas of professional development interest.
2. In collaboration with CASP's Professional Learning Committee, developed a framework of training offerings centered on delivering counseling services.
3. Created the foundation for offering a counseling "collaborative consultation" group.
4. Updated CASP's list of trainers in delivering mental health services.

Author: Tom Sopp, CASP Mental Wellness Committee Co-Chair

## Professional Learning Committee

The Professional Learning Committee met bi-monthly this past year to plan learning activities for CASP members and school psychologists in California.

### Couch Chats

Couch chats are open to CASP members and non-members and typically scheduled on Fridays for one hour; members can attend at no additional cost. There are informal discussions and are not recorded.

In this past year (2022-2023), we held couch chats on the following topics:

- Mental Health (Stephanie Murray, Tom Sopp)
- Issues Facing LGBTQ+ students (Katie Pettersen)
- Facilitating Effective Conversations in an IEP (Melissa Wood & Jeanine Topalian)
- Behavior Interventions (Charlie Hill)
- Pros & Cons of Private Practice (this was moderated by several LEPs in private practice)
- Collaborating on Student Anxiety (Tom Sopp, Kristen Miranda)
- Suicide Prevention (Stephanie Murray & Tom Sopp)
- School Safety (Michele Custer, Steve Brock, Melissa Reaves, Libby Kelley, Cynthia Olaya)
- Summer Restorative/Self-Care (Kristen Makena, Melissa Wood, Tom Sopp)

We are currently working on monthly couch chats for this coming school year (2023–24).

## Webinars

Webinars were scheduled on a variety of topics throughout the year. These were scheduled monthly, except for October (Fall Convention) and March (Spring Institute).

Webinars were held on the following topics:

- Student Summit, and Recent Developments in Behavioral and Personality of Children (Jerome Sattler)
- Getting Kids to School: Understanding and Supporting the Needs of Children with
- Attendance Problems (Zack Maupin, Amy-Jane Griffiths, Jane Wiegand)
- Fetal Alcohol Spectrum Disorder: Assessment, Eligibility in the Areas of Eligibility & Assessment (Drs James Bylund & James Hiramoto)
- Detecting and Servicing the Needs of Worried & Anxious Youth (Randy Kamphaus)
- Dialectical Behavior Therapy in Schools (James Hanson)
- Current Legal Issues & ERMHS assessments

(Marcy Gutierrez)

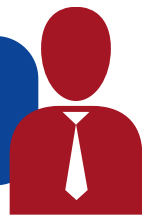
- Early Identification of Dyslexia (Milton Dehn)
- Telehealth for LEPs (Gina Beaman)

We are currently working on couch chats and webinars for the 2023–2024 school year and hope to meet the training needs of the various CASP committees. Possible topics include:

- Physical Aggression/Bullying
- Preschool Assessments
- Selective Mutism
- RED – Review of Existing Practices to Improve Referral Decision-Making
- Evaluation Conceptualization and Planning
- Power of Pop Culture: Integrating Comics and Video Games in Social-Emotional Learning for School Psychologists
- Graduate students – couch chats
- Internship
- Jobs
- Interviews – questions to ask interviewers re: salary, insurance/benefits, union vs administrative

Author: Terri Foster, CASP Professional Learning Chair

# Leadership Roster



## Executive Committee

President.....	Melissa Wood
Past President.....	Jeannine Topalian
President Elect.....	Chris Jones
Secretary/Treasurer.....	Michael Giambona

## CASP Board

Affiliate Representative.....	Leticia Zadrozny-Zelaya
Region I Representative.....	Zenia Horning
Region II Representative.....	Emily Bersaglia
Region III Representative.....	Cassie Rivera
Region IV Representative.....	Aimee Garcia Fuentes
Region V Representative.....	Jana Baker
Region VI Representative.....	Yolanda Haro
Region VII Representative.....	Dorothy Guinter
Region VIII Representative.....	Ivan Alvarez
Region IX Representative.....	Giniena Tan
Region X Representative.....	Amy Merenda

## CASP Chairs & Specialists

Co-Chair, Convention.....	Cassie Rivera
Co-Chair, Convention.....	Giniena Tan
Chair, Legislative and Advocacy.....	Michele Custer
Co-Chair, Membership.....	Sarah Rodriguez
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Chair, Professional Learning.....	Terri Foster
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Co-Specialist, LEP/Private Practice.....	Wendell Callahan
Specialist, LEP/Private Practice.....	Chris Jones
Specialist, Assessment.....	James Hiramoto

Co-Specialist, Assessment.....	Amy Merenda
Co-Chair, Mental Wellness .....	Tom Sopp
Co-Chair, Mental Wellness .....	Stephanie Murray
Specialist, Ethics/ Professional Standards .....	Gina Beaman
Historian.....	Christine Toleson
Student Leadership .....	Brian Leung
Student Leadership Representative - Central.....	Bryan Wilcots
Student Rep - Northern.....	Quennie Dong
Student Rep - Southern.....	Tricia Choy

### **Delegates/Liaisons**

NASP Delegate.....	Maureen Schroeder
SPEC Liaison .....	Jackie Allen
CTA State Liaison.....	Josie Meza Malik
ACSA Liaison .....	Doug Siembieda
SELPA Liaison .....	Tracy Peyton

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Webmaster .....	Josh Johnson
Education Associate .....	Kathy Little
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