



The Psych Report

A Message from the President

Fellow Orange County School Psychologists,

Fall and Spring came and went quickly this year. I hope that you all were able to enjoy the holidays with your friends and family. Most of all, I hope that you were able to get some R & R.

Orange County Association of School Psychologists (OCASP) continues to work diligently on your behalf. OCASP's mission continues to be that of professional development. Our goal is to continue to deliver *professional development in a way that is practical and informative*.

As the end of the academic year approaches, we are excited to let you know that we will have one more workshop this year:

⇒ ***Defining Autism from Brain to Mind through Mice, Monkeys, and Men –From Neurobiological & Neuropsychological Perspectives.***

This workshop will be presented by Dr. Loren Martin, Associate Professor at Azusa Pacific University. Dr. Martin completed his Neuroscience Post Doctoral studies at the M.I.N.D. Institute

where he studied potential autoimmune causation of autism by looking at monkey and mice models.

Also presenting will be Dr. Mary Jo Lang. Dr. Lang is also an Associate Professor at Azusa Pacific University. She is the lead instructor of the Texas Woman's University, School Neuropsychology Program in Orange County, CA. Dr. Lang's expertise includes Pediatric Neuropsychology and the assessment & treatment of Autism Spectrum Disorder. Additionally, she runs Beacon Day School, a school for children with Autism Spectrum.

We are in for a real treat!!! Please reserve **May 1st** for this very informative workshop.

Log on to <http://www.ocasp.net/workshopregistration.htm>. to register online. Due to the high demand, we cannot reserve your

seat without online payment via PayPal. We appreciate your understanding. Please register early to secure your seat!

As we end this year, I'd like to thank OCASP for the opportunity I've had to serve as your 1008-2009 president. The Board of Directors has agreed to pass the president torch to Vhenus Belisle for the 2009-2010 years. She is very enthusiastic about serving and I know that she will do a phenomenal job.

Log on to

<http://www.ocasp.net/boardofdirectors.htm> to learn more about her.

Lastly, I am currently running for Region IX Board Member. I hope to continue to serve OC school psychologists in this capacity.

Thanks for your support!

Pedro Olvera—OCASP President 2008-2009

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APA Model Licensure Act Affecting School Psychologists

Vhenus Belisle, Ed.S.

President Elect

The American Psychological Association (APA) has proposed eliminating the school psychology exemption in its draft revised Model Licensure Act. This long-standing provision provides an exemption for school psychologists who are appropriately credentialed by their respective state board of education to hold the title 'school psychologist' and to practice independently in school settings. Specifically, the proposed Model Act calls for limiting the provision of psychological services and use of the title "psychologist" only to those individuals licensed by a state psychology licensure board. Both NASP and CASP strongly **OPPOSE** the proposed revisions.

A close analysis of the proposed Model Act reveals 4 primary areas of serious concern.

- 1. Improper restraint of trade**, preventing qualified and appropriately credentialed school psychologists from providing psychological services within the school setting and using the title "school psychologist" granted to them in their valid credentials from state boards of education.
- 2. Potentially unconstitutional claiming of exclusive property rights** to the title and terms "psychologist", "psychological", and "psychology".
- 3. Denial of the well-established practice of school psychology** by properly credentialed specialist level and doctoral level school psychologists. (50 years of independent practice in schools, during 30 of which APA policy has acknowledged the title and practice through exemption in the Model Act; more than 90% of state education credentials use the title of "school psychologist".)
- 4. Potential for unnecessary, unfounded recommendations** to state legislating bodies about changes in well-established and effective state department of education credentialing practices that could result in: 1) conflicts with existing state department of education regulations and procedures; and 2) harm to the public due to confusion about the profession of school psychology and reduced access to needed services.

NASP and CASP strongly recommends that all school psychologists contact APA and urge them to reinstate the exemption for school psychologists.

Excerpts taken from the NASP and CASP websites. For more information, please visit their websites.

Why Join OCASP?

Here are 4 reasons:

1. Discounts on cutting edge workshops that also satisfy CEU's.
2. Be part of an innovative & dynamic professional organization.
3. Stay on top of current trends.
4. Network with other professionals.

OCASP Districts Needing Representatives

OCASP wants to ensure that it is meeting the needs of the entire county.

With this in mind, the call is out for OCASP district representatives!

Please contact us at
polvera@apu.edu
if you are interested.



You Might Be a School Psychologist if..

Author Unknown

Contributed by Derek Ichori

You might be a school psychologist if...

...you immediately guesstimate the FSIQ of everyone you meet.

... you've gotten used to writing everything in pencil rather than pen.

...you curse both PE and assemblies.

...you start thinking of specific subtests every time a friend talks about their kid having trouble in school.

...neighborhood children know not to come near your house because, "That's where the tests live."

...you know that a "relative weakness" is not referring to your weird Uncle Bob.

..."FAA" has nothing to do with airlines but still strikes fear in your soul.

...you carry around extra protocols in your bag "just in case."

...blank protocols are all over the trunk of your car.

...anyone who steals your car will find \$2,000 worth of tests in your trunk that are useless to them but will cause you to cry.

...a drawing is never just a drawing.

...you know which tests will magically boost a child's cognitive ability to the average range.

...every child is referred to as "sweet" when describing him/her to the parents.

...teachers wonder why you whisper students' names in public places.

...you have/had an office in the closet/bathroom/corner/garage/handball court.

...you have at one time conducted counseling either on the jungle gym or on the swings.

...you no longer understand the value of numbers that are not standard scores.

...you have at least one copy of a bell curve in your possession right now (look at the back of the WISC-IV protocol that is currently in your hand).

...all the subtraction you do involves borrowing 1 from the "months" column and adding 30 to the "days" column - you're stumped if students ask you what "real borrowing" is.

...the teacher's lounge is a place you go to only if you're looking for work.

...you know that it's impossible to find a protractor in an elementary school.

...the test you need immediately is either in your car parked 4 blocks away or at the District Office.

...you think Ritalin should be hidden in the cafeteria brownies.

...school vacations less than 5 days are more of an annoyance than a break.

...you know that RTI does not stand for Rectal Tract Infection.

...you know that the child will be absent on the 59 day.

...you've seen 1st graders answer test items that you know you'd NEVER be able to get right.

...you know exactly where your relative strengths and weaknesses lie.

...you somehow "caught" ADHD from one of the kids...it must be contagious, because you didn't have it 10 years ago.

...you know "the spectrum" isn't referring to different colors of light.

...you're afraid to take an IQ test because you don't want to be exposed - instead you say that it wouldn't be valid on you anyway.

IEP Frequently Asked Questions

By Derek Ihuri, M.S., NCSP

With the constant possibility of IEPs going to due process, many school psychologists wonder how their IEPs would be viewed in the courts. The following are frequently asked questions regarding how IEPs may be viewed by Administrative Law Judges (ALJs). These answers are excerpts from recent Office of Administrative Hearing (OAH) cases that can be found at <http://www.oah.dgs.ca.gov/default.htm>. Please be advised that **this information does not constitute legal advice and is only being offered as a guideline**. For information regarding legal advice, please consult your district or supervisor.

1. How do ALJ's tend to determine whether you provided a Free and Appropriate Public Education (FAPE)?

Determine the following:

- Did the district comply with the procedures set forth in IDEA?
- Was the IEP designed to meet the child's unique needs, reasonably calculated to enable the child to receive educational benefit, and did the offer comport with the child's IEP?

Refer to: *Board of Education of the Hendrick Hudson School District v. Rowley*

2. How is Least Restrictive Environment (LRE) determined?

Consider the following:

- The educational benefits of placement full-time in a regular class.
- The non-academic benefits of such placement.
- The effect the student has on the teacher and children in the regular class.
- The costs of mainstreaming the student.

Refer to: *Sacramento City Unified School District v. Rachel H.*

3. Is the District required to keep a student in SpEd until they maximize their potential?

IDEA does not require school districts to provide special education students with the best education available or to provide instruction or services to maximize a student's abilities. Districts are required to provide only a "basic floor of opportunity" that consists of access to specialized instructional and related services which are individually designed to provide educational benefit to the student.

Refer to: *Board of Education of the Hendrick Hudson School District v. Rowley,*

4. Does the District have to comply with a placement requested by parents?

IDEA does not require that parental preferences be implemented, as long as the IEP is reasonably calculated to provide some educational benefits.

Refer to: *Blackmon v. Springfield R-XII School District*

5. If a student meets behavioral or processing eligibility criteria for Special Education but his needs can be met in the General Education program without services, do we still need to qualify him?

A child may have a qualifying disability, yet not be found eligible for special education if his/her needs can be met with modification of the general education classroom.

Refer to: *Hood v. Encinitas Union School District*

6. How does the law define "meaningful participation" of a parent at an IEP?

A parent has meaningfully participated in the development of an IEP when he/she is:

- Informed of the child's problems.
- Attends the IEP meeting.
- Expresses disagreement regarding the IEP team's conclusions.
- Requests revisions in the IEP.

Refer to: *Ms. S. ex rel G. v. Vashon Island School District*

Interested in becoming a Licensed Educational Psychologist (LEP)?

By Vivien A. Phan, School Psychologist, LEP

Licensed Educational Psychologists (LEP) have helped thousands of parents, students and schools to work together to improve education. Currently there are over 1,700 LEPs in the state of California.

◆ **BOARD OF BEHAVIORAL SCIENCES LICENSURE:**

To be licensed in California as an LEP you must meet the following qualifications (BBS, 2000):

- Minimum of a master's degree in psychology, educational psychology, school psychology, or counseling and guidance as defined in B&P Code Section 4986.20(a).
 - Three years full-time experience as a credentialed school psychologist in the public schools (can include 1 year of internship) .
 - Have successfully completed 60 semester or 90 quarter units postgraduate work devoted to pupil personnel services or the equivalent as defined in California Code of Regulations (CCR) Section 1855.
 - Have at least one year of supervised professional experience in an accredited school psychology program, or under the direction of a licensed psychologist or such suitable alternative experience as determined by the board in regulations.
 - Furnish written statements from two sponsors having personal knowledge of his/her professional competence. These statements shall include a description of the applicant's functioning and evaluation of his/her professional competencies. The sponsor of this applicant shall be qualified to be a LEP under this article.
 - Passing score on the LEP exam.
- * *This allows private practice for the following activities: Educational evaluation, diagnosis, and test interpretation limited to assessment of academic ability, learning patterns, achievement, motivation, and personality factors directly related to academic learning problems, and counseling services for children or adults for amelioration of academic learning problems, educational consultation, research, and direct educational services.*

◆ **FREQUENTLY ASKED QUESTIONS (ADAPTED AND MODIFIED FROM CASP LEP UPDATE):**

Q: Can I consult or have my own practice with my school psychology credential?

A: No. In California your credential is issued by credentialing for use in the schools, not private practice. However, you may become a Licensed Educational Psychologist after meeting the licensing requirements.

Q: When and where are the LEP Exams given?

A: The BBS has contracted with Experior Assessments to administer the LEP Exam. The LEP Exam given continuously at an Experior testing site. Once your application has been accepted, then you may sign up for the exam anytime at a site near you. There are 10 exam sites in Northern, Central and Southern California.

Q: How do I request an application to become a Licensed Educational Psychologist?

A: You can contact the Board of Behavioral Sciences by mail, phone, or email:

Board of Behavioral Sciences
400 R Street, Suite 3150
Sacramento, California 95814
(916) 444-4933

For an application and additional instructions: <http://www.bbs.ca.gov/pdf/forms/lepapp.pdf>

Q: How does one set up a practice as an LEP?

A: CASP usually offers a workshop on "How to Start a Private Practice as an LEP" at the annual convention. See the convention brochure for information about this workshop or contact the CASP office regarding workshops offered by the CA Association of Licensed Educational Psychologists.

Looking for something to give you an edge on the Competition?

Become a Board Certified Behavior Analyst

There are many School Psychologists currently looking for jobs and are finding it very challenging. When there is an opening, there are many applicants for one position. Becoming a Board Certified Behavior Analyst (BCBA) is one way to make you more marketable and to learn an effective approach to improving behavior. There is a growing need for effective behavior strategies in the school setting.

Applied Behavioral Analysis (ABA) is the design, implementation and evaluation of environmental modifications to produce socially significant improvements in behavior. ABA is a research-based approach to teaching skills and replacing problem behavior with appropriate social skills. ABA makes data based decisions while continually monitoring progress.

CalABA.org indicated that the BCBA certification is an increasingly recognized credential. This certification is recognized by the State of California, Department of Developmental Disabilities, with regards to practitioners who provide behavioral services. In addition, an increasing number of regional centers and school administrators are stipulating that those who provide behavioral intervention to their consumers and students must hold this certification.

A Master's Degree is the minimum requirement to obtain BCBA certification. If you have a Bachelor's Degree you are eligible to become a Board Certified Assistant Behavior Analyst (BCaBA), working under the supervision of a BCBA. Also, there are many schools offering programs to choose from.

BCBA or BCaBA programs in California are offered at CSU-Monterey Bay, CSU-Fresno, CSU-Sacramento, National University, CSU-Los Angeles, CSU-Northridge, CSU-Stanislaus, The Chicago School (Los Angeles), Alliant International University, and University of the Pacific. Additionally, there are great online programs that are reported to be very interactive. These include Penn State and Florida Institute of Technology.

For more information on available programs, visit the Behavior Analyst Certification Board website at www.bacb.com. If you want to increase your marketability and effectively change behavior, then becoming a BCBA may be just what you need.

NASP 2009

By Kate McClain

NASP Convention 2009 in Boston was a great learning experience. It was difficult to stay focused on the conference when there was so much to see in Boston. Despite all of the historical distractions, there was a lot of good information and resources at the conference. The keynote address by the NASP President, Ralph E. "Gene" Cash, and Dr. Donald Meichenbaum encouraged us to see and learn as much as we could, but a word of caution was stated. Dr. Meichenbaum was sure to remind us there are many tools that would be ideal for school psychologists to use in practice, but we have to pick and choose what we think are important. (He had a lively story to illustrate this point).

One such session that I felt was really important to attend was Legislative and Public Policy Advocacy for Graduate Students. This session gave me the insight, as a graduate student, how an organization such as NASP operates and I learned about the importance of advocating for the field of school psychology. It is hard enough when people are unclear about the important function of a school psychologist, but with the APA-MLA issues that are still unsettled, it is as important as ever to make sure that we all take steps locally and nationally to ensure the integrity of the profession. That workshop guided me to the many resources that NASP has in place to help such professionals. The NASP resources are excellent, it takes about one minute to pick an issue from the list and e-mail a letter to your local and state representatives. It also gives you pointers for writing letters or calling your representatives on your own. Take a look!

ADVERTISEMENT

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Chapman University: Ph.D. Program

Chapman University's College of Educational Studies offers a Ph.D. in Education with an emphasis in School Psychology. The program's intent is to prepare the next generation of experts, or stewards of the discipline, in their respective fields. Chapman University's Ph.D. Program is appropriate for those who wish to be professors, researchers, and/or leaders in the field.

Current doctoral student, Melody Yi, describes the program this way:

"Being a Ph.D. candidate at Chapman University was everything I had envisioned and anticipated. The program has been rigorous and challenges us to becoming better critical thinkers, leading scholars, stewards of the discipline, and the finest researchers. Course discussions and assignments are intense but have been intellectually stimulating and inspiring. The faculty and staff at Chapman University are absolutely amazing. How very fortunate of us to have direct access to these reputable researchers and practitioners! There are vast opportunities for us, as doctoral students. The sky is the limit! My final word as a Ph.D. candidate is that it has definitely been a lifestyle change. The challenging and incredible journey has barely begun, yet I see only positive obstacles and effects to come."

Chapman offers three emphases in the Ph.D. program: (1) *cultural and curricular studies*, (2) *disability studies*, and (3) *school psychology*. No more than eighteen students – six in each emphasis – will be selected. Classes are small, ranging in size from 6 to 18 students, and students receive personal attention from our well respected and intellectually diverse faculty.

The faculty in School Psychology includes Drs. Michael Hass, Randy Busse, Kelly Graydon, and the President-Elect of CASP, John Brady. Their interests include resiliency and a strengths based perspective, systems change, direct academic assessment and the problems solving process, and mental health issues in the schools.

The course of study for the Ph.D. is 48 credits and includes coursework in 4 areas of study: (1) *Foundations and Philosophy*, (2) *Inquiry*, (3) *School Psychology*, and (4) *Dissertation*. Applicants must also complete a 1,500-hour doctoral level internship. Graduates of Chapman's Ph.D. in Education with an emphasis in School Psychology are eligible to sit for the State of California's Psychologist Licensing exam upon completion of additional requirements.

Please visit us online at www.chapman.edu/ces/phd. If you have any questions or need additional information, please feel free to contact Dr. Joel A. Colbert, director of the Ph.D. in Education program by phone at (714) 744-7076 or by email at colbert@chapman.edu. You may also contact Dr. Michael Hass, Coordinator of the School Psychology Program at (714) 628-7217 or via email at mhass@chapman.edu.



Orange County Association of School Psychologists

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Visit us on the web for the latest news:

www.ocasp.net

MISSION STATEMENT

The Orange County Association of Psychologist (OCASP) is an organization of credentialed school psychologists, persons practicing in allied fields, and graduate students in school psychology training programs. OCASP offers its members effective in-services, newsletters to disseminate current information on educational/psychological issues, and a channel for discussion of improvement of professional practices within the school organization of pupil services.

Stay Informed

Stay informed with the latest news and events at www.ocasp.net.

You can find the following information at our website:

- Calendar of OCASP Events
- Newsletter Archives
- Membership Registration
- Upcoming Workshops & Registration
- List of current Board Members and their Contact information
- Links to Affiliate Organizations



Online RTI Community

OCASP is hosting an online Response to Intervention (RTI) community. The purpose of this community is to allow school psychologists, directors, students, and professors to collaborate regarding RTI models, interventions, progress monitoring measures, and to ask questions regarding RTI in general.

To sign up for the RTI community, please e-mail ocasponline@gmail.com to be placed on the list. It's free! For those who have already signed up, there hasn't been a lot of chatter lately!

Please feel free to post your thoughts, questions, and ideas!
By Derek Ihori

Upcoming Workshop

“Defining Autism from Brain to Mind through Mice, Monkeys, and Men – From Neurobiological & Neuropsychological Perspectives”

When: May 1, 2009, Friday

Time: 8:30 AM—3:00 PM

Where: PYLUSD

**1301 E. Orangethorpe Ave.
Placentia, CA 92870**

Cost: \$ 35.00 (Non-member)

\$25.00 (OCASP member)

Register at:

[http://www.ocasp.net/workshop registration.htm](http://www.ocasp.net/workshop_registration.htm)