



CVA-CASP is the Central Valley Affiliate of the California Association of School Psychologists (CASP) for school psychologists and other mental health professionals in the greater Fresno area.

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We're on the web
<https://www.cva-casp.org/>:

Find Affiliate information on the CASP website:
www.casponline.org

A message from our CVA-CASP President, Deeds Gill:

Greetings CVA-CASP membership!

I am sure you have all had a busy end to the year getting things wrapped up.

I hope you have also had some time to reflect on a fruitful school year full of memories and advocacy for the students and families of the Central Valley. As I reflect on this year, I am proud of the work your CVA-CASP Board has done on your behalf. As I have said at our trainings throughout the year, this Board is amazing! They have worked hard to make sure we get access to high quality professional development as well as advocate for our field. Our goal is to provide opportunities that give you all value for your membership. As you look to the following pages of this newsletter, it will list all our current board members and their role(s). Remember, these professionals are all volunteers who take this work very seriously. As a result, CASP has recognized our affiliate as one of the strongest in the state! Here is a summary or all of the things we have accomplished this year:

- Regular Board Meetings throughout the year (we held 6 meetings)
- Social/Networking Events (we held 3 this year) – see the flyer in this newsletter!
- Newsletters (we published 2 newsletters – one of the few affiliates to do so!)
- Website www.cva-casp.org (we launched a new website with an upgraded look!)
- Trainings/Professional Learning:
 - o 11-17-18 CDE Dyslexia Guidelines and Schools (Dr. Catherine Christo)
 - Focus on Dyslexia and the CDE Guidelines
 - Over 215 attendees (School Psychs, teachers, admin, parents, outside agencies)
 - 6-Hour Training (CEUs were offered)
 - Co-sponsored with Fresno Unified
 - o 01-12-18 Legal Training on OHI, ED, & Autism Eligibility (Jennifer Rowe Gonzales & Kathleen McDonald, F3 Legal)
 - Focus on eligibility criteria, assessment issues, and current case law.
 - Over 90 attendees
 - 3.5 Hour training (CEUs were offered)
 - Co-sponsored with Fresno County Office of Education
 - FREE for CVA-CASP members!
 - o 04-06-18 Pathways and BIPs (Ashley Trippel)
 - Focus on using the PENT Pathways to work with teams to develop collaborative BIPs that work for students and staff.
 - 3 Hour training (CEUs were offered)
 - Central CA Diagnostic Center
 - FREE for CVA-CASP members!
 - o 04-06-18 Best Practices in Bilingual Assessment (Simon Villalobos)
 - Focus on how to plan and complete effective and complete bilingual assessments
 - 3 Hour training (CEUs were offered)
 - Central CA Diagnostic Center
 - FREE for CVA-CASP members!
 - o Executive Functioning and strategies to use in Schools (Dr. Steven Guy)
 - 09/28/2018 @ Clovis North High School (Save-the-Date!)
 - Co-sponsored with Clovis USD



A key goal for the 2017-18 year was to increase our CVA-CASP membership. I am proud to say the CVA-CASP doubled our membership from last year! We were able to share this accomplishment at the CASP Affiliate days in Sacramento in January. The other affiliates were noticeably impressed with our work and had many questions for us. They were also impressed with our CVA-CASP shirts and other "swag"

As we close out the 2017-2018 school year, we turn our attention to next year and the great things we can accomplish together. I would like to take this opportunity to welcome Ashley Trippel as the Board President for 2018-2019! Many of you might not know that this is Ashley's second tenure as Board President. We will be in good hands under her leadership! With that said, we are always looking for new people to join the Board. If you are curious about how you can do that, please do not hesitate to contact us or visit the CVA-CASP website (www.cva-casp.org).

Thank you again to all who support CVA-CASP! It has been an honor to serve as your Board President this year!

CVA-CASP Board 2017-2018

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If your district is not represented and you are interested in joining the CVA-CASP Board, let us know!

CASP Affiliate Leadership Days

January 18-19, 2018

By: Ashley Trippel, CVA-CASP President Elect

In January, Hillary Reid, Deeds Gill, and Ashley Trippel represented CVA-CASP at the California Association of School Psychologists Affiliate Leadership Days. The thirteen affiliates were invited to attend this event in an effort to provide information to affiliates with the goal of providing information to help run each affiliate. Thursday topics discussed included running healthy and productive board meetings, bylaws, goal setting, affiliate updates, increasing/promoting leadership, membership, coordinating workshops/training, affiliate well-being, awards and nominations and CASP Convention activities. On Friday, representatives from each affiliate visited the state capitol where visitors received a legislative update, advocacy training, then your representatives met with state assemblymen to present valuable information regarding the role of School Psychologists in schools to encourage them to advocate for the growth of School Psychologists and the supports we can provide in the world of education.

I am beyond proud to report that CVA-CASP was recognized as one of the strongest and most impressively ran affiliates in the state. Many affiliates sought advice from CVA-CASP board members in areas including increasing membership, workshop/training advice on venues and how to get speakers, newsletters and SWAG. We were the only affiliate in attendance that had SWAG for sale, produces two newsletters a year, and has each board member role (including student representatives) filled. Many affiliates were impressed with how well we are represented in the Central Valley as well as how invested each member of the board is in creating positive training and networking opportunities for those in our field. We have also nominated a psychologist for the Nadine M. Lambert Outstanding School Psychologist Award, submitted our nomination application on time, and proudly have had the Region III winner come from CVA-CASP for the past four years. We were also recognized for our stellar CVA-CASP website.

Overall, it was encouraging to see the dedication towards our field across the state. Every affiliate was devoted to improving academic achievement, promoting positive behavior and mental health, supporting diverse learners, creating safe and positive school climates, strengthen family-school partnerships and improving school-wide accountability. There was an evident passion for promoting our work as School Psychologists and the continued education and growth within our craft.

I want to take this time to thank each and every past, present and future CVA-CASP board member for their continued time, dedication, and passion to this affiliate. You are all responsible for creating our AMAZING CVA-CASP Affiliate!



NASP 2018 Annual Convention Review

By: Celene Mendez, CSUF Student Representative

This year's NASP 2018 Annual Convention was held in Chicago, IL – the Windy City. As Fresno State School Psychology students still funded by the TRAIN Grant, we were fortunate enough to experience NASP a second time having gone to San Antonio last year. We were pleasantly surprised to see Clovis and Central Unified school psychologists there as well.

Several of us graduate students presented academic and behavioral intervention cases we worked on for a couple of our classes. Emily Fonseca, a Sanger Unified school psychologist intern, presented her thesis to a packed room which of course included our program. When we weren't attending workshops, we were out exploring "Chi-Town," enduring the freezing temperatures to visit as many attractions as we could. We enjoyed everything! The Bean, Art Institute of Chicago, overlooking the city from Willis Tower, eating deep-dish pizza from Giordano's, and enjoying the Nutella Café. Not to mention three lucky ladies got to enjoy the critically acclaimed *Hamilton*.

This year's keynote speaker was Dr. Steve L. Robbins, a self-described "psychosociologist" who studies social neuroscience. His speech focused on the power of mental models which are quick judgments and evaluations we have of situations and people. The problem with mental models is how quickly these can influence our perceptions whether we believe in the mental models or not. His take on inclusion and diversity emphasizing the science of human behavior shows how important it is for school psychologists and educators to be more mindful of being open-minded. As he stated, "Do not underestimate the power of words and messages to tear people down – to cause them social pain; but also, do not underestimate the power of words and messages to lift people up – to take away their pain." I believe this is a clear message for us to keep in mind when working with our students. Anyone interested in viewing his entire speech can find it in NASP's website. It is a highly recommended keynote address.

As always, NASP was an amazing experience – one I hope every school psychologist gets to experience at least once in his or her career.



CSUF 2nd Year Students



Dr. Calderon, Celene Mendez, and Holly Ensign

CASP Spring Institute Workshop Summary

By: Gaukue Xiong, FPU Graduate Student

As a graduate student, I heard the term “professional development” quite often and interpreted it loosely as all available trainings for a specific career. As a school psychologist, the term “professional development” has morphed into a daily searching to expand my knowledge on a variety of topics and issues concerning the children I work with. Naturally, it was incredibly important for me to attend a training from the California Association of School Psychologists (CASP) Convention during my graduate program: I wanted to learn as much as I could for the benefit of my students. So, I signed up as a student volunteer for the Spring 2018 CASP Convention held in Monterey Bay. The most nerve-wrecking part was that I went alone. However, I have come to realize that it is when I am alone that I grow the most. I was pushed to leave my bubble and meet new people from all over California. I made new friends who I look forward to meeting again at the next convention. I also got to stay with the presenter after the training and was given an opportunity to share my personal journey. Above all, the most memorable part of the CASP Convention was the feeling of existentialism and purposefulness in what school psychologists do every day for their students. I remember crying with the speakers with no shame or embarrassment because I, too, felt so passionately about the impact I have on my students’ physical, mental, and social-emotional health. I was empowered!!! At the end of the convention, I felt validation in my career choice. Not only had I expanded my knowledge and my professional development, but I also connected with like-minded individuals who strive daily to make a positive difference in the lives of children. It was a great place to surround myself with so many professionals who remind me why I signed up for this field in the first place.

13 Reasons Why Season 2 Tidbit

By: Cy Hiyane, CVA-CASP Secretary

The National Association of School Psychologists has joined with a consortium of education, mental health, and suicide prevention organizations to create an online toolkit regarding the second season of the Netflix series. As with the virally popular first season, the second season deals with mature themes, including sexual assault, suicide, alcohol and substance abuse, bullying, and extreme violence. The intense, graphic portrayal of difficult issues involving youth present both the risk of triggering harmful behaviors among some vulnerable youth and the opportunity for adults to engage in meaningful and supportive discussions with youth about these issues. It is important that parents, caregivers, educators, and other adults working with children and youth are aware of the potential impact and are prepared to respond appropriately.

Please visit the following link to access the tool kit which provides resources for parents, educators, and youth:

<https://www.13reasonswhytoolkit.org/home>

Legal Workshop Review: Examining Special Education Eligibility Under the Categories of Autism, Emotional Disturbance, and Other Health Impairment

By: Hillary Reid, CVA-CASP Past President

This January CVA-CASP hosted a workshop presented by Jennifer R. Rowe Gonzalez and Kathleen McDonald of Fagen Friedman & Fulfroost LLP. CVA-CASP was excited to hold this workshop because it was one of the most requested training areas on our Member Survey that went out at the end of last year. We also love to work with Jennifer Rowe Gonzalez and Kathleen McDonald whenever because of their incredible knowledge base and ability to present potentially tedious information in a dynamic and informative manner. The training was held at the Fresno County Office of Education and registration filled up several days prior to the training with 80 attendees.

The training opened with a reminder that a student has to meet two criteria to be eligible for Special Education services: (1) the student must be identified by an IEP team as a child with a disability under education criteria and (2) require instruction and services that cannot be provided with modification of the regular school program in order to ensure FAPE. This point was made to emphasize the special education is a two prong decision, not just meeting eligibility criteria but also requiring special instruction and services that cannot be achieved by modifying the general education setting. Before moving on to Autism, Emotional Disturbance (ED), and Other Health Impairment (OHI), Rowe Gonzalez and McDonald reminded about the importance of investigating and noting limiting factors and considering “adverse effect” in a broader sense than standard scores when assessing eligibility.

Key Points on Autism Eligibility:

- Disability category name has changed from “Autistic-Like Behaviors” to “Autism” and definition has changed
- The current definition notes “a developmental disability” and requires affecting verbal and nonverbal communication and social interaction. This definition may be more selective of who qualifies under this category and educating parents on the change in law is key for parent understanding.
- Always include a Speech and Language Pathologist in an Autism assessment; a student can receive speech and language services without meeting criteria as having a speech or language impairment.
- Autism cannot be a secondary disabling condition to a primary of ED
 - o Memory trick: The categories can go on an IEP in alphabetical order with Autism as primary and ED as secondary, but cannot go on an IEP in reverse alphabetical order with ED primary and Autism secondary
- DSM-5 definition of Autism has no real relevance to special ed. eligibility and is not given much weight in court

Key Points on Emotional Disturbance Eligibility:

- A student does not have to have a diagnosed mental illness to qualify under ED
- 5 Factors of ED: student needs to display one or more over a long period of time and to a marked degree
 - o Inability to Learn: designed to rule out other reasons for low performance
 - o Inability to Build or Maintain Satisfactory Interpersonal Relationships: must be across several settings with peers and adults
 - o Inappropriate Types of Behavior or Feelings Under Normal Circumstances: can be acting out or withdrawal behavior; cutting can count under this area; does not include willful and understood behaviors
 - o General Pervasive Mood of Unhappiness or Depression: across settings, can wax and wane in intensity, not an adjustment issue
 - o Tendency to Develop Physical Symptoms or Fears Associated with Personal or School Problems: not due to a biological health issue, physical symptoms have to be excessive and chronic (i.e. headaches, panic attacks, tics, severe anxiety; test anxiety but has to severely impact test performance)
- Make sure to differentiate from Social Maladjustment, thoroughly discuss in report if behavior is characteristic of SM
- ED may emerge over time, reassessment for ED may be necessary

Key Points on Other Health Impairment Eligibility:

- Medical diagnosis not required- it’s not the diagnosis that makes a student eligible, it is the symptoms
- If a medical diagnosis reported- or provided by parent, it must be included in the report.
- Still has to adversely affect educational performance- can come out significant on every scale but are learning and would not be eligible
- OHI definition focuses on “limited strength, vitality, or alertness” – observations are key!
- Analysis of who child is, and how they function day to day, and how they perform is key with OHI assessment

Bilingual Psychoeducational Assessment

By: Melissa Saunders, CVA-CASP Membership Recruitment/
Clovis USD Rep

The Individuals with Disabilities Education Improvement Act (IDEA, 2004) mandates the use of assessment and other evaluation materials that are not racially or culturally discriminatory and that are provided in the student's native language or other mode of communication, unless it is clearly not feasible to do so. School psychologists employed within the Central Valley work with an increasingly diverse population. Recognizing the growing need in this area, CVA-CASP hosted a half day Bilingual Psychoeducational Assessment training on April 6, 2018 conducted by Simon Villalobos. Simon is a bilingual school psychologist in Central Unified School District who was also an English Language Learner (ELL) as a child. As an introduction to the topic, Simon reviewed IDEA laws, as well as the National Association of School Psychologists (NASP) position statement on The Provision of School Psychological Services to Bilingual Students. According to NASP, school psychologists serve as advocates and play an important role in working with bilingual students. Workshop participants were provided with an understanding of English Language Development, including Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALPs). BICS refers to communication in a social context (e.g., conversing with peers, chatting at recess or lunch), while CALPs involves a more complex language skill that is necessary for academic language. The developmental stages of CALP range from CALP 1 (preproduction) to CALP 5 (advance fluency). While BICS are typically obtained between 2 to 5 years, English learners typically require 5 to 7 years for CALP development. Simon informed participants that not all ELL students need a bilingual assessment. Participants were encouraged to review a student's Home Language Survey and their English Language Proficiency for California (ELPAC) or California English Language Development Test (CELDT) scores to determine the most appropriate assessment language. Assessments including the Bilingual Verbal Ability Test (BVAT), Basic Inventory of Natural Languages, Woodcock-Munoz Language Survey, and ELPAC or CELDT were recommended to assist in determining a student's CALP level. Case studies were provided to give participants the opportunity to determine the most appropriate assessment language. In one example, an ELL student was a CALP Level 5 in Spanish, but a CALP Level 2 in English. In this case, an assessment team should consider assessing in Spanish. CALP Level scores of 4 or 5 indicate this student achieved proficiency in the Spanish language through formal instruction in Spanish, but was not yet proficient in English. In another example given, a struggling ELL student was a CALP Level 2 in Spanish and a CALP Level 3 in English. CALP Level scores of 1, 2, or 3 may indicate a student is in the process of acquiring proficiency in one or more languages. Thus, this student may not be proficient in either language and a team may wish to consider assessing in both languages. Nonverbal assessments should be administered when the examiner does not speak the language or if a student has been diagnosed as having a speech and language impairment.

Commonly used assessments recommended by Simon include:

- Bateria III Pruebas de Habilidades Cognitivas
- Kaufman Assessment Battery for Children – Second Edition
- Wechsler Intelligence Scale for Children – Fifth Edition – Spanish
- Test of Auditory Processing Skills – Third Edition – Bilingual
- Universal Nonverbal Intelligence Test – Second Edition
- Differential Ability Scales – Second Edition

Participants learned that the Kaufman contains Spanish-translated directions that are a direct translation of English directions. Academic assessment should be administered in the language in which the child has received educational instruction. Participants were encouraged to research assessments that are appropriate for English Learners. Simon's wealth of knowledge and personal experience in this area, along with his witty sense of humor, made for an engaging and educational afternoon for CVA-CASP members who attended this workshop.

Bilingual Assessment Reflection

By: Adriana Sanchez, Central Unified School Psychologist

Simon Villalobos is a school psychologist for Central Unified School District and is also the CVA-CASP treasurer. Mr. Villalobos presented on bilingual assessment as it relates to the Individuals with Disabilities Education Act and nondiscriminatory assessment; selection of assessment instruments and case studies were also provided.

It was enlightening to learn about the factors that assessors should be taking into consideration when completing an assessment for English Language Learners such as the underrepresentation and overrepresentation of EL students. In assessing EL students, it is also important to have an understanding of Basic Interpersonal Skills (BICS) and Cognitive Academic Language Proficiency (CALP). It takes approximately 2-3 years for a student to acquire BICS versus 5-10 years for a student to acquire CALP. This information helps us when interpreting the California English Language Development Test (CELDT) scores because we are able to differentiate the scores that are related to each one (e.g. Listening/Speaking=BICS vs. Reading/Writing=CALP). Examples of assessment instruments that may help in determining the actual BICS or CALP levels are the Bilingual Verbal Abilities Test (BVAT) or the Woodcock-Munoz Language Survey. Other factors to take into consideration are the amount of time a student has been receiving instruction in English, the language(s) they are exposed to at home, etc. All of these factors in turn help us determine what cognitive assessments to use such as the Kaufman Assessment Battery for Children-Second Edition (KABC-II) or if a nonverbal cognitive assessment such as the Universal Nonverbal Intelligence Test 2 (UNIT 2) would be most appropriate.

All in all, the presentation provided by Mr. Villalobos was highly beneficial as it relates to our professions and working with EL students. It is important to take into account all of the factors mentioned above in addition to the standard interviews, observations, etc. in order to have a global understanding of a student.



Simon Villalobos presenting on Bilingual Assessment

Dyslexia Workshop Review

By: Tessa Gagliardi, CVA-CASP Newsletter Editor

This November, CVA-CASP hosted a workshop on the topic of Dyslexia presented by Dr. Catherine Christo. Dyslexia has become central to conversations regarding student progress, assessment and intervention in the schools, and its relation to special education and Section 504 eligibility since the release of the California Department of Education (CDE) Dyslexia Guidelines. CVA-CASP was excited to host this workshop because of the opportunity to walk through the best practices for assessment, identification, and intervention for students with dyslexia from such an expert in the field. The Sunnyside High School auditorium was selected as the venue as it comfortably held attendees and was centrally located for school teams to spend their Friday before Thanksgiving break. Continuing Education Units (CEUS) and Continuing Professional Development (CPD) hours were available to LEPs, LPCCs, LMFTs, LCSWs, and those maintaining the NCSP. The training was delivered in an engaging and clear manner by Dr. Christo. She went over the various definitions of dyslexia and highlighted the following key characteristics:

- o Dyslexia is a type of specific learning disability
 - *However one can have dyslexia, but not necessarily qualify for special education under SLD*
- o It involves difficulty with accurate and/or fluent word recognition
- o Reading difficulty is due to deficits in the phonological component of language
 - *Individual sounds of spoken language*
- o Individuals with dyslexia also have poor spelling and decoding abilities
- o There is unexpected reading difficulty despite other cognitive abilities and effective instruction
 - *However it does not require a discrepancy between reading and other cognitive abilities*

The following are components to examine when assessing for dyslexia:

- o Decoding (sounding words out)
 - *Accuracy? Fluency?*
- o Encoding (spelling words by sounding out)
 - *Is the student spelling out phonetically?*
- o Word Recognition (reading words in isolation)
 - *Accuracy? Fluency?*
- o Oral Reading Fluency
 - *Accuracy? Fluency?*
- o Reading Comprehension
 - *How is performance with text reference? No text reference?*
- o Handwriting
- o Spelling
- o Morphological Awareness (word structure)
- o Verbal Abilities
 - *Within Average range? Does it differ significantly from reading abilities?*
- o Oral Language
- o Listening Comprehension
 - *How does listening comprehension compare to reading comprehension?*
- o Naming Speed
- o Orthographic Processing (storing letter patterns within words)
- o Verbal Memory
 - *How are they with remembering contextual versus non-contextual information?*
- o Processing Speed
- o Working Memory
 - *How is their verbal working memory?*



Click the image above for a link to the CDE Dyslexia Guidelines :)

Visit <http://www.christoeducationalconsulting.com/home.html> to access resources including case examples

Highlights Around the Valley

Sanger Unified

By: Megan Otto, Sanger Unified Projects Specialist

Mental health challenges are more common than one may think. In fact, it is estimated that as many as 50% of us will experience a mental health challenge in our lifetime. While our work with students and families experiencing mental health challenges is a year-round effort, May allows us to share important information as part of Mental Health Awareness Month.

Mental health is essential to everyone's overall health and well-being. Just like we take care of our physical health, it is important for us to take care of our mental health. Unfortunately, mental health concerns often go untreated; approximately half of all mental health problems begin by age 14, but research shows that many young people may wait 6 to 8 years before seeking help. However, the encouraging news is that with support and appropriate treatment, people experiencing mental health challenges can, and do, get better. Part of our job to help reduce the stigma around mental health is to talk openly and honestly about mental health with our loved ones—we need to show our children and others that we support them.

A great resource for parents and families is Each Mind Matters, part of California's Mental Health Movement, which stresses the importance of the role of both parents and families in creating healthy environments that support mental health in our children. Simply watching for changes in children's attitudes and demeanors, while engaging children in conversations at home about important topics is a good way to help support our children's positive social-emotional development.

Sanger Unified has a robust system of social-emotional supports available for students at all school sites within the district. Available supports include Second Step Programming, Positive Behavior Intervention and Supports, group counseling sometimes referred to as SAP counseling, individual counseling, behavior intervention, family referrals to outside agencies, and parent trainings facilitated by the District's CARE Team. The Center for Behavior Education (CBE) also offers support for students experiencing behavioral challenges at home and school.

Central Unified

By: Simon Villalobos, CVA-CASP Treasurer

Central Unified School District applied for a grant and participated in the California Multi-Tiered Systems of Support (MTSS) SUMS Initiative this year to begin aligning district supports systems. This work established the beginning of two knowledge-development sites to establish the framework of integrating behavior, social-emotional supports, and academics. In addition, district-wide professional development focused on social-emotional learning with trauma-sensitive practices for classroom teachers and all staff. The district also continues to see the value in the role of the school psychologist in helping meet student needs and has added a growth position for the upcoming school year; the majority of schools have a full-time school psychologist assigned to their campus.

Central Unified announced the additions of two new School Psychologists. Yaime Farias and Emmanuel Villalobos will be joining Central Unified Special Education Department for the 2018-2019 school year. They are both serving Central Unified as School Psychologist Interns and we are excited to welcome them to our district. We are also excited to have Genesee Contreras and Holly Ensign as our new School Psychology Interns for the 2018-2019 school year.

Highlights Around the Valley (cont.)

Fresno Unified

By: Elizabeth Nixon, CVA-CASP FUSD Representative

Fresno Unified has been working hard this year to implement AB2246, the Pupil Suicide Prevention Bill. The Lead Psychologists attend the Fresno County Suicide Prevention Collaborative. The Collaborative includes school personnel, law enforcement, community mental health providers, and others and meets monthly. Sometimes, they break into workgroups that address Data Collection, Communications, Healthcare, Justice, Schools, Learning and Education. There are three state experts on suicide prevention, intervention, and postvention that work on a grant to guide the Collaborative's work. So far the group has mapped county-wide resources, gotten schools and law enforcement to agree on 5150 procedures, worked with the Crisis Intervention Team (C.I.T) team in Fresno P.D., and established the Columbia Suicide Rating Scale (CSRS) as a mutual document for 5150s.

All school psychologists, social workers, restorative practices counselors, and social-emotional specialists have received the two-day Applied Suicide Intervention Skills Training (ASIST). The district is in the process of providing ASIST training to nurses, academic counselors, and some community members. At the beginning of the year, all teachers also received an inservice on the warning signs to look for and what to do if they suspect a student is suicidal.

Later in the year, each high school held a Suicide Prevention Student Stakeholder meeting. Groups of 10-20 students, including those bereaved by suicide, youth with disabilities, mental-illness or substance abuse disorders, LGBTQ youth, homeless youth, and youth in foster care met over a pizza lunch. The groups were asked three questions:

- Prevention – Do you feel there is enough information/education about Suicide Prevention at your school?
- Intervention – If you or someone else needed support for suicidal thoughts, who would you go to for support?
- Postvention – What do you think the school should do if someone on campus dies by suicide to support you other students?

Many students stated that they don't have enough information regarding suicide prevention. They recommended using posters, daily announcements, and apps like Remind Me to share information and provide coping strategies. Students were concerned that many of their peers don't know where to find support when they are feeling suicidal. They would like ongoing information regarding depression as opposed to a single presentation. Following a suicide, students felt the need to honor the deceased student with a moment of silence, memorial, and/or recognition at graduation. These and other discussion points were shared with the lead psychologists to take back to the Suicide Prevention Collaborative. Students also stated that they enjoyed participating in the stakeholder meetings and would like to have additional focus groups to discuss other issue impacting students.

The Fresno County Coroner attended the last Collaborative meeting and stated that the number of youth suicides has fallen off dramatically in the last two years. He attributes that directly to the hard work being done on prevention, intervention, and postvention in the county. Keep up the good work!

Clovis Unified

By: Cy Hiyane, CVA-CASP Secretary

CUSD currently employs over 60 school psychologists. Within the School Psychology department, school psychologists may be assigned to a specialized team to support the initiative of student wellness in mind, body, and spirit. Specialized school psychology teams include Behavioral Consultation team, Autism Consultation team, Preschool Assessment and Consultation team, PBIS team, and Mental Health Wellness team. These specialized teams provide specialized trainings for school psychologists, teachers, support staff, and administrators in prevention and intervention services for ALL students. In addition, these specialized teams may provide support in assessment, program placement, and recommendations for implementation of evidence-based interventions. Significant progress has been noted by having these specialized teams as the role and function of school psychologists have broadened in CUSD. Currently, over 20 school psychologists are assigned to a specialized team; administrators and teachers have become stronger advocates of school psychologists in recognizing the milieu of services school psychologists provide. Additional site-based time for school psychologists and specialized school psychology roles/teams have been docketed for approval by the CUSD governing board.

School's ALMOST Out For Summer!

GOODBYE 2017-2018 SCHOOL YEAR!
PLEASE JOIN US FOR THE
CVA-CASP

END OF THE YEAR SOCIAL

JUNE 1, 2018

4:30 - ?

SEQUOIA BREWING CO.
(CHAMPLAIN/PERRIN)

Join us for appetizers, drinks,
raffle items, and unwinding
with some of the most fun
people in town- your fellow
school psychologists!



Purpose of CVA-CASP

- To promote and advance quality education through the dissemination of information on educational issues and psychological research
- To provide guidance to CASP on matters of interest to CVA-CASP members
- To provide a meaningful and effective in-service education program for the membership and other local school psychologists
- To provide channels through which those engaged in psychological services can discuss matters pertaining to the organization and administration of pupil services and the improvement of professional practice
- To promote and adhere to the highest standards of ethics and best practices in the profession of school psychology
- To build a network of local resources

Benefits of CVA-CASP Membership:

- Opportunities for Professional Development
- Local Workshop Discounts
- Earn NCSP Hours
- CVA-CASP Newsletter Subscription
- Notification of Local and Statewide Events
- Professional Networking

CVA-CASP Membership Registration

Name: _____

District/Employment: _____

Home Email: _____

Work Email: _____

Phone Number(s): _____

Check a box Home Work Cell Home Work Cell

CASP Member: Yes No NASP Member: Yes No

Type of Membership

Employed School Psychologist - \$25 Student - \$10 _____
(University Program)

Retired - \$15 Other - \$20 _____
(Title/Profession)

Date: _____