

ISSUE

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Winter 2019

CVA-CASP NEWSLETTER

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We're on the Web!

www.cva-casp.org

Find Affiliate
information on the
CASP website:

www.casponline.org



Central Valley Affiliate
CASP

A message from our CVA-CASP president, Ashley Trippel:

As we near the end of the first semester of 2018-19, I am pleased to report that there are so many things that have already occurred within our affiliate this year! With the hard work of our current board, we hosted Dr. Steven Guy, pediatric clinical neuropsychologist who practices in Columbus, Ohio, in September at Clovis North High School. Dr. Guy educated our registrants on Executive Functioning and provided easy to implement interventions to support students who may suffer from deficits in specific areas. With the Patterns of Strengths and Weaknesses model, the EF education and interventions were extremely valuable. CVA-CASP also increased membership at the event and sold bundles of CVA-CASP swag. Dr. Steven Guy was also generous enough to donate \$300 to support our November fundraiser, which we started advertising at this training. Following the September training, we hosted our back to school social, where we recognized FUSD School Psychologist Julia Picher as this year's Region III Nadine M. Lambert Outstanding School Psychologist nominee. Julia has contributed so much to the field and it was inspiring to see psychologists from various districts there to support her as well as what she has done throughout her impressive career. CVA-CASP raffled off multiple items, including a CVA-CASP and CASP membership to those who attended the social.

Your CVA-CASP Board has held multiple board meetings this year to prepare for trainings and our Inaugural CVA-CASP SPAW Fundraiser, which you can read more about in this newsletter. As one of the strongest functioning affiliates in California, we were determined to not only recognize the work we do, but give back to our community. I am proud to say, with the help of our board, school psychologists, special education teachers, general education teachers, and administrators, all who attended the event, we raised money for six scholarships for graduate students and raised \$5226.23 for the EOC Youth Sanctuary, who supports homeless, displaced, and extorted youth in the valley. We also recognized Sue Goldman of Clovis Unified School District, who received our first ever lifetime achievement award. Our board dedicated months of their own time to make this event more successful than we could have imagined. We hope to make this an annual event. I am beyond proud to be able to call myself a CVA-CASP board member and be in the ranks with the most incredible board members I have ever witnessed.

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.



At the Fall CASP Convention, we were able to attend the affiliate social and speak a little bit about what our affiliate contributes to our valley. We are excited to attend Affiliate Leadership Days in January to continue spreading word of all the remarkable things we have done and continue to do.

We look forward to continuing this momentum during semester two! We have two more trainings on our schedule for the remainder of the school year, both of which will be free to members, and have our end of the year social to look forward to!

I want to say thank you to everyone who has been a part of the affiliate this year, from the board, to presenters, to volunteers, to those who continue to attend the socials! The field of school psychology is remarkable because of people like all of you and I am honored to be a part of it!

CVA-CASP BOARD

2018-2019

EXECUTIVE BOARD

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

CVA-CASP Fall 2018 Training Summary

Helping Them Show What They Know: Understanding and Helping Students with Executive/Regulatory Difficulties, presented by Steven Guy, Ph.D.

By Hillary Reid, School Psychologist, CVA-CASP President Elect

On September 28, 2018 CVA-CASP co-hosted a full-day workshop in collaboration with Clovis Unified School District on Executive Functioning. The workshop provided training for about 225 participants from districts, county offices of education, and universities including Fresno Unified, Clovis Unified, Central Unified, Fresno County Superintendent of Schools, Sanger Unified, Hanford Elementary, Mendota Unified, Fresno State, Alliant, and Fresno Pacific, and more. The information-packed workshop was presented by Steven Guy, Ph.D. Guy who is a pediatric neuropsychologist in private practice in Columbus, Ohio and works with children and adolescents with a wide variety of developmental and acquired conditions. He also was a contributor to the revisions of the BRIEF-2. The workshop he presented covered the definitions and model of executive functioning, information on the different skills that make up executive functioning, and interventions that address weaknesses in the different areas of executive functioning (EF).

Guy began the workshop by reviewing a few definitions of EF and also described the new three-factor model. All of the definitions provided reference that EF skills are what allow us to “show what we know”. As such, these skills that can be often overlooked can play a large role in student success.

The new model of EF (seen in Figure 1) divides the components of Executive Functioning into three factors (Cognitive Regulation, Behavior Regulation, and Emotion Regulation). This new model replaces the old Two Factor Model which broke EF into only two factors - behavioral regulation and meta-cognitive skills.

Next, Guy reviewed the functional domains of EF: initiate, working memory, inhibit, shift, plan, organize, self-monitor, and emotional control. Students with deficits in initiation have difficulties beginning a task or activity and initiating attention. Students with difficulties in working memory have trouble holding information actively in mind. Difficulties with inhibition involve stopping an action. Students with difficulties

in shift have trouble moving from one task or situation to another, persevere, and show rigidity. Difficulties in planning include difficulty anticipating future events and developing step. Organization difficulties include problems establishing and maintaining order. Students who struggle with self-monitoring have a lack of attention to their own behavior or performance. Students with emotional control difficulties have trouble regulating their emotional response. Of these domains, inhibitory control, working memory, and regulatory control tend to have the most impact on overall functioning and school performance. Working memory impacts all academics and is one of the most difficulties related to Dyslexia. These students lose the “target or goal” they are working toward, have difficulty remembering directions to follow them and cannot hold needed information in mind to solve an academic task (i.e. math problem, reading comprehension).

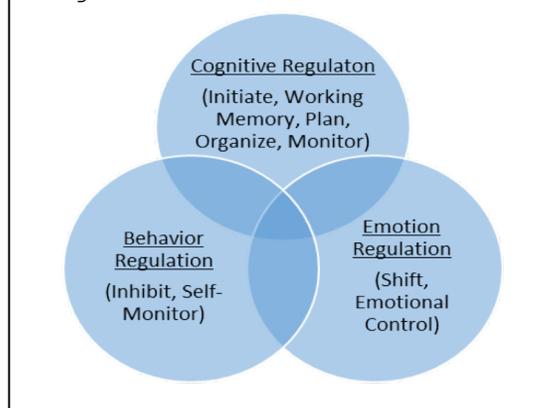
An assessment of executive functioning skills can provide valuable information which areas to target for intervention. Students with EF difficulties can benefit from intervention. EF skills are very inter-related so intervening in one area typically also has a big impact on other areas. Guy explained that EF intervention needs to be a real world intervention with practice in relevant environments (classroom). It is not a specific set of skills to teach, a list of steps taped to a desk, or a single IEP recommendation without a specific “how, who, when, where”.

Overall, students with EF difficulties need school- and home-based support to increase their success. Students with EF difficulties often feel disconnected from the rest of the world because they feel less effective at life. They have difficulty having a sense of their own strengths and weaknesses and tend to underestimate their “smartness” and overestimate other abilities. Embedded in the workshop Guy provided lists of interventions by deficit, which are included below. For additional resources provided, email hreid@fcoe.org.



Pictured: CVA-CASP Board and Dr. Steven Guy

Figure 1. Three Factor Model



CVA-CASP Fall 2018 Training Summary (cont.)

<p>Initiating</p> <ul style="list-style-type: none"> • Increase Structure of tasks • Establish and rely on routines • Determine minimal level of cue to help start and reduce cue over time • Break tasks into small, manageable steps • Place child with partner or group for modeling and cueing from peers • Reframe “lack of motivation” as initiation deficit for child, parent, teachers 	<p>Inhibiting</p> <ul style="list-style-type: none"> • Increase structure in environment to set limits for inhibition problems • Make behavior and work expectations clear and explicit; review with student • Post rules in view; point to them when child breaks a rule • Teach response delay techniques (counting to ten before acting)
<p>Sustaining</p> <ul style="list-style-type: none"> • Increase salience in task, rely on high-interest tasks • Hands-on activities support sustained attention problems • Ask child to choose among topics of interest to increase investment • Use verbal mediation to help remain focused • Write down list of what to attend to for a specific task 	<p>Sustaining cont.</p> <ul style="list-style-type: none"> • Make time limits to work explicit (the never ending worksheet problem) • Repeat instructions as needed, perhaps quietly to child • Keep instructions clear and concise • Have child take frequent, brief breaks (30 sec-1min) • Use variety- avoid lengthy, monotonous tasks
<p>Shifting</p> <ul style="list-style-type: none"> • Increase routine in the day • Make schedule clear and public • Forewarn any changes in schedule • Give 2 minute warnings of time to change • Make changes from one task to the next, or one topic to the next, clear and explicit • Shifting may be a problem of inhibiting, so apply strategies for inhibition problems 	<p>Organizing</p> <ul style="list-style-type: none"> • Increase organization in child’s environments • Increase organization of therapy to serve as model and help child grasp structure of novel material • Present the framework of new information to be learned at the outset and review again at the end of a lesson • Begin with tasks with only a few steps and increase gradually
<p>Planning</p> <ul style="list-style-type: none"> • Practice with tasks with only a few steps first • Teach simple flowcharting as planning tool • Practice with planning tasks (i.e. mazes) • Ask child to verbalize plan before beginning work • Ask child to verbalize second plan if first doesn’t work • Ask child to verbalize possible consequences of actions before beginning • Review incidents of poor planning/anticipation with child 	<p>Self-monitoring</p> <ul style="list-style-type: none"> • Anticipate performance- ask child to state how he/she will do on a task, then compare gently with actual performance • Videotape child’s behavior (with permission) and review it with child in a supportive manner • Increase attention to behavior – ask child to verbalize steps as he/she is doing them

CASP Convention 2018

By: Deeds Gill, School Psychologist, CVA-CASP Past President



The Neuropsychology of Reading Disorders: An Introduction to the FAR (Dr. Steven Feifer)

The 2018 Fall CASP Convention in San Diego was full of great workshops, but the one I found most interesting was Dr. Steven Feifer's presentation of the Neuropsychology of Reading Disorders and the Feifer Assessment of Reading (FAR). Dr. Feifer is a School Psychologist and researcher who has dedicated much of his career to defining reading disorders and how we can effectively measure the deficits and strengths that students exhibit in the educational setting. He brings a unique perspective to explain how reading disorders (Dyslexia) can be understood from a neurological standpoint, but more importantly, how our assessments can lead to the development of targeted interventions for students who otherwise would have a history of academic failure.

Dr. Feifer began his presentation by explaining how it is important that *science* defines our approach to disabilities, not special education funding. This is essential to understand because we have to make sure that our assessments fulfill both eligibility questions, but more importantly how we can help the student succeed in school. He went on to define dyslexia using the International Dyslexia Association's (IDA) definition and stated that dyslexia affects not only accurate and fluent reading, but also spelling and writing. At the core of dyslexia is a deficit in the *phonological component of reading* (a linguistic problem). This in turn can lead to secondary problems with reading comprehension and reduced reading experience. He stated that Dyslexia primarily affects what he calls the "front end" of reading – i.e., decoding.

The next part of his presentation centered on **Four Universal Truths of Reading:**

1. *In all word languages to date, children with developmental reading disorders (dyslexia) primarily have difficulties in both recognizing and manipulating phonological units at all linguistic levels.*
 - This means that dyslexia is a *linguistic issue* that can be found all across the world in many different languages.
2. *The English language **is not** a purely phonological language. In fact, one letter may map as many as five distinct phonemes or sounds. English speaking children tend to develop phonemic processing more slowly.*
 - The English language includes over 1100 ways of representing 44 sounds (phonemes) using a series of different letter combinations (graphemes). By contrast, in Italian just 33 graphemes are sufficient to represent the 25 phonemes.
 - Thus, 25% of English words are phonetically irregular (e.g., "debt", "yacht", "onion", etc.) or have one spelling, but multiple meanings (e.g., "tear", "bass", "wind", etc.).

What does this mean? We need more than just phonology, we need to develop orthography!
3. *Neuroimaging techniques have demonstrated that **phonological processing and orthographic processing** are the by-product of the functional integrity of the temporal-parietal regions of the left hemisphere of the brain.*
 - Dr. Feifer discussed the specific structures of the **Phonological Pathway** (phonemic awareness and decoding) and the **Orthographic Pathway** (orthographic perception, orthographic memory, alphabetic knowledge) for word reading. He explained how phonology supports decoding accuracy whereas orthography supports reading fluency. A third element for word reading is **Semantics** (vocabulary, executive functioning).
4. *According to the National Reading Panel (2000), and modified by Grizzle et al. (2009), the **5 Big Ideas** of the reading process include: **Phonemic Awareness, Phonics, Fluency, Language, and Comprehension**. It is important for us to recognize these elements so we can plan for intervention.*
 - Brain imaging studies (Shaywitz, 2003) show that nonimpaired readers activate primarily posterior portions of the left hemisphere when reading (Word Form area), whereas impaired readers under-activate posterior regions and activate primarily frontal areas.
 - Interventions that are targeted to the specific deficits can in fact change the neurology of the brain and lead to "*normalization*" (typically in younger children) or at the very best "*compensation*" (typically in older children and adults).

Dr. Feifer's presentation also discussed how an assessment that is focused on the specific reading deficits can in fact, lead to better outcomes for children because the interventions can be designed to meet the specific needs. He identified Four Subtypes of Reading Disorders:

1. **Dysphonetic Dyslexia** – difficulty sounding out words in a phonological manner (most common in young readers).
2. **Surface Dyslexia** – difficulty with the rapid and automatic recognition of words in print (orthographic errors, very slow reading, and more errors on phonetically irregular words).

CASP Convention 2018 (cont.)

3. **Mixed Dyslexia** – multiple deficits in phonological *and* orthographic processing skills (this is the most severe form of Dyslexia).
4. **Comprehension Deficits** – mechanical side of reading is fine (i.e., phonics), but difficulty persists deriving meaning from print. This is technically *not* dyslexia, because the “front end” of reading (decoding) is intact.

If we are able to correctly identify the subtype of dyslexia in our assessments, we can focus interventions to target the specific skill deficits. Dr. Feifer gave some examples of interventions for subtype 1 (Dysphonetic Dyslexia). For students *under 7 years*, the focus of intervention should be bottom-up (Phonics based explicit reading instruction). Examples of evidence based intervention programs include Road to the Code, Foundations (Wilson reading), Phono-Graphix, etc. For students *aged 7-12 years*, the focus of intervention should be on visual and phonological skills to allow the students to “feel” the sounds. Examples of evidence-based programs include SRA Corrective Reading, LiPS, Orton-Gillingham based methods, etc. For students *over the age of 12 years*, the focus should shift to a top-down approach to reading that relaxes on phoneme recognition and focuses more on morphemes (e.g., prefixes, suffixes, Latin roots, etc.) and activates the semantic component of language. Examples of evidence-based programs include Read 180, Wilson Reading System, etc.

The final section of the presentation looked at the components of a Comprehensive Reading Evaluation and how the Feifer Assessment of Reading (FAR) can address all areas in one test. Along with careful interpretation using an intelligence test (Gc), the FAR can help us understand which of the four subtypes of dyslexia are affecting the student and how we can focus intervention to address their needs. Specifically, the FAR addresses:

- Phonemic/Phonological Awareness (Ga)
- Rapid Naming (Glr)
- Verbal Memory Tests (Gsm)
- Reading Fluency (Gs)
- Orthographic Skills (Gv)
- Attention (Gs)
- Executive Functioning (Gf)

There are 15 subtests in the complete FAR battery. The FAR yields a total FAR Index score along with 4 Reading Index Scores (Phonological Index, Fluency Index, Mixed Index, and Comprehension Index). In addition, select subtests can be used to screen students for dyslexia (FAR-S). Dr. Feifer also gave some case examples using the FAR along with the CAS-2 and showed how the scores could be used in a Pattern of Strengths and Weaknesses (PSW) model to identify a learning disability. He also shared examples of the interpretive scoring software (available from the publisher PAR) and how specific interventions for students can be tailored based on the FAR assessment profile of scores.

All in all, this workshop was worth the price of admission to the CASP Convention! The CVA-CASP Board is working on a plan to bring Dr. Feifer to the central valley to present to our Psychologists. Stay tuned for more details later this spring.



Left to right: Deeds Gill, Ashley Trippel, and Simon Villalobos attending the CASP Affiliate Reception



Left to right: Katlin Kaundart, Adriana Sanchez and Yaime Farias enjoying professional development opportunities at CASP in sunny San Diego

Inaugural CVA-CASP School Psychology Awareness Week Fundraiser

By: Valerie De Fehr, School Psychologist, CVA-CASP Public Relations Chair

Fundraiser Brings Awareness and Donations to Local Homeless Youth Shelter

On November 16th, 2018 school psychologists and educators from around the Central Valley gathered for a night of dinner, dancing and celebrating for the Inaugural CVA-CASP School Psychologist Awareness Week (SPAW) Fundraiser benefitting local school psychology interns and the Fresno EOC Youth Shelter. In addition, CVA-CASP recognized its first Lifetime Achievement Award winner, Sue Goldman, Clovis Unified School Psychologist, for her lifetime of dedication to the field of school psychology.

An inspiring keynote speech was delivered by the former EOC Director, Joe Martinez, highlighting the adversity local youth may encounter on a daily basis in the Fresno area, the high need for emergency homeless youth services in the valley, and how the EOC partners with Fresno Unified School District to connect students to Sanctuary services and supports. According to the EOC website, the Sanctuary Youth Shelter has been providing youth services since 1992 and shelters an average of 300 homeless and runaway youth per day. It is currently the only self-referral emergency shelter between Bakersfield and Stockton and is recognized as a “Safe Place” and provides for a variety of youths needs including clothing, basic hygiene supplies, meals, counseling and referrals for additional case managed care focusing on family reunification, strengthening family bonds or transitioning to safe and appropriate alternative living arrangements.

Over 30 generous local Central Valley businesses and private donors contributed to our silent auction with desserts, wine baskets, vacation trips, golfing, high-end electronics, and more. These items were then auctioned off and the proceeds were given directly to local school psychology interns and the EOC Sanctuary. In total, \$3,000 was given to local school psychology students towards their attendance of the CASP Spring Institute and a check of \$5,226.23 was presented to the EOC Sanctuary. CVA-CASP would like to thank all who attended and made this night possible and also to all of the members of the CVA-CASP board for their many months of hard work to create such a successful inaugural CVA-CASP SPAW fundraiser.



Pictured: CVA-CASP Board Members presenting EOC Sanctuary with check



Left to right: Executive Board Members, Hillary Reid, Ashley Trippel & Deeds Gill



Kimberly Tenbergen and Ludvik Papikian dancing the night away



Left to right: Dr. Marilyn Wilson and Graduate Students, Ludvik Papikian, Holly Ensign, April De La Cruz and Norma Tovar



Left to right: School Psychologists, Monica Moreno, Adriana Sanchez, and Yaime Farias, enjoying the photo booth



Clovis Unified School Psychologists looking sharp at the SPAW fundraiser

Lifetime Achievement Award

By: Melissa Saunders, School Psychologist, CUSD District Representative

During the inaugural CVA-CASP School Psychology Awareness Fundraiser on November 16, 2018, Susan Goldman was presented with the first ever CVA-CASP Lifetime Achievement Award. Sue's journey in the field of school psychology began at the State University of New York at Albany with a degree in Psychology. She moved to California to attend graduate school at California State University, Fresno, where she obtained a Master's degree in Clinical Psychology and a School Psychology credential. Sue's career as a school psychologist began in January of 1977 with the Fresno County Office of Education (FCOE). Sue worked for FCOE for 10 ½ years prior to being hired by Clovis Unified in September of 1987. Over the course of her 42 year career in school psychology, Sue has provided support for students, staff, and parents in a variety of capacities including as a district GATE psychologist, a liaison to outside agencies, a program specialist for elementary intervention programs for students with social/emotional needs, and a coordinator for the Special Friends Program. Sue has also supervised numerous practicum students and interns, sharing her vast knowledge and experience with future school psychologists. In addition to her contributions at the district level, Sue has held multiple board positions with CVA-CASP, CASP, and ISPA. Sue was honored with a video montage featuring friends and colleagues discussing her wide array of contributions to the field of school psychology.



“I was greatly honored to receive CVA-CASP's Lifetime Achievement Award. Being the first person to receive this award made it all the more special. I appreciated the kind words in the video and got great enjoyment from the roast (kudos to Cy Hiyane for all his work in putting that together). I have held many offices in CVA-CASP, CASP, and ISPA and have always felt that as much as I have given to the profession in those roles, I have gotten so much more in

return. It has provided me with incredible learning experiences both in the roles themselves, as well as the people it has afforded me the opportunity to meet. It has given me the opportunity to learn about the profession nationally and internationally as well as develop friendships around California, the U.S., and internationally, giving me a broader cultural perspective. Being involved in professional organizations keeps you at the top of your game and I encourage people to get involved.”-Sue Goldman

In addition to this Lifetime Achievement Award, Sue has also received the CVA-CASP Outstanding School Psychologist Award, as well as the CASP Outstanding School Psychologist for Region III and the Sandra Goff Lifetime Achievement Award. Congratulations to Sue Goldman for this well deserved honor and her achievements and contributions to the field of school psychology.

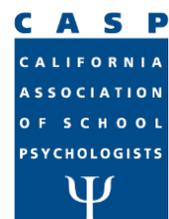
Scholarship Recipients

By: Cy Hiyane, School Psychologist, CVA-CASP Secretary

This year CVA-CASP awarded a total of \$3,000 in scholarship money to school psychology interns to further their professional development by attending the CASP Spring Institute. Six recipients were recognized during the CVA-CASP benefit dinner in consideration of their motivation, commitment, and passion for the vocation of school psychology. Michelle Chiarito, MaiUyen Moss, Gaukue Xiong, Lauren Merrell, Jaspreet Gill, and April Delacruz were honored as they prepare for their future careers in the field of school psychology.



Left to right: Lauren Merrell, April De La Cruz, MaiUyen Moss, Michelle Chiarito



Student Articles

A General “How To” for Current School Psychology Graduate Students

By: Yesenia Sosa, Fresno State Graduate Student & Representative

In a school psychology graduate program as a future school psychologist, you are barely getting started learning about the field. At the practicum level, you should think and reflect on the type of psychologist you would like to be and decide where you would prefer to work in regards to district, school setting, programs, etc. Come internship you have a better understanding of the role. Although districts vary in what they look for in potential interns/employees, there are many things to take note of and start doing now in graduate school to better prepare you for the application process. Consider the following tips as provided by current practicing school psychologists within the Fresno/Clovis area:

Practicum

- Start your practicum experience as soon as possible and advocate for a variety of experiences that range in different age groups, disabilities, school districts, or specialized programs.
- Make sure you stand out! Make yourself unique and don't do the same thing as all of your classmates- go above and beyond what is required.
- Start testing and writing reports as soon as possible. Write more than is required by your program.
- State your interests or areas of need for development and ask for opportunities in that area
- Ask for independent responsibilities and feedback. You're not expected to be perfect at this stage. Don't be afraid to make mistakes and to learn from them.
- *In order to get the most out of your practicum experience you should take into consideration and think to:*
 - Ask as many questions as you can
 - Before you start, look at the semester evaluation form that your supervisor will use to evaluate you to make sure you have cover as many of the expected/relevant areas. Share and review form with your supervisor if you are comfortable. Your supervisor should also have some idea of their personal areas of expertise / interest to guide you. You may supplement this with your own research.
 - Take an inventory of your supervisor's strengths. Reflect and think about your supervisor's weaknesses, what would you do differently? How might you have approached that situation/case differently?
 - Take an inventory of the systems at their school site; what are the referral practices for SST meetings, what are the interventions that are available? How and when do students access supports? Does their site have any specialized systems (PBIS/RTI)?
 - Determine what the perceived role of the school psychologist is by having conversations with all staff (IAs, teachers, admin, supplemental service providers).
 - Take advantage of learning opportunities; request to do observations, interviews, file reviews, assessments (if appropriate), attend meetings, and present findings of things

you were involved in. Practice/rehearse how to present assessment data with your supervisor.

- Focus on understanding the most common areas of eligibility under SPED
- Observe programs (SDC, RSP) at their site and spend time really understanding why those students are in those programs.
- Stay connected with previous supervisors; they will be a great resource for you through internship.
- At the end of your second year, talk to your practicum supervisor on creating a mini panel interview to prepare you for internship.
- The NASP Practice Model (10 domains of practice) can give you an idea for particular areas that you may want to focus on if you have not had a chance from previous practicum experiences. (<https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview>)

Praxis

- Utilize practice tests from the publisher
- Consider studying with a group, dividing the work, and quiz each other
- The exam can be scenario based so think back to coursework and experiences at your sites
- Refer to *Best Practices* articles since the exam is developed by NASP
- Brush up on special education laws, acts, and provisions as well as theories of intelligence

Internship

What can you expect during internship?

- Expect to work hard, be overwhelmed, persevere and to learn a lot about yourself!
- You will be expected to do the work with minimal supervision and understand the areas of eligibility for special education.
- You will be expected to select test material to assess in areas of concern and write full reports with minimal supervision.
- Facilitate IEP meetings.
- Provide recommendations to the IEP team based on assessment results with minimal supervision.
- Make sure you are satisfying your program requirements and personal needs. Remember that this is likely to be the last chance to receive consistent feedback to help you learn and prepare for your career.
- You may encounter some personal/stylistic differences between you and your supervisor. If you are unsure, ask... They might learn something from you! Or they may allow you to do things the way that you prefer. Or, this may help you to understand some of the district policies and practices.

Student Articles (cont.)

- Be sure to receive training on the district-specific practices and expectations. By the second semester, you should be prepared to be essentially independent in that district and your school site(s).

Take-aways from Internship year:

- You should feel confident to be independent as a school psychologist. Although that doesn't mean that you shouldn't continue to ask for help or consultation going forward.
- You will learn a lot about the role of the job, how to multi-task, and prioritize your responsibilities. You'll learn a lot about what you want your role to be.
- You will learn how to manage timelines, assessment procedures and report writing, presenting information at meetings, systems at the school site, and have some exposure to specialized programs/populations.

Resume/CV

What should be included?

- Collegiate Academic achievements- projects, FBA, etc.
- Degree and/or expected degree graduation date
- Publications
- Practicum sites
- Professional organizations
- Experiences related to the field
- Internship experience
- References
- Include any other skills that are beneficial to the job (i.e. bilingual, etc.)
- Make yourself stand out, but be honest!
- Include job experiences, special skills, special assets you can bring to the district and school site(s)- anything that will give employers a sense of who you are.
- Try to make it as brief as possible- aim for 1 page. If you have more to say, say it in the interview!

Letters of Recommendation

- Ask both supervisors and professors – it is best to ask supervisors who work for the district you are applying for to write a letter, if possible.
- Make sure recommenders include their contact information so employers can follow-up with them as needed.
- Employers look for positive work traits- hard working, trustworthy, reliable, etc. and skill ability to do the job effectively.
- Employers look at character traits- easy to work with, respectful, good communicator, etc.
- Employers look at how strongly the person recommends you for the job (i.e. generic vs. letters describing the traits of the person and why they would be a good candidate).

Interview

What to bring?

- Bring your portfolio (resume, letters of recommendation, report samples, behavior intervention plans, certificates, specialized trainings, etc.) and offer to leave it with the interviewers.
- *Potential questions*
- Call attention to any languages or different cultural experiences that you have had.
- Give detailed answers. The panel may not ask follow-up questions, so you need to make sure you say everything you want to say.
- Search online for sample questions and practice answering all of them.
- Make sure to sell yourself and express the interest you have in working for that particular district.
- They will be interested in knowing your background, schooling, experiences, etc.
- They may ask about what types of assessments you are familiar with and what do they measure?
- Problem solving questions- how you respond to a crisis, or difficult parent, how do you work with others, etc.
- Cultural responsiveness- how do you work with students with diverse backgrounds?
- Ability to analyze assessment data.
- Be prepared to answer questions about special education laws

Ask the Interview Panel

- What are they looking for in an intern?
- Ask a question specific to a district- what makes your district unique? Etc.
- Are there any opportunities for professional development?

Qualities to have

- People skills
- Communication skills
- Reliability
- Tenacity
- Trustworthy
- Team player
- Professionalism
- Willingness to learn
- Conflict resolution skills

A special thank you to Simon Villalobos, Tristan Kuizenga, Elizabeth Nixon, Cy Hiyane, and Hannah Lindsey for contributing the above mentioned tips!

District Updates Around the Valley

Fresno County Superintendent of Schools

By: Alex Merrell, School Psychologist

This year, the Fresno County Superintendent of Schools (FCSS) has taken the leap into the world of PSW, or Patterns of Strengths and Weaknesses. With districts around the valley such as Fresno Unified, Selma Unified, Clovis Unified, and others having already made the transition, this seemed like a natural progression for the County Office. A number of districts and graduate programs were represented at the first in this series of trainings. For those who may not be aware of what PSW is, the revised California Educational code has indicated the use of the PSW Model for SLD identification, meaning it's something we should all be familiar with, as professionals. The primary focus of this first session was on the area of psychological processing...you know the little box at the end of our reports that we all fill out with such unwavering confidence?

With school psychology graduate programs varying in what they emphasize and focus on, this first training yielded a variety of questions, concerns, and new insights from the participants I was able to talk with. For those psychologists who have graduated in the last 3-4 years from Fresno State, this training was predominantly a review, as CHC theory and cross-battery assessment have been a more relevant topic as of late. That being said, early career and veteran psychologists alike appeared to find the training thought provoking. What I found most interesting was how eye-opening the information on psychological processing was to many of those in attendance regardless of district, experience, or graduate training. An additional topic for this training revolved around two research-based methods of psychological assessment: *Cross Battery: Dual Discrepancy/Consistency Method* and *Dehn's Processing Strengths and Weaknesses Model*. These two models, marked by subtle differences, each work with their own computer software to support the assessment process. At this point, for the school psychologists of FCSS, the next step is to continue discussing which model to pursue.

Lastly, some things I've been thinking about since the training include the following that may be helpful for those new to PSW are:

Pros: (1) Empirically-based assessment (2) Requires that the assessor establishes a more cohesive/comprehensive learning profile in order to direct targeted interventions as opposed to just "checking a box" under processing (3) Doesn't rely on the full scale IQ as the cornerstone of the assessment.

Cons: (1) May exclude more students from special education who need support since eligibility criteria is more stringent and precise (2) Transition to a new method of assessment may be difficult for psychologists, special education teachers, and school districts to adjust to (3) Requires a robust RTI system to support struggling students who do not qualify.



Clovis Unified School District

By: Cy Hiyane, School Psychologist, CVA-CASP Secretary

As Clovis Unified continues to grow in population, demographics, and student needs; the district's aim of serving all students in mind, body, and spirit, is further represented by its efforts to promote the field of school psychology.

Clovis Unified School District currently employs 64 school psychologists and 4 school psychology interns. At the inception of the 2018-2019 school year, CUSD school psychologists transitioned to the implementation of Processing Strengths and Weaknesses in identifying students for a Specific Learning Disability. Through the implementation of PSW, CUSD school psychologists are conducting smarter and more efficient assessments to derive strategic supports to address their student's needs. The district has also promoted additional trainings in formal assessment, accessing and interpreting Dehn's, Psychological Processing Analyzer, determining eligibility for services, and case-share discussions.

A second initiative increasing job satisfaction for school psychologists in Clovis Unified is the integration of digital assessments. Currently, CUSD school psychologists have the accessibility to conduct a variety of cognitive/processing and social-emotional assessments offered through Pearson and Mental Health Systems. Each school psychologist has accessibility to administer cognitive and processing assessments through a set of iPads and can conveniently email digital rating scales to parents and teachers while receiving generated score reports. The ability to administer assessments digitally has recovered approximately 1.5 hours per week of site-based time for school psychologists as travel time to obtain, administer, and score assessments are reduced.

By Spring 2019, the design for a new mental health support provider position will be established and available for application to school psychologists or those with a PPS credential; 5 positions are expected to be filled. In brief, the mental health support provider position will provide triage and design for multi-tiered systems of support to address the social-emotional needs of all students. The mental health support provider will also conduct social-emotional support groups, provide individual counseling, family resourcing, and networking with community stakeholders.



District Updates Around the Valley (cont.)

Central Unified School District

By: Laura Sanchez, School Psychologist

Central Unified NEWS!

Something is brewing in Life Skills! Central Perk is a café that was started by the Central High School – East Campus Functional and Vocational Life Skills Program almost 2 years ago. The café was started through a grant from the Foundation for Central Schools which purchased Keurig machines and the materials necessary to get things started. The café is ran primarily by our Life Skills students who are supervised by Ms. Mosqueda, one of our Life Skills instructional aides. Each morning, an email is sent to all staff members with a Google Forms link so they can place their orders. Orders are fulfilled by our students who deliver the items to teachers' classrooms and collect cash payment. Both hot and iced coffees are sold as well as pastries, hot cocoa and tea. Central Perk has been able to offer our students a great opportunity to gain valuable vocational skills including working on customer services skills, food handling, as well as “money math.” Students interested in working for Central Perk go through an interview process each semester and sign contracts as employees of our café. The thought was that after the initial materials, the café would be self-supporting, and it has been! In addition to being self-supporting we have been able to fund other valuable experiences for our students including payment for Grad Night tickets for our seniors and starting up the Best Buddies Club on our campus. Our students love participating in Central Perk and getting to know our teachers and office staff through this experience.



Pictured: Students at Central East hard at work!



District Updates Around the Valley (cont.)

Fresno Unified School District

By: Elizabeth Nixon, School Psychologist, FUSD District Rep.

After two years of prepping, training, and practicing, Fresno Unified has taken the plunge into Patterns of Strengths and Weaknesses (PSW) to identify Specific Learning Disability (SLD). Under the guidance of Jenny Ponzuric, our PSW team has developed a manual to guide us through the process. In determining if a student meets the eligibility criteria for SLD, we are answering the following questions:

1. Does the student have cognitive/processing strengths or “Otherwise Normal Cognitive Ability Profile” (ONCAP)?
2. Does the student have cognitive/processing weaknesses **AND** academic weaknesses?
3. Do the cognitive/processing weaknesses have a research-based link with the academic weaknesses?
4. If the answers to all of the above are yes, does the student require special education services to access core curriculum?

Cognitive Processing Areas Include:	Academic Areas Include:
<ul style="list-style-type: none"> • Attention • Auditory Processing • Executive Functions • Fine Motor • Fluid Reasoning • Orthographic Processing • Phonological Processing • Processing Speed • Visual-Spatial Processing • Verbal Working Memory • Visual-Spatial Working Memory • Verbal Long-Term Recall • Visual-Spatial Long-Term Recall 	<ul style="list-style-type: none"> • Oral Expression • Listening Comprehension • Written Expression • Basic Reading Skills • Reading Fluency Skills • Reading Comprehension • Mathematics Calculation • Mathematics Problem Solving

While PSW has required a mental shift for many of us, it has also encouraged us to take a deeper look at what our assessment results tell us about our students and develop a better understanding of why they are struggling academically. We are confident that this will lead to better interventions and outcomes.



Yosemite Unified School District

By: Misael Pelayo, School Psychologist Intern

Over the course of a year there have been many changes happen within the district. There has been an interim superintendent hired, interviews for a new superintendent going on and some positive changes within the schools. One might even go as far as to call it a rebuilding year to get everything and everyone on the same page and organized. One of the positive changes that is happening is that there is a Multi-Tiered System of Support (MTSS) system being created and implemented district wide. With the help of an outside consultant this year began with in-service trainings to help staff understand the multi-tiers and in which direction the district would be heading. At the beginning of the MTSS implementation a solid foundation of Tier 2 interventions were established. There has been a lot of positive outlook in the establishment of this new MTSS system to the district. With a good foundation for Tier 2 that has been put into place and continually revised and improved the district will now move towards creating a foundation for Tier 1 interventions. There is a lot of forward progress occurring within the district to help promote a safe place and a fun learning environment for all students. With the support of all the staff we are looking forward to continuing in a positive direction and be well on our way to establishing a good solid foundation for our new MTSS system.



Upcoming Events
Limiting Factors Training



CVA-CASP PRESENTS

The Mystery of
**LIMITING FACTORS AND THEIR
IMPACT ON ELIGIBILITY**

Presented by:
Jennifer R. Rowe Gonzalez &
Kathleen McDonald
of Fagen Friedman & Fulfrost LLP

Workshop Description: When considering whether a student is eligible for special education, it is absolutely essential that a school psychologist consider what is primarily driving the student's educational needs: are the needs caused by a disability, or are they caused by something else—a so-called limiting factor? If the latter, the child should not be made eligible for special education. Limiting factors include being limited English proficient; lack of school experience; poor school attendance; environmental (including home life, homelessness, and substance abuse) deficits; cultural issues; and economic disadvantage. What happens if a student whose needs are caused primarily by a limiting factor nevertheless is made eligible for special education? How do you address complex profiles where the student has a disability but also is being affected by a limiting factor? How does the need to analyze limiting factors impact the conduct of the assessment and choice of assessment measures? How do you write about and discuss with parents limiting factors of a sensitive nature (such as an unstable home life)? These and other topics will be addressed in this workshop geared specifically to school psychologists.

Tuesday, February 19 | 8:30-11:30am

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
1111 VAN NESS AVE. FRESNO 93721 Room 101T

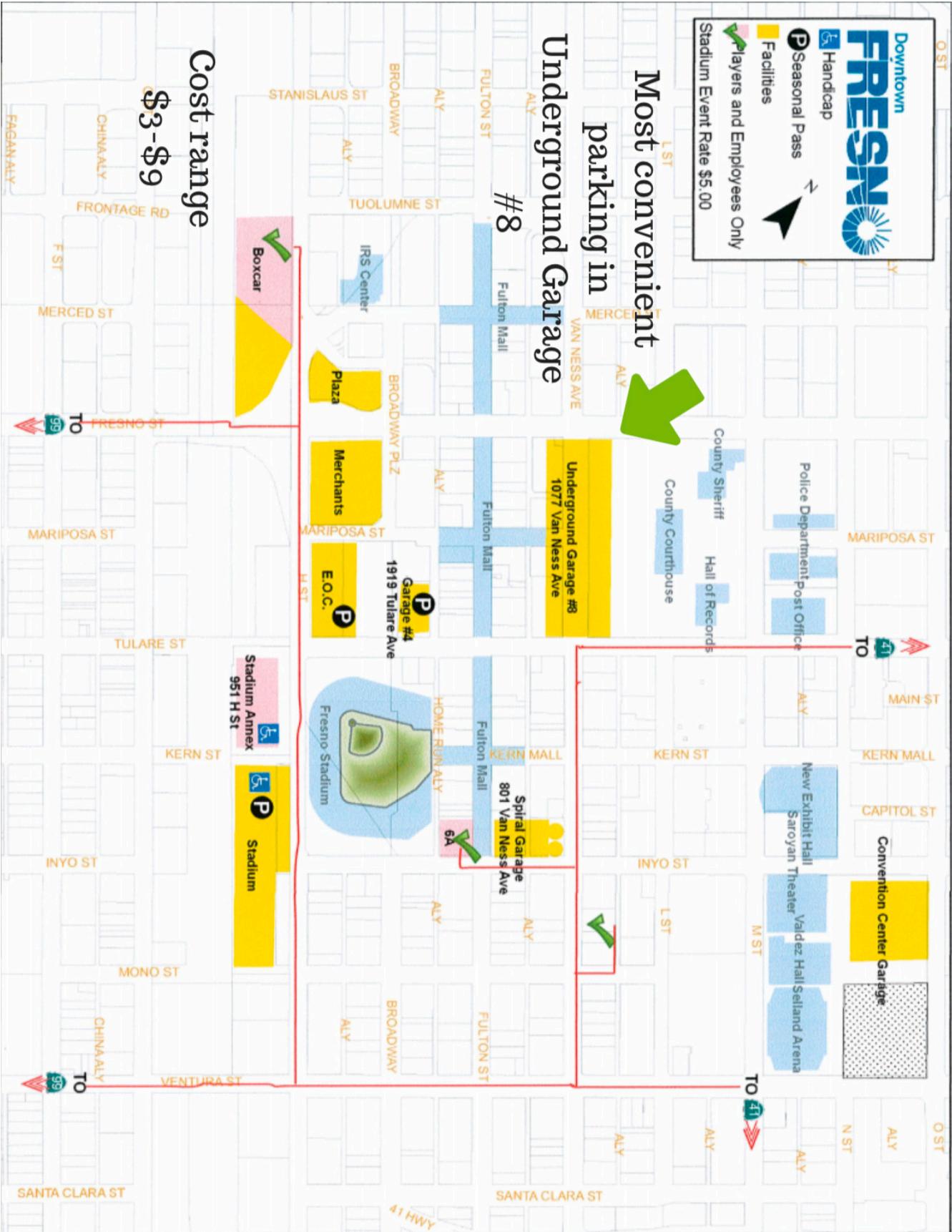
FREE TO ALL CVA-CASP MEMBERS | NON-MEMBERS \$40

Registrants will be responsible for cost of daily parking, see attached map

CVA-CASP Member Registration Link:
<https://www.surveymonkey.com/r/8ZQR93Z>

Non-Member Registration Link:
www.regonline.com/limitingfactors

Upcoming Events (cont.)



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Purpose of CVA-CASP

- o To promote and advance quality education through the dissemination of information on educational issues and psychological research
- o To provide guidance to CASP on matters of interest to CVA-CASP members
- o To provide a meaningful and effective in-service education program for the membership and other local school psychologists
- o 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
- o To promote and adhere to the highest standards of ethics and best practices in the profession of school psychology
- o To build a network of local resources

Sign up! Return the form below or register online at

CVA-CASP.ORG

Benefits of CVA-CASP Membership

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- ✓ Local Workshop Discounts
- ✓ Earn NCSP hours
- ✓ CVA-CASP Newsletter Subscription
- ✓ Notification of Local & Statewide Events
- ✓ Professional Networking



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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: _____

*Checks can be made payable to: CVA-CASP
Please mail this form and membership fee to:
Teague Elementary School; Attn: Simon Villalobos; 4725 N. Polk Avenue Fresno, CA 93722*