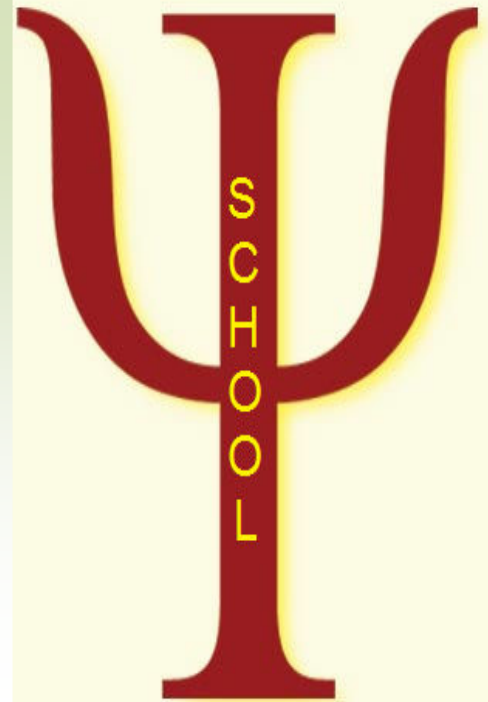


SPSA Newsletter



Welcome Class of 2010

Welcome incoming School Psychology students! There were a few things we wish we would have known about the program that could have saved us a lot of stress. Here are a few tips for your first year, from two current first year students:

- For EDP 524, you're going to have to find children (6-16 years old) to bring into the Ed. Psych. clinic to assess. You'll also have to find some children to assess outside of the clinic. Start making friends with your neighbors and friends' kids now!
- If you're planning on writing a thesis, pick your topic early on (i.e., during fall semester) and invest time in getting to know professors with whom you will want to work with. The deadline to apply for thesis is March 1st! You need to have all your committee members chosen and committed and your topic, and some research done. The deadline to apply for the Comprehensive Exams is October of your second year.
(Continued on page 2)

Contents

Welcome class of 2010	1-2
So, You Want to Be a NCSP?	2
Spotlight on a Professor	3-6
My Experiences as an Intern at NASP and CASP	6
The Regional Center System	7-8
Volunteering Opportunities	



- Even though summer is a great time to get classes out of the way, we encourage you to take as many classes during fall and spring semester as possible. The summer school schedule is tentative; classes listed in the summer may not be offered.
- If you need help in EDP 524, ask Dr. Morrison; he is extremely helpful and a great resource. It may be overwhelming at first, but you'll get the hang of giving assessments and it will all make sense eventually!
- Take good care of yourselves. This program may seem intense, especially if you work full time and have your own families, but it's do-able! Schedule time for yourself each week, write it in your planner, and hold yourself to it.

Congrats and welcome!
Erin Spillane & Vivan Pham

So, You Want to Be a NCSP? By Veera Sidhwa

Becoming a Nationally Credentialed School Psychologist (NCSP) has many benefits including increased pay and the ability to work in 28 different states. To see which states accept the NCSP in the credentialing of school psychologists go to <http://www.nasponline.org/certification/statencsp.aspx>. Since CSULB is a NASP accredited school becoming a NCSP is not difficult. The following are what you need to do to obtain certification.

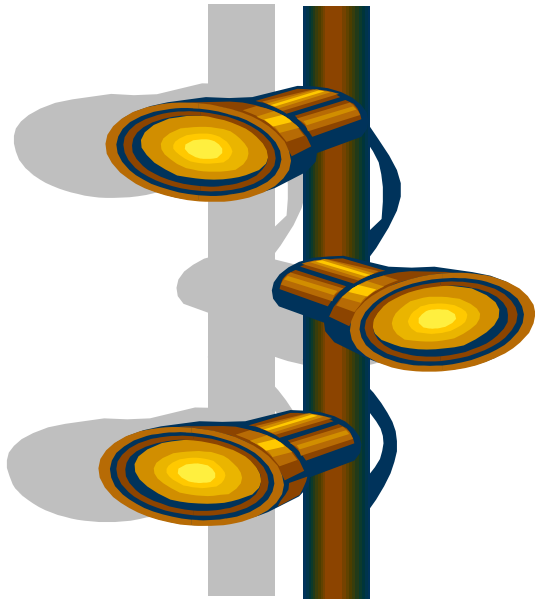
Step One: Register for and complete the National School Psychology Exam given by ETS. You can sign up for the exam at www.ets.org/praxis/index.html or by calling 800-772-9476. Online registration for the exam is available. List NASP as a score recipient by using the code "R1549." The current passing score is 660. For detailed information about the test and sample questions go to <ftp://ftp.ets.org/pub/tandl/0400.pdf>.

Step Two: [Download](#) the NCSP application from the NASP website or you can request it via e-mail from cert@naspweb.org, or call NASP at 301-657-0270, x228.

Step Three: Once you graduate, obtain an official copy of your graduate transcript.

Step Four: Send the complete package, including your official transcript, to the NASP office.

Step Five: Relax you did it!



Check out
<http://www.csulb.edu/org/college/spsa/>
for SPSA news or
available school
psychology positions!

Spotlight on a Professor Jim Morrison Ph.D.

What are your hobbies?

My most intense hobby is music. I have been playing mandolin and guitar in Fifth Wheel, a bluegrass band for the past 7 years. We just released our first CD Almost Bluegrass, which can be purchased on cdbaby.com. Our banjo player recently left the band because of a hand injury, so we are in a rebuilding process. We do have a replacement and we are slowly working him into our arrangements, so we are not playing too many gigs now. I am also spending a lot of time studying songwriting and writing original songs and part of that is, working on my finger-style guitar technique. I have been into music since age 6. During the mid 1960's, my brother and I toured throughout the southwest U.S. in a folk singing group, then we formed a rock group. There was a long period of about 25 years where I did very little music, but like most people my age; we tend to return to things we were passionate about at a later stage in life, and for me that was beginning to learn to play the mandolin at age 50. I hope at some point to play folk/rock/jazz fusion with my brother again in the near future.

I am also very interested in Buddhist meditation and Buddhist psychology.

“Although I am primarily associated with standardized traditional assessments... at heart, I am a strategic, family, systems, psychotherapist, and teacher” Dr. J Morrison

Where did you attend graduate/undergraduate school?

I graduated from UCLA with a B.A. in English, in 1969; then went to USC and earned a M.ED (bilingual education), with elementary and secondary teaching credentials. From 1971-1972 I attended the National University of Mexico (UNAM) as a Fulbright scholar; in 1976 I received an Advanced Masters Degree in Educational Psychology and School Psychology credential from USC; I studied clinical psychology at United States International University from 1976-78, but returned to USC where I received my Ph.D. in Educational Psychology in 1984. I also have an administrative credential, an Educational Psychology license (LEP) and an MFT (presently inactive).

What are your research interests?

I was working on a book on motivation, but it seems that I am more motivated to write songs and play the guitar, but at some point I will return to this project.



Dr. Jim Morrison on stage with his band!

Thinking about applying for an internship at LAUSD? The application is available at www.teachinla.com

What first got you interested in school psychology?

I never was really interested in school psychology. Being an English major, reading novels and existential philosophy, made me interested in psychology. When I was an undergraduate at UCLA, I thought psychology was about rats. When I was working on my teaching credentials, I took an elective in counseling and it was taught from humanistic-existential theory, and from that point on, I was hooked. Psychology, especially, counseling and psychotherapy became the passion of my life. I had planned to be a clinical psychologist but ended up being a school psychologist and it was a perfect fit for me, so I have no regrets.

What is the biggest challenge you have faced as a school psychologist?

The biggest challenge is dealing with special education students who are a danger to themselves and others. With some of these kids, you need to take a strong stand as an advocate for the child and the other students in the class and school. This may mean going against your supervisors who do not want to pay for expensive nonpublic school placements. You need to know when, and have the courage to do this.

What did you do before becoming a school psychologist?

It's hard to believe that I am finishing my 39th year in the field of education. I have taught at every level, elementary, middle school, high school, undergrad, and graduate students. So, I have been a Teacher Corps Intern (taught elementary and high school), middle school teacher, special education teacher in a psychiatric hospital, bilingual specialist, and school counselor before becoming a school psychologist. I have also been an Acting Pupil Personnel Coordinator, Acting Principal, and Acting Superintendent of the South Whittier School District for 3 whole days (a bizarre, long, but true story). I was in private practice in Cerritos for 7 years where I saw 20 to 30 clients a week and with my partner, also owned a day treatment program and seminar company. In fact, that is how I met Judy McBride who attended one of our strategic school counseling seminars. Judy used to send us clients too. At CSULB, in addition to 524 and 525, I taught Reading in Teacher Ed. for 6 years and Theories for Language Minority Education (CLAD) in EDPAC and Linguistics departments for 7 years. I also taught Introduction to Special Education. At CSUDH, I taught all the assessment courses at one time or another, but for about 8 years taught Management of Pupil Personnel Systems and Counseling Theories.

Please feel free to add in anything else you would like CSULB students to know about you!

Although I am primarily associated with standardized, traditional assessment at CSULB, at heart, I am a strategic, family, systems, psychotherapist and a teacher.

I have been married to my wife Lucy for almost 37 years. She presently runs an adult school reading lab and formerly was an attorney.

My oldest son, Aaron, is an immigration law attorney and a great guitarist.

My younger son, Alex, is finishing his Ph.D. in archaeology at the University of Hawaii, and plays jazz and bluegrass bass. His bluegrass group recently was featured in the magazine Bluegrass Today, and recently opened for Wynona Judd in Honolulu.

6



Many students at NASP got to view Hurricane Katrina devastation firsthand. Go to <http://y06.org/> for a web based documentary about the displaced senior class of 2006.

Interviewed by Veera Sidhwa

My Experiences as an Intern at NASP and CASP By Aileen Liu, M.A., School Psychologist Intern

Attending the NASP and CASP conventions this year was very worthwhile. As I am an intern this year, my main intent was to use the conventions as opportunities to network and learn about job openings for next school year. However, I got much more than just that.

As I am interested in working either in or outside of California, NASP provided the perfect chance to meet and speak with leaders in school psychology in other states. At CASP, I met some out-of-state interns and they led me to further resources and gave me tips from a fellow-student point of view (always valuable). Speaking of tips, here's a tip for you: Don't rely solely on the job fairs the conventions provide, as the districts in attendance represent only a small fraction of prospective employers. Instead, network! Meaning, talk to everyone, everywhere. You never know who you might meet and who they might be able to connect you with. I, for instance, accomplished my primary goal and made some good job-related contacts.

But, as I mentioned earlier, I also gained some things that might be even more valuable, namely, a deeper connection with the field of school psychology and with the people who make up the field. In my opinion, getting and feeling connected helps school psychologists to be innovative and create changes, which is what our profession is all about. As far out as it might sound, attending the NASP and CASP conventions this year served as a kind of closure for my three years in the program at CSULB, and at the same time, as a mini-springboard for my entry into a career in school psychology.

In short, what I'm trying to say about attending the annual school psychology conventions during your internship year is, yeah, I'd highly recommend it.

The Regional Center System - California Department of Developmental Services (DDS) By Jennifer Phillips and Melanie Crane

Check out the bulletin board in front of the Ed. Psych. Clinic for April's theme!

What is the Regional Center System and Who Do They Serve?

The California Department of Developmental Services is the agency through which the State of California provides services and supports to individuals with disabilities. These disabilities include mental retardation, cerebral palsy, epilepsy, autism and related conditions. Services are provided through state-operated developmental centers and community facilities, and contracts with 21 nonprofit regional centers. The regional centers serve as a local resource to help find and access the services and supports available to individuals with developmental disabilities and their families.

To be eligible for services, a person must have a disability that begins before the person's 18th birthday, be expected to continue indefinitely and present a substantial disability as defined in Section 4512 of the California Welfare and Institutions Code. Eligibility is established through diagnosis and assessment performed by regional centers.

Infants and toddlers (age 0 to 36 months) who are at risk of having developmental disabilities or who have a developmental delay may also qualify for services. The criteria for determining the eligibility of infants and toddlers is specified in Section 95014 of the California Government Code. In addition, individuals at risk of having a child with a developmental disability may be eligible for genetic diagnosis, counseling and other prevention services. For information about these services, see Early Start.

What Types of Services Do Regional Centers Provide?

Early intervention services are designed to meet the developmental needs of each eligible infant or toddler and the needs of the family related to the infant or toddler's development. The services include but are not limited to: assistive technology; audiology; family training; counseling and home visits; health services; medical services only for diagnostic or evaluation purposes; nursing services; nutrition services, occupational therapy; physical therapy; psychological services; service coordination; social work services; special instruction; speech and language services; transportation and related costs; respite; vision services; and other family support services.

For children between the ages of 3 to 21, academic services are predominately provided by LEA's. There are instances of consumers receiving additional services funded by Regional Centers as behavioral services; after school programs; counseling and respite services.

For consumers that are over the age of 21, services provided are the responsibility of the Regional Centers. The determination of what types of services a consumer receives is made on the basis of the needs and preferences of the consumer or, when appropriate, the consumer's family through document called individual program plan (IPP). Services and supports listed in the individual program plan may include but are not limited to, diagnosis and evaluation; day care; domiciliary care; special living arrangements, physical, occupational, and speech therapy, supported and sheltered employment: mental health services: recreation: counseling of the

Don't forget
April 8th is the
internship
meeting at the
Pyramid

individual with developmental disability and of his or her family; social work services; information and referral services; augmentative equipment and supplies; advocacy assistance; behavior training and behavior modification programs; community integration services; community support, daily living skills training; emergency and crisis intervention; supported living arrangements; respite; vouchers, financial assistance; specialized medical and dental care, and transportation services.

When Do School Psychologists Interact with the Regional Center?

The School Psychologist can often be the source in which parents/guardians turn to when seeking additional resources for their children. School Psychologists should have an understanding of what is available to families as well as whether those resources are appropriate. It would be best practice for a school psychologist to understand the process of referring students to Regional Center. The referral process can be initiated by Parents, guardians and conservators, or a consumer over age 18. They begin by telephoning the local Regional Center to request an application. Professionals (such as school psychologists) and other interested parties may also refer, but only with permission from the individual or family. They begin with collecting basic information about the individual and assigning it to a service coordinator who will collaborate with the family and Regional Center to assist with determining eligibility based on the criteria outlined at the beginning of this article. Information that will be important to provide would be the last IEP, psychological evaluation/diagnostic report, and the psycho educational report from the current or last educational placement which will help support eligibility determination. The School Psychologist should follow up with the family whether the student has been previously referred to Regional Center and found ineligible for services. If there is no new information that could support eligibility often those cases will not be reopened. The timeline for eligibility determination for consumers over the age of three and 45 days for children from birth to three.

For more information visit: <http://www.dds.ca.gov/DDSHomePage.cfm>

Volunteering Opportunities By Mary Ann Ron

Thank you to those of you who participated in the Walk for Autism in Irvine last year, hopefully this year we will have an even bigger turn out! Here are a couple of volunteer opportunities SPSA will be participating in this semester. If either of them are something you would be interested in or want to get more information on, contact me at maryannron@hotmail.com or you can reach me by phone (310)809-4085. I know everyone is having a busy semester but hopefully you can find some time to give back to the community.

- Volunteer for Didi Hirsh Community Mental Health Center. There are many volunteer opportunities available here from a suicide prevention center to a hotline. With our background knowledge in mental health, this would be a great chance to practice our counseling skills and provide needed services for others. Visit the website: www.didihirsch.org/.
- Participate in a Walk for Autism in Pasadena on Saturday, April 26th, or later this year in Irvine on Saturday, November 18th. You can either walk or volunteer at the resource fair. If enough people are interested in the Irvine Walk, we can get a team started and do fundraising this summer, which will go to funding autism research. In addition to funding research, your participation in this walk will introduce you to a community of people that we will definitely be working with as school psychologists. Getting out and getting involved will not only be a fun way to meet people, but will increase our understanding of this community.

Hopefully everyone will be able to join SPSA in at least one of these events. Remember that as future agents of change we have a personal responsibility to donate our time, expertise, and resources to those in need.

Upcoming Events

- April 8th 5-6:30 – Internship and practicum meeting in AS-244 (The building adjacent to the library, upstairs).
- April 18th 8:30 -3:00 – Workshop: A Frame Work for Understanding Poverty. Registration is due 4/9/08 contact Veera at v.sidhwa@gmail.com for more information.
- Elections for the next SPSA Board will be at the end of April (time and date TBD)