

The Connecticut School Psychologist



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A PUBLICATION OF THE CONNECTICUT ASSOCIATION OF SCHOOL PSYCHOLOGISTS

An affiliate of NASP

www.caspweb.org

Submit items to *The Connecticut School Psychologist*!

The editor of The Connecticut School Psychologist wants to hear from you! Anything from professional issues and news, articles, questions, kudos, feedback, reviews and graphic works which might be of interest to a significant portion of our members will be considered.

All articles and reports of factual information may be edited to conform to space and format specifications and to improve clarity without permission from the authors. Expressions of opinion as in editorials and letters to the editor may be edited only with the writer's consent. Unsigned articles or letters will not be printed.

E-mail your submissions to Eric Elias at:
casp.newsletter@gmail.com

along with your submission, you are welcome to include a short biographical statement.

The CSP timeline 2020-2021

The CSP is published quarterly, according to the following updated schedule (deadlines may vary):

Fall Issue —Submissions due Nov 15, 2020.
Newsletter published November 2020

Winter Issue —Submissions due February 15, 2021. Newsletter published, March 2021

Spring Issue —Submissions due May 15, 2021.
Newsletter published June 2021

Summer Issue —Submissions due July 15, 2021.
Newsletter published Aug 2021

Summer Issue —Submissions due May 1, 2020.

The CSP—Topics By Issue

Fall Issue — Officer Profiles, Legislative Update, School Psychology Awareness Week

Winter Issue —CASP Updates, NASP Updates, Member-Submitted Content

Spring Issue— Student Column, Officer & Award Nominations, NASP Conference Information, Membership Renewal Reminder.

Summer Issue— Student Column, Officer Elections & Award Recipients, Survey Request for Member Feedback, Long Range Planning Meeting

Every Issue—Letter from the Editor, NASP Delegate Update, CASP News, Member-Submitted Content, Job Listing Resources,

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ABOUT THE CONNECTICUT SCHOOL PSYCHOLOGIST

The Connecticut School Psychologist, the official publication of the Connecticut Association of School Psychologists (CASP), is published three times a year and distributed to members as part of their membership benefits. CASP is a non-profit, nonpartisan, educational and scientific membership association of professional school psychologists.

The contents, opinions and products of this publication, including advertising appearing in this newsletter do not necessarily indicate official sanction, promotion or endorsement on the part of CASP, NASP, or their elected or appointed officials. CASP is not responsible for claims made in advertisements. CASP reserves the right to reject or refuse submissions, based on legal, ethical, social, and professional considerations.

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Please consider submitting your work to The Connecticut School Psychologist, official publication of CASP. Professional issues and news, articles, questions, kudos, feedback, reviews and graphic works which are of interest to a significant portion of our members should be sent to the editor. All articles and reports of factual information may be edited to conform to space and format specifications and to improve clarity without permission from the authors. Expressions of opinion as in editorials and letters to the editor may be edited only with the writer's consent. Unsigned articles or letters will not be printed.

E-mail your submissions to Eric Elias at casppnewsletter@gmail.com. Along with your submission, please include a short biographical statement about yourself.

Comments and questions about this publication can be addressed to the editor's e-mail address, casppnewsletter@gmail.com.

Letter from the Editor:

This newsletter is a little late. I had every intention of publishing this earlier in the spring and, like many of you, got slammed with evaluations and assessments as we were rounding the corner for spring break. That has put the brakes on for a number of projects. To say that this has been a challenging year is probably a huge understatement, but with those challenges also come blessings and positive outcomes as well. One challenge has been managing an increase in referrals for testing this year. I think many of us were anticipating the surge in referrals for both behavior and academic needs as we have started to emerge from the Covid pandemic, but that anticipation becomes palpable when the referrals finally start coming through. While we have talked at great lengths about adding resources and recognizing the needs that have been exposed during the pandemic, the reality is that special education referrals are often seen as **the** answer to systems that are overburdened with behavior and academic needs. That's not to say that many students don't need or benefit from the services, but I'm sure that many of us agree that additional resources would address some of the concerns without testing and placing so many students. We are also ending our school years with the horrific shootings in Buffalo, NY and Uvalde, TX on our minds. We have a lot of work to do to address racism, gun violence and mental health needs. Our CASP response to the most recent school shooting is on the following page. While the challenges have been numerous, the reconnecting in person has been wonderful. I have been able to see more students (in person) this year than last year. Arts, sports and musical activities have resumed. I think there will still be a slow transition back to normal, but it is beginning to feel better. I am hopeful that the next year will bring even more personal connections back to our schools and communities. There is a term in the trauma literature called "Super-Normal." This is where we have emerged through a difficult event and the process for getting back to normal is different. It is impacted by our experiences. The normal that we emerge to is not the same. I hope that this new normal or super normal will be one of resilience, renewed strength and restoration. I hope that as things slow down and the impact of the pandemic is lessened, that we will have a new sense of purpose in our jobs, and that we will be able to have access to the resources that we have heard about and that we will have schools and staff that will have a renewed focus on social justice as well.

In this issue we have reflections on NASP from some of our graduate students. We also say thank you to Dr. Tamika La Salle who will be heading back to Georgia this summer to a new teaching position. She has been instrumental in co-leading our social justice committee as well as contributing to this newsletter. We also say thank you to Rebecca Comizio who will be moving to Florida to begin her doctoral studies in clinical psychology. She has also been a frequent contributor to our newsletter. We thank them both for their hard work, contribution and support and wish them the best in their new endeavors.

Our upcoming big event is our annual end of the year awards dinner that will be held at Lorenzos in New Haven on 6/22/22. Please see our website for details. We will be celebrating our School Psychologist of the Year, Dr. Christine Peck and our President's Distinguished Service Award recipient, Dr. Paula Gill-Lopez. Both of whom have contributed greatly to supporting school psychologists and the field.

I hope your end of the school year isn't too hectic. Be well!

-Eric Elias, Newsletter Editor, President Elect

CASP Statement Regarding the recent school shooting:

Colleagues,

Once again, we are reaching out to you after another shooting that has occurred at a school in our country. While we stand united with the community of Uvalde, Texas, as a society our thoughts and prayers need to transition to policy and change. We are approaching the 10th anniversary of the shooting that occurred at Sandy Hook Elementary School and communities are still being torn apart from gun violence and other forms of traumatizing events. As an organization, we will continue to advocate in the best interest of our schools, our children, our families, and our colleagues to enact sensible laws regarding school and community safety. We must turn this pain to action. Our children have a right to feel safe in their homes, in their communities, and at school.

Earlier Tuesday the National Association of School Psychologists shared resources to support staff, students, and families who have been exposed to traumatic events such as today's event in Uvalde, Texas. Those resources can be found here: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/school-violence-resources>

Locally, should you find yourself or your staff and students needing support, please feel free to reach out to [CASP, 2-1-1, Regional Behavioral Health Action Organizations \(RBHAOs\)](#), or the [Connecticut Center for School Safety and Crisis Preparation](#).

It is our role as School Psychologists to make today better than yesterday for the staff and students we work with on a daily basis. As you enter your school buildings today, know that your work does not go unrecognized and that you are appreciated. Together, we will ensure that the tomorrow's include the basic right of feeling safe in school for all students and staff, at all times, in all states, all across our country.

Our very best,

Sarah Gelish, President Connecticut Association of School Psychologists

H. Thomas Brant, NASP Delegate-CT, Past President, Connecticut Association of School Psychologist

Hi Colleagues,

The [Connecticut Association of School Psychologists](#) will be hosting future professional learning featuring [Dr. Charles Barrett](#), NASP President-Elect [Celeste Malone](#), and others! The best way to stay connected with CASP is through [Facebook](#), [Twitter](#), and [website](#). Remember you can follow me on Twitter by clicking [here](#).

I was browsing this month's issue of *Communiqué* and paused at the front-page article titled "[Moving Beyond Self-Care: What Happens if Your Oxygen Mask Isn't Dropping?](#)" In it, the authors discuss what happens when you are so distressed or burned out, you need help putting your own mask on, or identifying what that mask looks like in real life.

I know my colleagues and I have been feeling this way on and off all year, but especially as we round the corner in the last month of classes. I imagine you might be feeling this way, too. It's been hard, and sometimes no amount of self-care can make up for all that's going on.

And yet, there are good things happening for the profession right now. After decades of professional advocacy, schools and communities are generally seeing the value of school psychologists serving a more comprehensive role. Each one of us is making a difference, student by student, even when that difference can be hard to see in the context of an entire school system or a to-do list of reports to write and emails to send.

I hope you do take time, whether in the thick of it now or in a month or so when your students step out those school doors for summer break, to remind yourself of just how much your work matters. It's hard. It's tiring. It's thankless at times. But the compounding effect of all the effort you pour into your work is substantial and long-lasting. Today and always, I'm grateful this what I get to do. And I'm also grateful for that built-in reset coming up this summer. It's okay to feel like you really, really need it. Be sure to refill your own cup this summer; the kids will need you in the fall!

P.S. If you haven't already renewed your membership, it expires at the end of next month; we can only do this work together, so please [take a moment to renew](#). You're supporting not just your own professional growth, but the health and growth of the whole profession.

Sincerely,

Mr. Tom Brant

NASP Delegate - CT

Quick Spotlight

While this year has had its challenges, it has brought some excitement and new endeavors as well. We caught up with our colleague, Rebecca Comizio (2019 Connecticut School Psychologist of the Year) to talk about her new book and her upcoming move to Florida.

Eric Elias (EE): Rebecca, you have co-authored a new book that was released this spring. Tell us about your book, what it is about and how it might benefit students and school psychologists.

Rebecca Comizio (RC): Thanks for asking. Yes. I'm very proud and excited about this book. It's called *The Resilience Workbook for Kids*. I coauthored it with a friend and colleague, school and clinical psychologist, Caren Baruch-Feldman. We wanted to create a book that focused on what we had learned about the research on resilience through difficulty and challenges. We wanted to write a book that is accessible to children, but one that adults could use to talk with kids and that kids themselves could read. It is a workbook. It has sections for the lesson called *Learn It* and actual activities where kids can use these concepts in playful ways with puzzles and drawings and connections with a special adult to build resilience. All of the skills are flexibility skills; skills of thinking flexibly, behaving/responding flexibly and managing our emotions with flexibility.

EE: That's fantastic. How did the topic of resilience come about?

RC: Well, Eric as you know, you and I began talking about resilience at the start of the pandemic, as we were headed into what seemed like it might be a long crisis of having to practice distance learning and shelter in place for Covid-19, I was really looking to the school crisis and bereavement center and other organizations that study how people get through challenging times and come out the other side, either not diminished by the crisis or even stronger and wiser. I started talking to my school community about what we can learn from the science. Karen Ravitch at the University of Pennsylvania has a wonderful course in the Penn Resiliency Program that outlines a lot of the research and that's how I got started. I took her course. I read all of those amazing readings. There's been years and years of wonderful research on how kids thrive and not only overcome but grow through all kinds of adversity. So I started thinking about it in relation to the pandemic and also in my everyday work connecting with children and adolescents. I thought about how I could support students themselves with these skills and applying them to their lives.

EE: I know that you have studied cognitive behavior therapy and ACT in particular, for a number of years. Does the book have a particular theoretical framework?

RC: Yes absolutely. The book is based on the framework of cognitive behavioral therapy. Which is an umbrella term for many of the third wave of therapies such as DBT and ACT and both Caren and I are both steeped in the literature of how CBT can help people thrive. We are also both steeped in the literature of positive psychology. In the theory that we don't have to only use the science of psychology only to look for and diagnose problems, but we can meet people where they are and help them advance toward their goals and their values one step at a time. So the book's activities, lessons and language are from both cognitive behavioral theory and positive psychology.

EE: I imagine that it is exciting to be able to have this workbook with so many resources compiled and at your fingertips when working with children. Your role as a school psychologist in private schools has probably been slightly different than many of the public school psychologist's roles. Tell us a little about your role and perhaps some of the differences between what you're doing in the private schools versus public schools.

RC: Yes my role in the private school world is different than the traditional public school school psychologist largely because we don't have to qualify or disqualify students for special education. While there is a little bit of testing and more folding-in of private evaluations into a student's educational profile, in order to best understand them and serve their academic and social emotional behavioral needs, it is largely about counseling, consultation with parents and teachers, social and emotional learning and Tier I school climate and culture interventions. I love my role in the private school world. It is flexible and largely autonomous.

EE: I'm looking forward to utilizing your book and these activities in my work with students as well. You have some other exciting news. Can we talk about your new graduate school endeavors? What is new coming up for you?

RC: Yes, I am making some gigantic life changes right now. One of them is moving from my beloved home of Connecticut. I have spent my entire life in Connecticut and New York State including college and graduate school, but I am now moving to Florida. My husband and I are empty nest-ers and we are starting a new chapter in Florida and I will be attending Nova Southeastern University for the doctoral program in clinical psychology with a specialization in child, adolescent and family psychology. It's going to be a long haul, but I loved graduate school the first time and I'm sure I'll love it again.

EE: What made you select a more clinical program over a school or educational psychology degree?

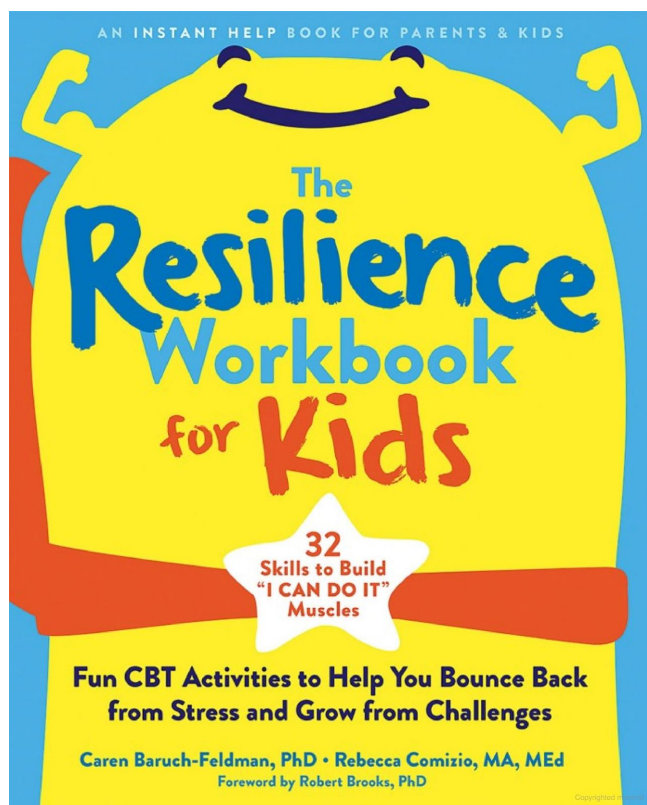
RC: Well I've been a school psychologist for 10 years and I have loved it. I love the field and my involvement in school and with NASP and CASP and I'm ready to try something different. I think at my age and stage, I'll be excited to potentially be a professor someday and mentor younger clinicians of all kinds and I would like to start a private practice at some point.

EE: Do you have any words of advice for new school psychologists?

RC: Yes, my advice for new school psychologists is get connected and stay involved outside of your school building. There's so much opportunity to feel supported and learn and grow your practice through things like podcasts (like School Psyched), through involvement with your state and national organizations. Find out about workshops and the ways in which you can learn in all areas of the full scope of practice. My advice is get involved, stay involved. It's a wonderful field. Take time to take care of yourself and have good boundaries around work so that you can fully enjoy the amazing opportunity and role it is to help children, families and teachers.

EE: We greatly appreciate you and your contributions to the field and our state. Florida will be very fortunate to be gaining such a skilled practitioner. We wish you the best on your new adventure.

Rebecca Comizio, MA, MEd, NCSP, was named Connecticut's 2019 School Psychologist of the Year. She is a practicing school psychologist at New Canaan Country School, in New Canaan, Connecticut, and a Licensed Professional Counselor at the Waverly Group in Old Greenwich, CT. Becca is a founder and co-host of School Psyched Podcast. She also serves on the Communications Committee for the National Association of School Psychologists (NASP). She is the coauthor of 70 Play Activities for Better Thinking, Self-Regulation, Learning, and Behavior and of the upcoming, Resilience Workbook for Kids (New Harbinger, 2022). The Resilience Workbook can be found on Amazon



Abigail L. Side
School Psychologist Intern
Greenwich High School
Fairfield University
23 February 2022

NASP Conference Reflection

I was reading “The Thriving School Psychologist” today and came across an excerpt that summarized the gratitude I am feeling for attending the annual National Association of School Psychology in Boston. Dr. Rebecca Branstetter wrote, “You’ll never regret going to NASP’s annual conference. ...If you’re ever feeling isolated or disconnected from the profession, seriously, go to a NASP conference. There are fabulous learning opportunities in so many domains, motivational speakers, and fantastic workshops. But really, I go for the connection. I have met so many inspiring school psychologists fulfilling big missions, and I leave with a renewed sense of shared purpose. ...We need community. We need one another”. Attending my first ever NASP conference was a ‘cup-filling’ experience. In the weeks prior, my colleagues and I had been experiencing the doom and gloom of New England winter and the burden of a heavy assessment season. We were fried to say the least. Upon my entry to the conference, my energy was renewed. The Hynes Convention Center was filled with passionate school psychologists bustling about to engage in both learning and connection. My zest for the field was renewed. I made connections to students in the cohorts below me, and we ended up spending much of our conference time bonding and attending sessions together. I am grateful for the personal time I was able to spend with my friends, as well as the new friendships I have formed.

As an ambitious school psychologist intern, I thought I would attend six sessions within the first day. I selected sessions that both peaked my interests and engaged me in deeper learning. The first session I attended was titled, “Disrupting Racial Bias: A Guide for School Psychologists” by Dr. Jennifer Rose and Dr. Pamela Fenning of Loyola University Chicago. Even though I completed a Multicultural Awareness course in my first year of

graduate school, it felt important to check-in with my existing knowledge and gain a new perspective on neutralizing racial bias. The session provided a historical context of racism, which provided a lens to how many students of color may experience generational trauma in response to events that mimic historical events. School psychologist practitioners were encouraged to examine their implicit biases and how this may play a role in our interactions with students of different intersections. The session wrapped up by utilizing a strategy from school psychology's own Dialectical Behavioral Therapy (DBT) where we neutralized and reduced the effects of our personal implicit biases. I enjoyed that the session came full circle, utilizing a strategy we practitioners may use with our students in order to strengthen our role as school psychologists.

As I prepare to join the field upon my graduation this spring, I look forward to finding a job that continuously fills me up as a school psychologist. One of the ways I can achieve this is by advocating for professional development time each February to attend the NASP conference. I look forward to attending the conference for years to come, where I can gain new knowledge and perspectives and connect with colleagues on a deeper level.

Micaela Catanzaro
Third Year Graduate Student
Fairfield University
Presenting at NASP

My favorite learning experience from the National Association of School Psychologists Convention was the knowledge that I gained from being able to present with a team of other graduate students and our graduate professor Dr. Gill Lopez. I learned so much in the process of putting together research, getting to work with a data team on analyzing all the work we had, and then putting all of it onto a poster. Going to NASP and being able to then discuss this research with other graduate students, colleagues, and professors at other universities was enlightening and exciting. Our presentation was about implementing self-care into graduate programs. It was interesting to get to hear from other current graduate students about what they know about self-care and how it is taught in their programs, if at all. It was also exciting to give information to professors to bring back to their programs to hopefully make changes to incorporate self-care into the entire program. I left our presentation feeling hopeful that we may have made an impact, however small or big it may be.

Overall, getting to attend NASP was a fun and enlightening experience and I learned so much. I am most grateful for the opportunity to have been able to present, especially on a topic that is so important to me and that I am lucky to experience within my own graduate program. I am excited to continue to attend NASP in the future, hopefully with more research opportunities, to continue learning and growing with this expansive field.

During my time at the NASP conference, it was incredibly eye opening to the different professional development offered. As an intern, I was able to go to different workshops to strengthen skills that I wanted to increase my confidence in. There really was a workshop that was specific to every part within the field. I was able to gain insight on best practice in writing goals and objectives, best practice in assessments with English learners, how to disrupt racial bias, and many other areas. It was rejuvenating and encouraging to sit in these workshops and learn new tools to apply within my practice.

My favorite workshop was the goal and objective writing workshop. The presenter focused on the practical skills of doing this and taught us the importance behind it. I have always had difficulty with writing measurable behavioral or social/emotional goals because those aren't always linear skills. The presenter highlighted what information was meaningful and how to adjust the information that wasn't. It was helpful to be given a 'formula' to use in order to make the goals and objectives more meaningful and impactful.

One of the best things of the NASP conference was to be surrounded by so many people that had the same passion as I do. It was fulfilling to gain advice and words of encouragement from those within the field. After hearing the things that practicing school psychologists love and wish changed, it only made me look forward to continuing in this field even more. NASP provided me with resources and learning experiences I would have never been able to get elsewhere. I left this conference with excitement toward the field and new ideas to help the students and staff I work with.

After attending NASP's virtual convention last year and feeling rejuvenated by the sessions, I could only imagine what the experience would be like in person. Learning that the 2022 convention would be held in Boston, I was convinced and committed to make arrangements to attend. Before leaving, I read all the tips and tried to get all the information I needed to make the most of my experience as a second-year graduate student. I made sure to use the event app to plan my week and in doing so, I made my first mistake. I added too many sessions to my schedule and felt slightly overwhelmed.

At the end of the first day, I had to strategize and modify my plans to avoid burnout. As a first-time in person attendee, I will admit that I was worried about attending such a large event as a student, amongst so many knowledgeable veterans. However, that quickly faded away, along with most of my imposter syndrome. I found that many of the terms and concepts I had been learning were right in line with the sessions I attended.

One of my favorite sessions was The Struggle: Review of Behavioral Consultation in Title 1 Schools. Because I am still a student, and still taking a course on consultation at the moment, I was not sure if this session would be right for me since I was still getting an idea of what consultation actually meant. However, having worked in a Title 1 school as a special education teacher, and considering my high interest in working at a Title 1 school in the future, I concluded that the information would be valuable even at my early stage of the career. This session was a paper presentation, and the number of participants was small, which I really liked. The presenter gave time for discussion during the presentation, and it was more interactive compared to other paper presentations. The session highlighted some of the challenges that Title 1 schools face. It really solidified for me how schools with lower socioeconomic status need consultation the most, and how behavioral consultation itself can be helpful in enhancing systems within schools. While I had not been employed by or working in a Title 1 school at the time, it was a great opportunity to hear from school psychologists around the country about what behavioral consultation looks like in their districts. /

Another session that I really enjoyed, that was geared completely toward graduate students, was called Navigating and Thriving in Your First Job as a School Psychologist. Most notably, I learned that I will have moments as a novice professional where I will continue to have imposter syndrome, and that is okay. At this session, I learned a lot about how to make the most out of my first year as a school psychologist. More importantly, I learned that in the future, even decades into the field, there could be ways that I find myself feeling novice again. Some examples that were given were that sometimes a school psychologist may switch from elementary to high school, or from a

suburban to an urban district. Our jobs can look different from district to district or even school to school. I really enjoyed the section the presenters emphasized about self-care. Of course, we all talk about it, but I know personally that I do not check in with myself regarding my own physical and mental well-being. Over the past few years, and especially due to the pandemic, I find myself constantly toggling through different tasks on the computer during my lunch break instead of using the time for myself.

The presenters provided the audience with a shared Google Drive full of helpful resources for organization, behavior, and more. There was also emphasis on time management, which I feel is always a good refresher. At the end of this session, I truthfully felt excited to take on my first job and not just surviving, but thriving!

After years of remote learning and teaching, I could not be prouder and more honored to have the privilege of attending a NASP convention. It was such a fantastic opportunity for those in all stages of their career to learn something new through interacting with others, which we have learned is crucial over the past few years. Of course, there were many more sessions that impacted me, like the Temple Grandin event. I hope that I can continue to attend future NASP conventions and look forward to how those experiences could be different as I grow and develop my skills and experiences in the profession.

Meet your CASP Officers

Sarah Gelsh, President: Sarah chairs the Professional Development and Learning Committee helping to ensure events and professional development for members and fellow colleagues. Sarah is in her third year as a School Psychologist for grades three - five at Meeting House Hill School in New Fairfield, CT. She completed her graduate work in school psychology at Fairfield University and undergraduate work in psychology mental health at Southern Connecticut State University. In district, she is a certified trainer for PMT, coach for the Unified Sports Program, and overall enjoys facilitating social-emotional lessons for students and staff. While not at work, Sarah loves spending time with her family, cooking, reading, or being out on Candlewood Lake.

Eric Elias, President Elect: Eric is a school psychologist in Meriden, CT where he has been working for over 25 years. Eric has been actively involved in CASP as the Newsletter Editor and Social Justice Committee Co-Chair. Eric is also a member of NASP's Communication Committee and co-host of School Psyched Podcast. He is Connecticut's 2018 School Psychologist of the Year. When not at work, Eric enjoys spending time with his family and playing as well as building guitars.

Ronald Benner, Treasurer: Ron is a school psychologist in Bridgeport, CT. He is the CASP Treasurer and in last twenty years he has served for CASP as President, Vice-President, Job-Coordinator and Program Committee member. In the past he has been the NASP's Treasurer, NASP Delegate, Chair of Interest Groups, and Coordinator of the "Computer Technology and Applications for School Psychologists" Interest Group. For the CT Department of Education he has been on the teams to revise the Guidelines for ED, SLD and most recently to work on the PEAC subcommittee, SEED, for the new evaluation of related service providers.

Rebecca Rivera, Secretary: Becky returns to CASP as newly elected secretary. She is a recent graduate of Fairfield University where she has served CASP as graduate student liaison. Becky has been an outstanding leader throughout her Fairfield experience and CASP involvement. We welcome Becky to her new role and appreciate her experience and enthusiasm.

Steven Mendelsson, Immediate Past President: Steve is a school psychologist for Eliot Middle School in Clinton, CT. He completed his graduate training at Fairfield University. Prior to working in Clinton, Steve worked with adolescents with significant mental health concerns at St. Vincent's Behavioral Health Services. His research interests include development of resiliency factors in at-risk youth, improvement of executive functioning systems in children and adolescents, as well as bullying prevention and intervention at primary, secondary, and tertiary levels. He also has worked collaboratively with various school districts to aid in the creation of Scientifically Research Based Intervention (SRBI) programs for both academic and behavior. He is excited to join CASP and begin to support school psychology as a profession at a systemic level.

Tom Brant, NASP Delegate: Tom is Director of Pupil Services, Amity Regional School District, No. 5, Woodbridge, CT. Tom has been actively involved in CASP through supporting Membership, Programs, and Legislation. Most recently Tom submitted testimony on behalf of CASP to the Connecticut legislation regarding school based mental health supports. Tom is a proud graduate of the School Psychology program at Fairfield University where he earned a Masters and Sixth Year degree. When not working you can find Tom coaching either soccer or track and field after school.



Please consider submitting your work to the official publication of CASP, The Connecticut School Psychologist (CSP). Professional issues and news, articles, questions, kudos, feedback, reviews and graphic works which are of interest to a significant portion of our members should be sent to the editor.

E-mail your submissions to the editor, Sarah Elsdon at casp.newsletter@gmail.com

Please include a short biographical statement about yourself.

CASP MISSION STATEMENT

The purpose of this organization shall be to serve in a leadership role:

- To unite all qualified persons who are engaged in school psychological services for an exchange of ideas and professional growth experiences related to their work.
- To initiate and support action aimed at providing better educational and school psychological services and facilities to children and youth.
- To provide within the group high ethical practices in accord with those set forth by NASP and other relevant professional organizations.
- To promote articulation among professional psychological associations and other related disciplines.
- To take an active role in promoting better home, school, and community understanding of school psychological services.

UPCOMING 2021 CASP MEETINGS:

Awards Dinner: Lorenzo's New Haven 6/22/22 visit our website for details

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check <https://caspweb.wildapricot.org/> for updates, exact locations of CASP meetings, and more information.

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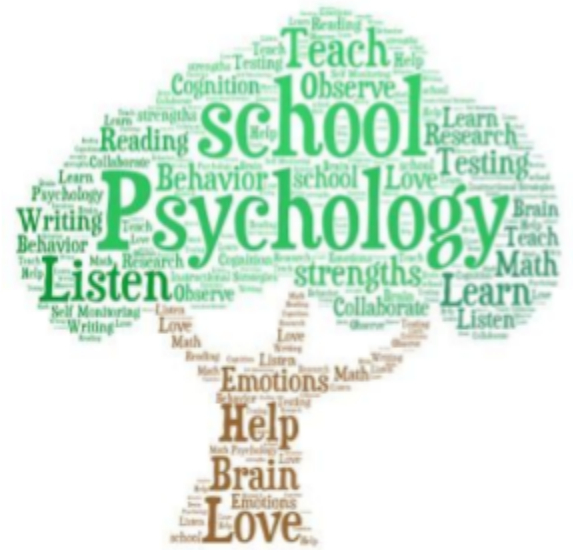
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