The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

table of contents

In this issue…

Division 16 Executive Committee Nominees

The School Psychologist Advertising & Submission Info

Classified Rates

As a courtesy, Division 16 members will not be charged for employment notices or professional announcements (e.g., upcoming meetings, scholarship opportunities, grant opportunities, calls for proposals). All others will be charged 75 cents per word for employment notices and commercial announcements. A minimum order is 50 words and no frequency or agency discounts apply. An invoice will be sent after publication. For information regarding display ads, contact:

Michelle Athanasiou, Ph.D.
Applied Psychology & Counselor Education
Campus Box 131
University of Northern Colorado
Greeley, CO 80639
(970) 351-2356 (w)
(970) 351-2625 (f)
michelle.athanasiou@unco.edu

Requirements

The School Psychologist is published four times (Winter, Spring, Summer, and Fall) a year. Employment notices, announcements, and advertisements (including display ads) are due on the 1st of the month of printing.

Classified ads and display ads should be submitted electronically (via e-mail or disk) and in paper form according to the following guidelines.

Display Ad Rates*

Ad Size	Rate
Full page (6.625" x 9.25")	$625
Half page (horizontal 6.625" x 4.5")	$475
Half page (vertical 3.25" x 9.25")	$475
Quarter page (3.25" x 4.5")	$275

Multiple Insertion Discounts[1]

Full page (2-4 insertions)	$525
Full page (5-8 insertions)	$475
Half page (2-4 insertions)	$425
Half page (5-8 insertions)	$375
Quarter page (2-4 insertions)	$175
Quarter page (5-8 insertions)	$125

*Display ads with color add $50 to cost per insertion.
Display ads with pictures add $50 to cost per insertion.
[1] Rate is cost per insertion.

**Moving or missing your newsletter?
More information about Division 16.**

For questions regarding your Division 16 membership including address changes and subscription inquiries for *The School Psychology Quarterly* and *The School Psychologist*, write the Division 16 Administrative Office, Division Services Office, American Psychological Association, 750 First St., N.E., Washington, D.C. 20002-4242, call (202) 336-6013 or send your inquiry via facsimile machine to (202) 336-5919.

For change of address: APA/Division 16 Members need only send one change of address notification to the APA Directory Office at the APA address listed above. Division 16 Student Affiliate Members should send notification to the APA Division Services Office.

Advertising Policy

Advertising and announcements appearing in *The School Psychologist* (*TSP*) do not necessarily indicate official sanction, promotion, or endorsement on the part of *TSP* or Division 16 of the American Psychological Association. Division 16 is not responsible for any claims made in an advertisement or announcement. Advertisers may not, without prior consent, incorporate in a subsequent advertisement or promotional piece the fact that a product or service has been advertised in *TSP*. Division 16 reserves the right to edit all copies and to refuse advertisements and announcements based upon legal, social, professional, and ethical considerations.

All advertising and announcements must be in keeping with the generally scholarly and/or professional nature of *TSP*. Division 16 retains the right to unilaterally reject or cancel advertising and announcements. Advertising and announcements submitted with the purpose of airing either side of controversial social, political, or professional issues will not be accepted for publication in *TSP*. Classifieds, display ads, and announcements should be submitted to the Editor.

Author's Instructions and Publication Schedule

The APA Division 16 publishes *The School Psychologist* as a service to the membership. Four issues are published annually. The purpose of *TSP* is to provide a vehicle for the rapid dissemination of news and recent advances in practice, policy, and research in the field of school psychology. Articles up to approximately 15 double-spaced manuscript pages will be accepted; however, brief articles, approximately 6 to 12 double-spaced manuscript pages, are preferred. Test reviews, book reviews, and comments for The Commentary Section are welcome. All submissions should be double spaced in Times New Roman 12 point font and e-mailed to the Editor. Authors submitting materials to *The School Psychologist* do so with the understanding that the copyright of published materials shall be assigned exclusively to APA Division 16.

For information about submissions and/or advertising rates please e-mail or write to:

Michelle Athanasiou, Ph.D.
Applied Psychology & Counselor Education
Campus Box 131
University of Northern Colorado
Greeley, CO 80639
(970) 351-2356 (w)
(970) 351-2625 (f)
michelle.athanasiou@unco.edu

Issue Month/No.	Closing Date for Submission of Materials	Printing Date	Mailing Date*
Winter (1)	December 1	December 15	January 15
Spring (2)	February 1	February 15	March 15
Summer (3)	June 1	June 15	July 15
Fall (4)	September 1	September 15	October 15

*Allow 3 to 6 weeks for delivery of 3rd class mail.

Division 16 Executive Committee

President (Jan. 2008)
Jean A. Baker, Ph.D.
434 Erickson Hall
Michigan State University
East Lansing, MI 48824
(517) 353-5047 (w)
(517) 353-6393 (f)
jbaker@msu.edu

President (Jan.-Dec. 2008)
Tammy Hughes, Ph.D.
Duquesne University
Department of Counseling,
Psychology, and Special Education
102C Canevin Hall
Pittsburgh, PA 15282
(412) 396-5191 (w)
(412) 396-1340 (f)
hughest@duq.edu

Past President
Frank C. Worrell, Ph.D.
Cognition and Development
Graduate School of Education
University of California, Berkeley
4511 Tolman Hall
Berkeley, CA 94720-1670
(510) 643-4891 (w)
(510) 642-3555 (f)
frankc@berkeley.edu

Secretary
Vincent C. Alfonso, Ph.D.
Graduate School of Education
Fordham University
113 West 60th Street
Room 1121A Lowenstein
New York, NY 10023
212-636-6410 (w)
212-636-7826 (f)
alfonso@fordham.edu

Treasurer
Tanya Eckert
Syracuse University
Dept. of Psychology
430 Huntington Hall
Syracuse, NY 13244
(315) 443-3141 (w)
(315) 443-4085 (f)
taeckert@syr.edu

Vice President of
Professional Affairs (VP-PA)
Linda Caterino, Ph.D.
School Psychology Program
Division of Psychology in Education
Tempe, AZ 85287
(480) 965-3384 (w)
(480) 965-0300 (f)
linda.caterino@asu.edu

Vice President of Membership
Lea Theodore, Ph.D.
City University of New York,
Queens College
Graduate Program in School Psychology
65-30 Kissena Blvd.
Flushing, NY 11367
(718) 997-5360 (w)
(718) 997-5428 (f)
Lea.Theodore@qc.cuny.edu

Vice President of Education,
Training, & Scientific Affairs (VP-ETSA)
Elaine Clark
1705 E. Campus Center Drive
Rm. 327
University of Utah
Salt Lake City, UT 84112-9255
(801) 581-7968 (w)
(801) 581-5566 (f)
clark@ed.utah.edu

Vice President of Convention Affairs &
Public Relations (VP-CA)
Shane Jimerson
University of California, Santa Barbara
Counseling, Clinical & School
Psychology
1332 Phelps Hall
Santa Barbara, CA 93106-9490
(805) 893-3366 (w)
(805) 893-3375 (f)
jimerson@education.ucsb.edu

Vice President of Publications &
Communications (VP-PC)
Linda Reddy
Rutgers University
Graduate School of Applied &
Professional Psychology
152 Frelinghuysen Rd.
Piscataway, NJ 08854-8085
(732) 445-2000 ext. 143 (w)
lreddy@rci.rutgers.edu

Vice President of
Social and Ethical Responsibility
& Ethnic Minority Affairs (VP-SEREMA)
Karen Callan Stoiber, Ph.D.
Department of Educational Psychology
University of Wisconsin-Milwaukee
2400 East Hartford Ave.
Milwaukee, WI 53211
(414) 229-6841 (w)
(414) 229-4939 (f)
kstoiber@uwm.edu

Council Representatives
Cindy Carlson, Ph.D.
University of Texas at Austin
Educational Psychology Department
1 University Station D5800
Austin, TX 78712
(512) 232-4835 (w)
(512) 471-1288 (f)
cindy.carlson@mail.utexas.edu

Council Representatives (continued)
Randy Kamphaus, Ph.D.
College of Education
P.O. Box 3965
Georgia State University
Atlanta, GA 30302-3965.
(404) 413-8101 (w)
rkamphaus@gsu.edu

Deborah Tharinger, Ph.D.
University of Texas at Austin
Educational Psychology Department
SZB 504
Austin, TX 78712
(512) 471-4407 (w)
(512) 471-1288 (f)
dtharinger@mail.utexas.edu

SASP Representative
Shilah Scherweit
Oklahoma State University
260 Willard Hall
Stillwater, OK 74074
405-612-8384 (w)
shilah.scherweit@okstate.edu

Historian
Thomas K. Fagan, Ph.D.
Department of Psychology
University of Memphis
Memphis, TN 38152
(901) 678-2579 (w)
tom-fagan@mail.psyc.memphis.edu

Editor,
School Psychology Quarterly
Randy Kamphaus, Ph.D.
College of Education
P.O. Box 3965
Georgia State University
Atlanta, GA 30302-3965.
(404) 413-8101 (w)
rkamphaus@gsu.edu

A Moment of Silence for our President

We are deeply saddened upon the loss of our President, who passed away
after a courageous battle with cancer. Our warmest thoughts are with her family.

JEAN BAKER, PH.D.
FEBRUARY 18, 1958 – JANUARY 10, 2008

[
Jean's husband, Watts Rozell, has created a blog for Jean.
He invites all to visit and share stories: **www.cookingwithjean.blogspot.com**
]

A Survey of School Psychologists' Perceptions of the Reauthorization of IDEA 2004

Research Forum

Linda Caterino, Amanda Sullivan, Lori Long, and Emily Bacal
Arizona State University

While there has been a great deal of debate regarding the role of school psychologists in light of the 2004 amendments to the Individuals with Disabilities Education Act (IDEA), there has been little attention to school psychologists' perceptions of the changes. This study assesses the opinions of practitioners regarding the changes to IDEA. A five-item survey designed to assess opinions on the 2004 amendments to IDEA was administered to attendees of a state school psychology conference. Frequency data were collected and Chi-square analyses were conducted regarding school psychologists' qualifications in relation to their responses.

Introduction

The 2004 amendments to IDEA forced educators and school psychologists to reconsider certain special education processes, specifically in the areas of learning disability (LD) identification and manifest determination decisions. Prior to reauthorization of the law, LD eligibility decisions were based on the discrepancy model which assessed student performance on norm-referenced cognitive and academic assessments. The 2004 statute (IDEA, 2004) identified procedures for identifying LD students but no longer required the use of a discrepancy formula. The regulations indicate that each individual state must adopt criteria for the determination of a learning disability and

(1) Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability; (2) Must permit the use of a process based on the child's response to scientific, research-based intervention; and (3) May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability (IDEA, 2004, Section 300.307).

The term "alternative research-based procedures" has come to be identified with Response to Intervention (RTI). RTI is described as a three-tiered prevention model with the primary intervention consisting of the general education program, a secondary intervention, which involves the use of a time-limited, evidence-based intensive program and a tertiary intervention program which is equivalent to special education (Vaughn & Fuchs, 2003). In RTI the educational progress of students may be tracked in the context of a total classwide assessment. Students with slower rates of progress are provided with more intensive interventions and again their progress is assessed. Finally, a failure to respond to intensive interventions may result in a diagnosis of learning disabilities.

Gresham and his colleagues (2005) describe four advantages to RTI: early identification of students who are not progressing, the concept of a risk model instead of a deficit model, reduction of the disproportional identification of minority groups and boys as learning disabled, and a focus on positive student outcomes. RTI has been heralded by several other researchers (Deno, Grimes, Reschly & Schrag, 2001; Ikeda & Gustafson, 2002; Tilly, Grimes & Reschly, 1993) as a method of reducing unneeded psychoeducational evaluations and unnecessary special education placements. For example, a recent study by VanDerHeyden, Witt, and Gilbertson (2007) determined that the use of RTI decreased the number of psychological evaluations and maximized the number of correctly identified children.

However, many others (Hale, Naglieri, Kaufman, & Kavale, 2004; Ofiesh, 2006; Schrank et al., 2004; Schrank, Teglasi, Wolf, Miller, Caterino & Reynolds, 2004;) argued that RTI alone is insufficient for the identification of LD, and that a comprehensive evaluation which includes standardized assessments is necessary. In 2004, the American Academy of School Psychology published a position paper on RTI based on a survey of its membership. The fellows of the Academy endorsed

45

School Psychologists' Perceptions of IDEA 2004

the use of comprehensive evaluations over the use of RTI as the sole criterion for a diagnosis of learning disabilities. However, researchers acknowledged that RTI could be helpful as part of a comprehensive evaluation, perhaps as a pre-referral technique (Naglieri & Crockett, 2005). The position of the Academy (Schrank et al., 2004) was that a

> comprehensive evaluation includes multiple sources of information, including standardized, norm-referenced tests; interviews; observations; curriculum-based assessments; and informed clinical judgment. A student's response to scientific, research-based interventions can be a part of a comprehensive evaluation, but a response-to-intervention process should not be viewed as a sole criterion for diagnosing LD. The core procedure of a comprehensive evaluation of LD is an objective, norm-referenced assessment of the presence and severity of any strengths and weaknesses among the cognitive processes related to learning in the academic area. These cognitive processes include (but are not limited to): knowledge, storage and retrieval, phonological awareness, reasoning, working memory, executive functioning, and processing speed. (pp. 97-98)

Opponents of RTI as the sole criterion for a diagnosis of learning disabilities have maintained that RTI is not consistent with the legal definition of learning disabilities as defined in the regulations, because it does not identify "basic psychological processes" (IDEA, 2004, Section 300.08). In addition, RTI does not require the use of "a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information." They have stated that RTI procedures may not be considered "technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors" (IDEA, 2004, Section 300.08). However, proponents of RTI (Gresham et al., 2005) have stated that cognitive assessment and the identification of psychological processes may not be necessary in every case, since "there is no substantial body of evidence that cognitive processing domains and measures improve SLD identification, control prevalence, translate into more effective instruction, or improve prediction of the outcomes of interventions" (p. 10).

Willis and Dumont (2006) suggested that the controversy between the two camps is not needed

and that both methods have a place. They advocate for a possible synthesis between the two methods of learning disability identification. For example, curriculum-based techniques may be more useful for primary grade children and those with more straight-forward learning difficulties, but comprehensive evaluations may be needed in cases "in which the complexity, multiplicity or severity of the referral concerns might suggest that RTI would be inefficient" (p. 906).

Beyond the changes in the evaluation procedures for learning disabilities, IDEA 2004 also includes significant changes regarding disciplinary procedures for students with disabilities (Smith, 2005). For example, school personnel may now consider any unique circumstances on an individual basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The law authorizes schools to order a change of placement to an appropriate interim educational setting for up to 10 school days for children with disabilities who violate student conduct codes, without making a manifestation determination. This is in contrast to the previous IDEA's (1997) "stay put" clause which allowed students who were not involved in cases involving drugs, weapons or other dangerous behaviors to remain in their current educational placement pending appeal. IDEA 2004 also authorizes schools to remove a student to an interim alternative educational setting for up to 45 school days in cases involving guns, bombs, drugs or serious bodily injury without regard to whether the behavior is determined to be a manifestation of the child's disability (IDEA, 2004, Section 305.530).

In addition to the changes in special education assessment and disciplinary measures, IDEA also includes a new clause indicating that re-evaluations do not have to be conducted every three years if the parent and the local educational agency (LEA) agree that a re-evaluation is unnecessary (IDEA, 2004, Section 300.303) and if no new information is needed in order to develop the IEP (IDEA, 2004, Section 300.305), although the district must notify the parents of their right to a re-evaluation.

The effect of the new statute and its regulations presents new challenges for the daily practice of applied school psychologists. While the debate regarding RTI vs. traditional assessment continues between trainers and university researchers, little is known regarding opinions of school psychologists in the field as they begin to implement the new regulations. The purpose of this study was to

School Psychologists' Perceptions of IDEA 2004

investigate school psychologists' perceptions of the 2004 amendments to IDEA in an effort to better understand the daily practice of a school psychologist.

Method

The sample included 115 school psychologists working in a southwestern state. Participants were recruited from the 335 attendees of a state school psychology convention in 2005. Completion of the survey was voluntary. The school psychologists reported the following qualifications: licensure (35.65%), state certification (74.78%), Diplomates in School Psychology (13.91%), and national certification (34.78%). A total of 107 of the 115 respondents reported gender; 71% were female, 29% were male. The percentages of females and males were similar to the percentages found by Curtis and his colleagues in his survey of school psychologists, where women represented 70% of all school psychologists (Curtis, Grier, Abshier, Sutton, & Hunley, 2002).

Most of the respondents (102 or 88.7%) listed school-based practice as their primary employment, 6 (5.2%) listed universities, 2 (1.7%) listed private practice, and 1 (.9%) listed a hospital. The participants also provided their highest degree earned: 43 (37.4%) reported completing a Ph.D., 6 (5.2%) an Ed.D., 6 (5.2%) a Psy.D., 19 (16.5%) an Ed.S., 25 (21.7%) a M.A., and 6 (5.2%) a M.Ed. Seven participants did not provide this information. Most (73.9%) majored in school psychology; 11.3% in clinical psychology, 5.2% in counseling psychology, 9.1% in some other field, and 3.5% did not report their major. The participants' years of experience in school psychology ranged from 0 to 33 years with a

mean of 14.23.

To encourage participation, the survey was designed to be short, utilizing only five yes/no items addressing school psychologists' opinions regarding the changes noted in the 2004 amendments to IDEA and their demographic information. Space was provided for qualitative comments. Items were constructed to reflect the key changes in legislation in the IDEA reauthorization. The items are listed in Table 1. Frequency data were calculated, and Chi-square analyses were conducted regarding school psychologists' qualifications in relation to their responses. Responses were disaggregated by qualification level to capture any group differences.

Results

The rate of affirmative response for each of the survey items is shown in Table 1. Overall, the majority of respondents (66.29%) indicated that the 2004 IDEA amendments would have a positive effect on the role of school psychologists. Chi-square analyses were conducted to compare school psychologists' responses to all items by qualification (see Table 2). Results indicated that participants with Diplomate status disagreed that the 2004 IDEA amendments would have a positive impact compared to participants without Diplomates (X^2 (1, $N = 89$) = 5.58, $p < .05$). However, this difference should be interpreted with caution, considering that Diplomates constituted only 13.91% of the sample. Most respondents (98.27%) did not believe that RTI should be the sole criterion for LD eligibility determinations. No significant differences were found regarding the qualifications or gender of the respondents. Most respondents (71.96%) indicated that a comprehensive psychoeducational evaluation

Table 1

Respondents' Endorsement of Survey Items (*N = 115*)

Items	% yes responses
1) The new IDEA will have a positive effect on the role of school psychologists.	66.29
2) Response to Intervention should be the only criteria for diagnosis of learning disabilities.	1.73
3) A comprehensive psychological evaluation including cognitive and academic assessment, and personality and behavioral data should be completed before a diagnosis of learning disability is made.	71.96
4) IDEA 2004 will have positive effect on manifestation determination decisions.	58.66
5) If the parent agrees, a child should not have to undergo re-evaluation every three years.	34.90

School Psychologists' Perceptions of IDEA 2004

was necessary for a diagnosis of LD. More state certified school psychologists supported the changes regarding manifest determinations relative to respondents who were not certified school psychologists (X^2 (1, $N = 75$) = 8.92, $p < .01$). In addition, a significant difference was found between those with and without Diplomate status, X^2 (1, $N = 75$) = 5.35, $p < .05$), with more Diplomates responding negatively to the changes in discipline procedures or manifestation determinations. About a third of the survey participants (34.9%) agreed with the new regulation regarding re-evaluations. There were no significant differences related to level of qualification or gender. Comments included a concern for changes in student performance that would go undetected without a re-evaluation.

Discussion

Overall, a majority of school psychologists indicated that the amendments to IDEA 2004 would have a positive effect on their role in the schools, with the exception of those school psychologists with Diplomate status who indicated they did not anticipate the changes would positively impact the role of the school psychologist. With regard to manifestation determination, school psychologists were divided in their opinion of the changes, with certified school psychologists supporting the changes and Diplomates responding negatively to the changes. It is possible that the new changes are viewed by practitioners as providing additional clarity to the previous law and placing more responsibility on students for their actions (Turnbull, 2005).

The majority of school psychologists believed that a child should undergo a re-evaluation every three years, even if the parents agreed that it was not necessary. Thus, it appears that school psychologists working in the state where the survey was applied seem to value psychological evaluations as a tool for detecting changes in student performance that may not be readily apparent to educational staff and parents.

An overwhelming majority of the respondents reported that RTI should not be used as the sole criterion for a learning disability diagnosis, indicating that a comprehensive psychological evaluation is necessary for LD diagnosis. The present sample of school psychologists is consistent with that of other researchers in the field who have expressed concern over the use of RTI as the sole method of LD identification and instead proposed a combination of both psychoeducational assessment and RTI (e.g., Fiorello, Hale, & Snyder, 2006; Flanagan, Ortiz, Alfonso, & Dynda, 2006; Hale, Kauffman, Naglieri, & Kavale, 2006). Thus, while RTI may have the support of some national leaders in school psychology and even that of the federal legislature, it may not have support among school-based practitioners.

Of course, this study only represents the views of a limited sample of school psychologists in one state, all of whom were attending a state convention. Conference participants may not be representative of all school psychologists in the state. For example, attendees may be more interested in current research and movements in school psychology. In addition, this survey was conducted after IDEA

Table 2

Chi Square Analyses Comparing Psychologists With and Without Qualifications

Item	1		2		3		4		5	
	x^2	p	x^2	p	x^2	p	x^2	p	x^2	p
Licensed v. Non-licensed	.01	.92	.18	.67	.37	.55	2.72	.10	.87	.35
Certified v. Non-certified	.68	.41	.69	.41	.31	.58	8.92	.00**	1.62	.20
ABPP v. Non-ABPP	5.58	.02*	.33	.57	.10	.76	5.35	.02*	.43	.51
NCSP v. Non-NCSP	.70	.40	.21	.65	1.01	.32	.03	.87	1.57	.21

Note. *$p < .05$. **$p < .01$.

School Psychologists' Perceptions of IDEA 2004

(2004) had been in effect for less than a year from the passage of the law and for only three months since the regulations were adopted. It is recommended that school psychologists' views should be assessed again after the regulations of IDEA (2004) have been in effect for a longer period of time in order to determine consistency of opinions. In addition, a national survey should be undertaken to assess school psychologists' opinions in different areas of the country.

References

Curtis, M. J., Grier, E. C., Abshier, D. W., Sutton, N. T., & Hunley, S. A. (2002). School psychology: Turning the corner into the twenty-first century. *Communiqué, 30*, 1–5.

Deno, S., Grimes, J., Reschly, D., & Schrag, J. (2001). *PSM review team report.* Minneapolis: Minneapolis Public Schools.

Fiorello, C. A., Hale, J. B., & Snyder, L. E. (2006). Cognitive hypothesis testing and response to intervention for children with reading problems. *Psychology in the Schools, 43*, 835-853.

Flanagan, D., Ortiz, S. O., Alfonso, V. C., & Dynda, A. M. (2006). Integration of response to intervention and norm-referenced tests in learning disability identification: Learning from the tower of Babel. *Psychology in the Schools, 43*, 807-825.

Gresham, F. M., Reschly, D. J., Tilly, W. D., Fletcher, J. Burns, M., Christ, T., et al. (2004). Comprehensive evaluation of learning disabilities: A response to intervention perspective. *Scope, 27* (2), 9-11.

Gresham, F. M., VanDerHeyden, A., & Witt, J. C. (2005.). Response to intervention and learning disabilities. Retrieved December 30, 2007 from http://www.joewitt.org/Downloads/Response%20to%20Intervention%20MS%20Gresham%20%20Vanderheyden%20Witt.pdf

Hale, J. B., Naglieri, J. A., Kaufman, A., & Kavale, K. A. (2004). Specific learning disability classification in the new Individuals with Disabilities Education Act: The danger of good ideas. *The School Psychologist, 58*, 6-13.

Hale, J. B., Kaufman, A., Naglieri, J. A., & Kavale, K. A. (2006). Implementation of IDEA: Integrating response to intervention and cognitive assessment methods. *Psychology in the Schools, 43*, 753-770.

Ikeda, M., & Gustafson, J. (2002). *Heartland AEA 11's problem solving process: Impact on issues related to special education. (Research Report No. 2002-01)* Johnson, IA: Heartland Area Education Agency.

Individuals With Disabilities Education Improvement Act of 2004 (IDEA), Pub. L. No. 108– 446, 118 Stat. 2647 (2004). [Amending 20 U.S.C. §§ 1400 et seq.].

Naglieri, J. & Crockett, D. (2005). Response to intervention (RTI): Is it a scientifically proven method? *Scope, 28*(1), 1, 4-7.

Ofiesh, N. (2006). Response to intervention and the identification of specific learning disabilities: Why we need comprehensive evaluations as part of the process. *Psychology in the Schools, 43*, 883-888.

Schrank, F.A., Wolf, I. L., Flanagan, R., Reynolds, C. R., Caterino, L. C., Hyman, I. A., et al. (Summer 2004). American Academy of School Psychology Statement on Comprehensive Evaluation for Learning Disabilities, *The School Psychologist, 58*, 97-98.

Schrank, F. A., Teglasi, H., Wolf, I. L., Miller, J., Caterino, L. C., & Reynolds, C. (Winter 2005). Reply to response to intervention. *The School Psychologist, 59*, 30-33.

Smith, T. E. C. (2005). IDEA 2004: Another round in the reauthorization process. *Remedial and Special Education, 26*, 314-319.

Tilly, W. D., Grimes, J., & Reschly, D. (1993). Special education reform: The Iowa story. *NASP Communiqué, 22*, 1-4.

Tilly, W. D., Rahn-Blakeslee, A., Grimes, J., Gruba, J., Allison, R., Stumme, J., Kurns, S., & Clark, J. (2005). It's not about us, folks: It's about the kids. *NASP Communiqué, 34*(3). Retrieved July 4, 2007 from http://www.nasponline.org/publications/cq/mocq343rtiheartland.aspx

Turbull III, H. I. (2005). Individuals with Disabilities Education Act reauthorization: Accountability and personal responsibility. *Remedial and Special Education, 26*, 320-326.

Vaughn, S., & Fuchs, L. S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities Research and Practice, 18* (3), 137-146.

Functional Assessment of Academic Problems: A Paradigm Shift For Improving Student Outcomes

Kathrine M. Koehler-Hak
University of Northern Colorado

"An advantage of a functional approach to assessment of academic skills is that it includes clearly defined methods and procedures for evaluating alterable variables of the learning environment."

A functional assessment of academics (FAA) is rooted in an ecological perspective and adheres to data-based, problems solving strategies. An FAA focuses on alterable variables of the learning context including the environment, instruction, and curriculum. Data gathered analyze the functional relationship between learning and the environment and directly inform intervention decisions. A description of effective and efficient learning environments, instruction and curricula is presented. Methods for assessment of environment, instruction and curriculum are discussed.

Functional Assessment of Academic Problems: A Paradigm Shift Necessary For Improving Student Outcomes

School psychologists strive to function within a problem solving role in the schools where they are called upon to assist in the prevention and remediation of both behavioral and academic challenges teachers encounter. Similar to functional behavior analysis, a functional assessment of academics (FAA) is rooted in an ecological perspective and centers on data gathered from all variables of the learning context. An underlying assumption of an FAA is the complexity of the learning process with the learner being one variable of a system. The system is defined by the interactions among the learner, the instruction, the curriculum and the environment. Within-child characteristics are viewed as contributing to the understanding of the problem but are not viewed as central to either assessment or intervention. Ysseldyke and Christenson (2002) cited the relevance of assessing the learning system, stating that "student learning problems are functionally related to the setting in which they occur. This does not mean that classrooms or homes cause problems. However, it suggests that learning problems are triggered by instructional factors in the classroom, the school environment, the support of the home environment and the home-school relationship (p. 10)." As educators strive to define academic

problems and intervention, the system, therefore must become the focus of the process.

In addition to an ecological perspective, FAA is a dynamic process through which the effects of the learning system on an individual child are formatively assessed. As a first step, academic skills are clearly defined in measurable terms. A child's progress is then measured over time as an outcome variable of the educational system. If a child is making sufficient progress, the data indicate an instructional match between the learner, the environment, the instruction and the curriculum. However, insufficient progress indicates a need to modify one or more alterable variables of the learning system. Alternative measurement strategies such as Curriculum Based measurement and DIBELS are uniquely suited to measure educational outcomes of an FAA for both individual and groups of children (Shinn, 2005). Furthermore, because an FAA structures formative assessment and intervention efforts on the alterable variable of the learning context, it provides a process through which educators and psychologists may integrate and implement the components of Response to Intervention.

Alterable Variables of Academic Problems

An advantage of a functional approach to assessment of academic skills is that it includes clearly defined methods and procedures for evaluating alterable variables of the learning environment. Alterable variable are those aspects of the learning environment that educators have impact on and can change. They include instruction (how the student is taught), curriculum (what the student is taught), and environment (where the student is taught). In contrast, unalterable variables are child-focused and include within-child characteristic (e.g., IQ, health, gender, disability), and external characteristics (e.g., SES, family history, mobility etc.). Child-focused variables are not readily changed and provide information that is indirectly, rather than directly, related to intervention and student outcomes. However, assessment practices focused

on alterable variables that are directly linked to intervention components and translate well to instructional practices. Through careful and systematic analysis of the environment, instruction and curriculum educators identify which specific environmental, instructional and curricular variables that may be modified or changed that will result in more effective teaching and improved student outcomes.

Assessing the Environment

The idea that environment plays a central role in the academic achievement of children is not new (Ysseldyke & Elliott, 1999). In 1963 John Carroll stressed the importance of the environment in his School Learning Model (Carroll, 1963) to include factors related to quality and quantity of instruction. Substantial research has focused on identifying positive and alterable variables of the learning environment. Current practice defines the educational environment as the school setting, the home setting and the home/school relationship (Ysseldyke & Christenson, 2002).

Classroom management styles have strong impact, either positive or negative, on student performance. For example, research supports that well-run classrooms have clear rules and procedures (Yesseldyke & Elliott, 1999) and minimize distraction, transition time and down time. Other classroom management variables found to be contributory to academic success include the an organized physical setting, lack of crowding, small group size, seating position, minimizing distractions, transitional time and down time (Elliott, Busee, & Shapiro, 1999; Gettinger & Stoiber, 1999).

Resiliency is another indication of an effective learning environment. A resilient classroom is one in which positive relationships and autonomy are modeled and nurtured (Doll, 2004). First, relationships, be they student/teacher, student/ student, or teacher/parent must model mutual respect and positive communication. The degree to which all teachers and school staff set high but realistic expectations and provide the structure and assistance for students to be successful is essential in improving and maintaining student achievement. Second, school environments that promote self-regulated learning have a positive impact on both academics and behavior. Goal setting and self monitoring are skills that, when well learned, generalize to all academic settings and tasks.

The home environment and home/school

relationship are additional components of the educational environment. School psychologists may not have direct impact on home environmental factors. Yet Binns and colleagues (1997) found that 45% of students receiving grades lower than average had no parental help or place to study at home, and 49% of students receiving below average grades reported that parents did not talk to them about their school lives. As with resilient classrooms, home settings that model positive relationships, hold high but realistic expectations and nurture autonomy improve student performance. Furthermore, it is essential that home and school environments share common expectations, in which they model respectful relationships and mutually reinforce learning.

The challenge for school psychologists is to address critical environmental variables when assessing learning problems. Currently school psychologists utilize informal observation and interviews when looking at the learning context. An emerging number of formal measures of the academic setting are available. One such measure is the Functional Assessment of Academic Behavior (Yesseldyke & Christenson, 2002). The FAAB utilizes observation, checklist and interview to assess the context of learning including classroom components, home components and home/school relationships. Data gathered are directly linked to intervention recommendations in the form of changes to alterable variables that are most likely to positively impact performance gains. Similarly, the ELLCO (Early Literacy Language Classroom Observation) developed by Smith and Dickson (2002) provides a means of quantifying the quality of literacy enrichment in early childhood education settings. Finally, Classmaps (Doll, 2004) measure classroom resilience through student survey data. Measures like Classmaps, FAAB and the ELLCO provide essential information as school psychologists strive to assess the functional relationship of the educational setting and student academic achievement.

Assessing Instruction

Assessing the environment of the learning context is essential, but equally important is the assessment of instruction delivered to a student. Instruction refers to how information is presented and is quite variable across academic settings and content. Data presented by Sanders and Rivers (1996) indicate that effective teaching results in as

> "The degree to which all teachers and school staff set high but realistic expectations and provide the structure and assistance for students to be successful is essential in improving and maintaining student achievement."

> "...ongoing monitoring of student success continually provides teacher feedback for modifications to daily instruction and interactions."

much as 50% more student learning. Though no one instructional format (cooperative learning, student-directed, etc.) is found to be most effective in all situations, there are some basic principles of effective instruction that may be applied to different instructional formats including active engagement, moderate to high success rates, increased opportunities to respond and explicit instruction that is presented in a manner conducive to learning and maintaining new skills. Numerous research studies indicate that increased academic engaged time and opportunities to respond contribute to a high success rate of for students (McKee & Witt, 1990). Furthermore, instruction that is explicit, direct and involves modeling, guided practice and feedback relates positively to improved student outcomes (Kame'enui & Simmons, 1990). In a review of research conducted between 1967 and 1993, Swanson, Carson and Sachse-Lee (1996) found significant benefit for students with learning disabilities when principles of effective instruction were employed. Additionally, instructional design principles also positively impact the performance of typically developing students (Vaughn, Gersten & Chard, 2000).

The purpose of instructional design is to maximize success while reducing confusion, errors and burden on the learner. Students with learning differences often present with deficits in language, memory and self-regulation (Coyne et al., 2007), therefore, the more educators organize instruction the less the burden is placed on the leaner. A first means of effective instructional organization is to ensure explicit teaching of the information or content necessary, the strategies to be used and the discriminations necessary to determine when and when not to use specific knowledge or strategies (Watkins & Slocum, 2004). Educators must analyze material to identify the specific and most generalizable information. Second, that knowledge must then be presented in a way that teaches pre-skills to mastery prior to use in more complex tasks. Sufficient practice and use of examples and non-examples is necessary. Finally, ongoing monitoring of student success continually provides teacher feedback for modifications to daily instruction and interactions.

Data regarding instructional practices are most readily gathered through interview, observation and review of work samples. Shapiro (2005) presented a teacher questionnaire, a guided interview format, and a student interview for assessment of

instructional and teaching practices. Each of these tools is designed to assist school psychologists in analyzing the instructional objectives, lesson format (whole group, small group, independent), presentation, practice opportunities and feedback. Once interview and questionnaire data are gathered, structured observations may be conducted to validate the data and further inform instructional decisions. One such observational tool is the Behavioral Observation of Students in Schools (BOSS). The BOSS provides a means of measuring academic engaged time, characteristics of off-task behavior and level of teacher engagement. Finally, review of work sample can give (both the student and/or peers) an indication of the types of activities, instructional format, response opportunities and practice are provided for the child.

The extensive research base on instructional design certainly supports the need for school psychologists to be actively engaged in evaluating instructional practices and consulting with teachers on the incorporation of effective instruction into the classroom. Within the context of RTI, psychologists, educators and administrators must continually and actively engage in the assessment of their practices as they relate to improved performance for all students. In recent years, schools have developed roles for literacy coaches in the educational settings. The role of the coach is to observe, evaluate, model, guide and provide feedback to teachers within the classroom (Hasbrouck & Denton, 2005). Coaches continually review literature and disseminate current knowledge of best practices to teachers and administrators. Districts that have invested in literacy coaches have noted marked improvement in outcomes for children receiving special services or at-risk for reading difficulty. With sufficient knowledge of instructional variables, school psychologists may contribute to and fulfill similar needs in schools and ensure that quality instruction is provided.

Assessing the Curriculum

Increased accountability in education has focused on student outcomes. In a broad sense, outcomes are defined by national, state and district curriculum standards. Standards identify what students are expected to have learned at each phase of and by the end of public education and are based on the thinking, problem solving and reasoning necessary for success within our society. As defined by Wiggins and McTighe (2005), curriculum is the

scope and sequence of increasingly sophisticated knowledge that leads to understanding. Curriculum differs from instruction in that it addresses the "what" rather than the "how" of teaching. In a more specific sense, curriculum refers to the text adopted by the district. An analysis of curricula must address both specific and broad level questions.

First, at a specific level adopted curricula must be both effective and efficient. Educators are challenged with the task of closing the gap between high and low performing students. To meet this task, teachers must teach more in less time. Kame'enui, Carnine, and Dixon (2002) presented a model of effective and efficient curriculum that can be generalized to different subjects and skill levels. The most effective curricula are those that teach "big ideas" or easily generalized concepts. Kame'enui and colleagues (2002) defined a big idea as a "principle, rule or strategy that facilitates the most efficient and broadest acquisition of knowledge" (p. 10). For example, a curriculum in beginning reading is most effective when focused on specific areas that are directly related to reading success (e.g., phonological awareness or the alphabetic principal). Effective curricula must explicitly teach strategies and scaffold the level of support needed to facilitate independence. Furthermore, curriculum must include continual review of learned material and a strategic incorporation of new knowledge with previously learned material. Finally, it is essential that curricula ensure the development of background knowledge necessary for success.

Second, in the broad sense educators must ask if learning goals align with curriculum standards and are meaningful and relevant for students in the context of school, cultural and societal expectations. Wiggins and McTighe (2005) stated that "content standards exist to prioritize our work and to avoid intellectual sterility and incoherence that comes from defining our aims in as hundreds of apparently equal, discrete objective to be 'taught' and tested out in context" (pp. 58). In answering this question, educators must align the scope and sequence of specific curricula to state and district standards. Furthermore, it must be determined if the "big ideas" and strategies taught promote long-term and transferable skills. In short, it is the applied use of content, not the content itself that is the final goal of curriculum.

As schools move toward RTI, school psychologists are increasingly responsible for ensuring the effectiveness of interventions. Knowledge of curriculum design may be applied when selecting possible curriculum for intervention or when adapting current curriculum to meet the needs of diverse learners. Curriculum Maps, which are available through many state departments of education and through organizations such as Institute for the Development of Educational Achievement, serve as a means of prioritizing knowledge to be taught and intervention needs. With the incorporation of quality curricular design, more effective and efficient teaching will take place. This will result in benefits for all students and increased learning opportunities for students with learning differences. Furthermore, the knowledge and application of solid curriculum design provides a basis for ruling-out lack of access to education as a primary factor when diagnosing learning disabilities.

Utilizing Functional Assessment of Academics to Inform Academic Interventions

Gathering reliable and valid data is a first step within the FAA process. Once information regarding what the child is currently receiving is attained, hypotheses about the function of the academic problem may be made. The next step is to prioritize intervention components based in those hypotheses. Learning is complex, and the solutions to learning problems are equally complex. However, it is more beneficial to select priorities for intervention and implement those interventions with integrity than to address so many variables that it is difficult to maintain fidelity. Priorities are established by determining what is likely to have the most impact on improved student learning and what is most likely to be implemented with fidelity. Therefore, as priorities and interventions are selected it is essential to include the teacher and other individuals who have direct contact with the student as central members of the decision making team.

A third necessary step in the FAA is to document and implement interventions with integrity. Interventions are only as good as they are implemented, and the more detailed and specific the intervention components, the higher the likelihood of success. Teachers and teacher assistants must be provided with the resources necessary and ongoing consultation during the intervention phase. Finally, effects of the intervention components are evaluated through ongoing progress monitoring of student achievement. Interventions that are successful are continued and interventions that have not proven to increase student performance are modified or

"Educators are challenged with the task of closing the gap between high and low performing students. To meet this task, teachers must teach more in less time."

Functional Assessment of Academic Problems

> "Focus for both assessment and intervention is placed on alterable variables of that system including environment, instruction and the curriculum."

changed based on reexamination of the FAA data and student progress.

Conclusions

Functional assessment of academics is a new and emerging alternative to traditional assessment of academic problems. Inherent in an FAA is an ecological and data-based problem solving perspective. Learning is recognized as a complex task that takes place within a learning system. Focus for both assessment and intervention is placed on alterable variables of that system including environment, instruction and the curriculum. The school psychologist holds a unique position in the educational system and with solid knowledge of FAA can contribute to the prevention, assessment and intervention of academic problems.

References

Binns, K., Steinberg, A., & Amorosi, S. (1997). *The Metropolitan Life Survey of American Teacher 1998: Building family school partnerships: Views of teachers and students*. New York: Louis Harris and Associates.

Carroll, J. B. (1963). A model for school learning. *Teachers College Record, 64*, 723-733.

Doll, B., Zucker, S., & Brehm, K. (2004). *Resilient classrooms: Creating healthy learning environments*. New York, NY: Guilford Press.

Elliott, S. N., Busee, R. T., & Shapiro, E. S. (1999). Intervention techniques for academic performance problems. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology* (3rd ed.) (pp. 664-685). New York, NY: John Wiley & Sons.

Gettinger, M., & Stoiber, K. C. (1999). Excellence in teaching: Review of instructional and environmental variables. In T. B. Gutkin & C. R. Reynolds (Eds.) *The handbook of school psychology* (3rd ed.), (pp. 933-958). New York, NY: John Wiley & Sons.

Hasbrouck, J., & Denton, C. (2005). *The reading coach*. Longmont, CO: Sopris West.

Kame'enui, E. J. & Simmons, D. C. (1990). A taxonomy of knowledge forms and instructional requirements. In E. J. Kame'enui & D. C. Simmons (Eds.), *Designing instructional strategies: The prevention of academic learning problems* (pp. 56-85). Columbus, OH: Merrill Publishing Company.

Kame'enui, E.J. & Simmons, D.C. (1990). Principles of designing instruction: The three phases of instruction and the generic instructional set. In E. J. Kame'enui & D. C. Simmons (Eds.), Designing instructional strategies: *The prevention of academic learning problems* (pp. 86-116). Columbus, OH: Merrill Publishing Company.

McKee, W. T. & Witt, J. C. (1990). Effective teaching: A review of instructional and environmental variables. In T. B. Gutkin & C. R. Reynolds, (Eds.), *The handbook of school psychology* (2nd ed.), (pp. 823-846). New York, NY: John Wiley & Sons.

Sanders, W., & Rivers, J. (1996). *Cummulative and residual effects of teachers on future student academic achievement*. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

Shapiro, E. S. (2004). *Academic skills problems: Direct assessment and intervention* (3rd ed.). New York, NY: The Guilford Press.

Swanson, H., Carson, C., & Sachse-Lee, C. M. (1996). A selective synthesis of intervention research for students with learning disabilities. *School Psychology review, 25*, 370-391.

Vaughn, S., Gerster, R., & Chard, D.J. (2000). The underlying message in LD intervention research: Findings from research synthesis. *Exceptional Children, 67*, 99-112.

Watkins, C. L., & Slocum, T. A. (2004). The components of direct instruction. In Marchand-Martella, N. E., Slocum, T. A., & Martella, R. C. (Eds.), *Introduction to direct instruction* (pp. 28-64). New York, NY: Pearson Education Inc.

Wigging, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson Education Inc.

Yesseldyke, J., & Christenson, S. (2002). *Functional assessment of academic behavior: Creating successful learning environments*. Longmont, CO: Sopris West.

Ysseldyke, J. E. & Elliot, J. (1999). Effective instructional practices: Implications for assessing educational environments. In T. B. Gutkin & C. R. Reynolds, (Eds.), *The handbook of school psychology* (3rd ed.) (pp. 497-518). New York, NY: John Wiley & Sons.

RTI Litigation Checklist for SLD (Non-)Eligibility

Perry A. Zirkel

Representing a compromise that recognizably supported but did not necessarily substitute response to intervention (RTI) for severe discrepancy in the eligibility process for the classification of specific learning disability (SLD), the 2004 IDEA legislation far from ended the controversy in the professional community concerning these identification models (e.g., Fletcher & Reschly, 2005; Gresham et al., 2005; Hale, Naglieri, Kaufman, &. Kavale, 2004; Kavale, Kaufman, Naglieri, & Hale, 2005; Schrank et al., 2005; Zirkel, 2006b). However, the 2006 IDEA regulations took notable steps toward clarifying the applicable legal framework.

The IDEA regulations (2006) require the states to make a choice as to the approach for identifying students with SLD. The U.S. Department of Education obviously supports the statewide selection and scaled-up implementation of RTI (IDEA regulations' commentary, 2006; Questions and Answers, 2007; RTI summit, 2007). Thus far, only a handful of states have adopted laws requiring RTI and prohibiting the traditional severe discrepancy approach, but more and more school districts in the remaining states are moving toward the RTI model (Zirkel & Krohn, 2007).

Litigation is bound to ensue because 1) SLD is, by far, the most frequent classification under the IDEA, accounting for half of the gradually increasing number of students found eligible for special education services under the IDEA; and 2) there is an accompanying concern about over-identification, particularly in light of the substantial excess costs of special education not borne by federal funding. Almost every published case in the litigation to date has arisen in the wake of a school district's determination that the child was not eligible as SLD. Moreover, the districts have won the vast majority of these prior cases, with the most frequent basis being the proven lack of severe discrepancy between ability and achievement (Zirkel, 2006a).

Consequently, as a matter of preventive law, districts that adopt the RTI model should be prepared to defend determinations that the child is not eligible as SLD, with the primary forum being an impartial due process hearing and the subsequent right of judicial review. The focus remains on the enumerated areas for SLD eligibility, with one area added—"reading fluency skills" (IDEA regulations, 2006, § 300.309(a)(1)(v)). The attached checklist provides a litigation framework for school psychologists and related school personnel, district and parent advocates, IDEA hearing/review officers, and other interested individuals, based on the regulatory requirements of the IDEA specific to RTI-based determinations of SLD non-eligibility. Representing only the federal foundation, the checklist needs to be customized to include any applicable additional requirements under state law and local policy.

Other caveats are also warranted. First, the checklist represents the legal minimum, which should not be confused with the professional optimum except to the limited extent it is expressly incorporated in the IDEA (Zirkel, 2008). Second, just as there is ample reason and room to exercise best practice, the checklist is limited to eligibility—or, more pragmatically, non-eligibility—for SLD using RTI, whereas the professional literature proffers other uses of RTI (e.g., Barnett, VanDerHeyden & Witt, 2007; Fairbanks, Sugai, Guardino, & Lathrop 2007; Sadler, 2007). Indeed, W. David Tilly, one of the leading proponents of RTI, has asserted: "Special education identification is just the toenail on the elephant. That's not what [RTI] was created for, and that's now what its best purpose is." (Samuel, 2008, p. 23).

Within the circumscribed scope of the IDEA regulations specific to districts that have chosen to use the RTI model in the determination of SLD, the checklist consists of three chronologically sequenced areas—the RTI process, the evaluation process, and the evaluation report. As the placement of items 3-4 illustrates, these three areas are only approximate and overlapping subheadings rather than being clearly distinct phases. Because the selection and paraphrasing of the relevant regulations are inevitably interpretive, the checklist items frequently contain direct excerpts, and the footnotes show the specific source for each item along with related clarifications. Although it is too early to ascertain how strictly hearing officers and courts will apply these regulatory standards, the answer for each item should be "yes" for optimal legal defensibility.

> "The IDEA regulations (2006) require the states to make a choice as to the approach for identifying students with SLD."

RTI Litigation Checklist: Federal Regulatory Items

Perry A. Zirkel

RTI PROCESS[1]

Does the district have specific proof[2] that:

1. the instruction provided at each tier was "scientific, research-based intervention"[3]?

2. its RTI process consisted of multiple tiers, with defined decision points (e.g., duration of the tier and deviation from "state-approved grade-level standards"[4]?

3. its eligibility team considered continuous progress monitoring, specifically defined as "[d]ata-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents"[5]?

4. the eligibility team also considered data that demonstrate that "prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel"?[6]

EVALUATION PROCESS

Does the district have specific proof that:

5. it promptly requested parental consent and met the applicable timeframes[7] for evaluation upon either referral or when "a child has not made adequate progress after an appropriate period of time when provided instruction [via the RTI process]"?[8]

6A. the child's lack of sufficient progress is "not primarily the result of -- (i) A visual, hearing, or motor disability; (ii) Mental retardation; (iii) Emotional disturbance; (iv) Cultural factors; (v) Environmental or economic disadvantage; or (vi) Limited English proficiency"?[9]

6B. "the determinant factor" was *not* "[l]ack of appropriate instruction in reading, including the essential components of reading instruction (including the essential components defined in [the NCLB])" or "[l]ack of appropriate instruction in math"?[10]

7. the evaluation included at least one *observation* "in the child's learning environment (including the regular classroom setting)[11] to document the child's academic performance and behavior in the areas of difficulty" conducted either prior to or—only by a team member—after the referral?[12]

---

1 The IDEA regulations only refer to "a process which determines if a child responds to scientific, research-based intervention." In the absence of a definition or further specifications, the checklist is limited to the three common characteristics that are generally considered central to the various models of RTI. See, e.g., GEORGE BATSCHE ET AL., RESPONSE TO INTERVENTION: POLICY CONSIDERATIONS AND IMPLEMENTATION (2005) (available from the National Association of State Directors of Special Education). In its interpretive specifications of the core characteristics, the U.S. Department of Education (USDE) added one that the checklist implicitly subsumes within the multiple-tiers item— " all students are screened for academic and behavioral problems." Questions and Answers on Response to Intervention (RTI) and Early Intervening Services (EIS), 47 IDELR ¶ 196, at 922 (OSERS 2007).

2 The standard of proof is preponderance of the evidence, and the burden of persuasion is— unless changed by state law— on the parent. See, e.g., Chester Upland Sch. Dist., 420 F. Supp. 2d 396 (E.D. Pa. 2006).

3 34 C.F.R. §§ 300.307(a)(2) and 300.309(a)(2)(i).

4 Id. § 300.309(a)(2)(i).

5 Id. § 300.309(b)(2).

6 Id. § 300.309(b)(1).

7 The regulations provide for a 60-day limit for completion of the evaluation from the date of consent, unless state law provides a different period or the parents consent to an extension. Id. § 300.301(c).

8 Id. § 300.309(c). The USDE has made clear its unchanged view that a referral is not automatic upon parental request for an evaluation, rather depending on the child-find criterion of whether the district has reason to suspect that the child may be eligible. Questions and Answers, supra note 1, at 919-20. At the same time, given the variety of RTI models, the Department left the definition of "adequate progress" and "appropriate period" to state and local determination, provided that the delay did not amount to "several months." Id. at 920.

9 Id. § 300.309(a)(3).

10 Id. § 300.306(b)(1).

11 The limited except provides that "[i]n the case of a child of less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age." Id.

12 Id. § 300.310.

RTI Litigation Checklist for SLD (Non-)Eligibility

8. beyond RTI,[13] the evaluation included:[14]

A. use of "a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent" to determine eligibility and an appropriate IEP?[15]

B. avoidance of "any single measure or assessment as the sole criterion"?[16]

C. use of "technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors"?[17]

9. the child, "by reason [of SLD], needs special education"?[18]

EVALUATION REPORT

Do the contents of the evaluation report include:[19]

10. a statement as to whether the child has a SLD and the basis for making the determination, including an assurance that the team drew upon the required variety of sources?[20]

11. "[t]he relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning"?

12. "[t]he educationally relevant medical findings, if any"?

13. the child did not " achieve adequately for the child's age or to meet State-approved grade-level standards" and "make sufficient progress to meet age or State-approved grade-level standards"?

14. the determination as to the specified exclusionary factors?[21]

15. "[t]he instructional strategies used and the student-centered data collected"?

16. "documentation that the child's parents were notified about -- (A) The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; (B) Strategies for increasing the child's rate of learning; and (C) The parents' right to request an evaluation"?

17. written certification from each team member as to "whether the report reflects the member's conclusion" and, where the member disagrees, a separate dissent?

---

[13] The USDE has repeatedly emphasized that an RTI process does not replace the need for a comprehensive evaluation. See, e.g., 71 Fed. Register 46,648 (Aug. 14, 2006); Letter to Zirkel, 47 IDELR ¶ 268 (OSEP 2007).

[14] The general requirements for evaluation specify various "other evaluation procedures," including prohibitions of racial and cultural discrimination, administration in the appropriate mode of communication, evidence of validity and reliability, and comprehensive yet need-based scope. Id. § 300.304(c).

[15] Id. § 300.304(b)(1). The general evaluation regulations further specify that the eligibility team must draw upon, document, and carefully consider "information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior." Id. § 300.304(c)).

[16] Id. § 300.304(b)(2).

[17] Id. § 300.304(b)(3).

[18] Id. §§ 300.8(a) and 300.306(b)(2).

[19] Id. § 300.311.

[20] See supra note 15.

[21] See supra text accompanying notes 9-10.

Teacher Needs Survey

Interdivisional Coalition for Psychology in Schools and Education

"The survey is the first time teachers were asked directly to identify their needs for further training…"

The APA Coalition for Psychology in the Schools and Education (CPSE) recently completed a survey of 2334 teachers from 49 states and the District of Columbia. The majority of responders were from public schools with all grade levels represented. The survey is the first time teachers were asked directly to identify their needs for further training; most other surveys have attempted to identify teacher needs by asking administrators about what teachers need.

The survey sought information about additional training in four areas: classroom management, instructional skills, classroom diversity, and communication with families. Overall, instructional skills and classroom management were identified as the two areas of greatest need with 35% of respondents indicating their first priority was for further training in the area of instructional skills and 25% of respondents indicating that classroom management was their greatest need. Notably, these areas were identified even though a majority of teachers indicated that they had already received a lot of training in instructional skills (65%) and classroom management (50%) in their teacher preparation programs and in the form of in-service professional development. Surprisingly, 24% of teachers indicated that they had received no preparation in classroom management in their teacher training program and 34% of first year teachers indicated that they had received only a little preparation in this area.

Training needs varied with experience. In the case of classroom management, 52% of responding first year teachers ranked it as their greatest need for further professional development. This decreased to 26% for teachers with 5-10 years of experience, but even 20% of very experienced teachers identified classroom management as an area of significant need.

For teachers with 10 or more years of experience, 24% identified classroom diversity as their greatest need for professional development, while 22% identifyied communicating with family and caregivers. Interestingly, teachers identified their greatest need in the diversity arena addressing the academic diversity they find in the same classroom.

With respect to classroom management, teachers expressed interest in ensuring that negative behaviors are not a distraction, that all students are socially and emotionally safe in their classrooms and that all student participate in classroom interaction. For instructional skills, teachers expressed an interest in promoting critical thinking skills, motivating students to learn, designing and implementing a challenging curriculum, and modifying instructional strategies to meet individual needs. In addressing diversity, teachers expressed an interest in obtaining further professional development in addressing students with varying grade level readiness, gifted students, and students with special learning needs. Finally, teachers expressed interest in communicating with families and caregivers about both behavior and academic problems.

Given that teacher needs have been identified, the question remains about how to best meet those needs. Most teachers (84%) indicated that they preferred to have these needs met through in-district workshops as their first or second choice, while 59% indicated that on-line modules were either their first or second choice. The challenge of how best to meet the needs that teachers have identified remains to be addressed by the Coalition.

No Child Left Behind Reauthorization

Interdivisional Coalition for Psychology in Schools and Education

No Child Left Behind (NCLB) contains the most recent amendments to the Elementary and Secondary Education Act (ESEA) of 1965 and guides our nation's federal investment in all elementary and secondary education. The goal of NCLB has been to ensure that providing an adequate education to all children is a national priority, and it focuses on bridging the gap between the highest and lowest achieving students. Although opinions vary widely on NCLB, the law has thrust elementary and secondary education into the public and political spotlight.

NCLB holds states accountable for their students' achievement. Since being signed into law by President Bush in 2002, all states have developed comprehensive math and reading standards and assessments. Science standards and assessments will be added during the 2008/2009 school year.

Although the objectives of NCLB have received widespread bipartisan support, discontent with the law has focused in two areas: funding being below the maximum amount authorized and the punitive measures imposed on schools that consistently perform below the law's mandate.

NCLB was up for reauthorization in 2007, however, Senators Kennedy and Enzi have decided that there is not enough time this year to complete work on the legislation. Nevertheless, Congress continues to make good progress in the reauthorization process. Both the U.S. House of Representatives and the U.S. Senate have held hearings on various components of NCLB (such as student achievement, teacher professional development, use of growth models for assessing student achievement and specific issues faced by English Language Learners and students with disabilities) Additionally, the U.S. House of Representatives has made "draft" bills public, inviting all interested organizations to read and comment on the proposed changes.

APA's Efforts

APA's Education and Public Interest Government Relations Offices worked along with the Education, Practice, Public Interest, and Science Directorates to identify and gain a better understanding of the range of issues about NCLB that are of interest to APA members. APA staff also looked to the organization's membership, coalitions, and Task Force Reports for guidance.

Notably, APA's Education and Public Interest Government Relations Offices have worked closely with the Coalition for Psychology in Schools and Education ('the Coalition'). The Coalition has been an outstanding resource and has contributed greatly to the reauthorization discussion, particularly because it is so diversely representative of the APA on education issues. In 2004, the Coalition launched its nationwide Teacher Needs Survey aimed at pinpointing how psychologists can better meet teachers' professional development needs. Thousands of teachers in 49 states and the District of Columbia participated in the survey. Teachers identified several areas as critical for additional professional development, including classroom management and instructional skills (promoting critical thinking, motivating students to learn, and designing or implementing challenging curricula). As a result, APA proposed including a definition of teaching skills in the law that incorporates these specific concepts. In addition, the Coalition's Teacher Needs Survey has informed the debate in Congress on teacher quality and good teacher professional development.

Based on the combined efforts, feedback, and tireless work of many APA members, APA was able to submit a set of comprehensive recommendations for improving NCLB, including legislative language, to key U.S. House of Representatives and Senate members. For example, Coalition member Dr. Jeff Braden, contributed immensely to APA's efforts by working with APA staff to recommend that states use a growth model to demonstrate the progress of students in elementary school. His recommendations also included standards that states must meet before implementing a growth model to measure academic progress.

In addition, APA has submitted the names of APA members with expertise in education policy for consideration as witnesses at hearings to the Congressional committees considering NCLB. Congressional testimony is an important opportunity for psychologists to publicly voice their expert opinions on NCLB and to draw attention to the important roles of psychologists in education.

Education and Public Interest Directorate staff will continue to monitor the progress of NCLB reauthorization by attending hearings and meeting with congressional staff to respond to current developments and provide ongoing input to the reauthorization of NCLB and will continue to promote the outstanding work of individual psychologists, as well as the collaborative work of organizations like the Coalition.

> "Although opinions vary widely on NCLB, the law has thrust elementary and secondary education into the public and political spotlight."

Obituary Listings 2007*

Tom Fagan, Division 16 Historian

As a member of the advisory board that recommends who, among recently deceased psychologists, should be recognized by an article in the American Psychologist, I receive listings of such persons several times during the year. The following names have appeared in the 2007 listings and have been identified as members of Division 16. The listings only included name, and some other data, from which I try to compile a brief statement for those found to be members of Division 16 from listings in earlier APA Directories or online resources. As available, I have added information to the list based on personal information and recent and early APA Membership Directory information.

Bonham, Samuel J., Jr. DOB 4/12/1925; Died August 10, 2007 in Sarasota, FL. Received his B. S. in education (1948) and M. A. in psychology (1949) at Ohio University. Worked as a school psychologist for several school districts in Ohio and for the Ohio Department of Education where he was Director of the Division of Special Education from 1965 until his retirement in 1982. Lived in Venice, FL throughout his retirement. Look for obituary article in forthcoming Division 16 and NASP newsletters.

Carlson, Muriel P. DOB 7/30/1919; Died February 13, 2006 in West Roxbury, MA. AB degree 1940, AM 1941, Certificate of Advanced graduate Studies (CAGS) 1963 at Boston University. Licensed in Clinical in Massachusetts. Associate member of Divisions 15 and 16 since 1968. Held various positions in Maine and Massachusetts, including Windham and Plymouth Public Schools, then as a guidance counselor and school psychologist in Boston Public Schools, then served in private practice. Last know address was in West Roxbury, MA.

Harrington, Douglas Eli. DOB 10/16/1950; Died September 26, 2007. PhD in educational psychology in 1981 from U. Southern California. Licensed in clinical in California, with specialties listed as neurological disorders and cognitive behavior therapy. Member of Divisions 16, 22, and 40 since 1985. Employed with Mental Health Rehabilitation Associates, Coastline Community College, and Learning Services of Southern California. Last known address in Newport Beach, CA.

Levin, Jacob Lewis. DOB 9/21/1926; Died September 30, 2007. PhD in 1961 from Northwestern U. with major fields of clinical and counseling psychology. Licensed as clinical psychologist in Illinois. Employed with Cook County Jail School and Chicago Board of Education 1955-1964. Worked in private practice and with the Psychology Dept. at Chicago State U since 1964, which is the last known address. Associate member of Division 16 (1955) then member since 1958.

Levine, Bert Daniel. DOB 10/5/1923; Died March 7, 2007. PhD in 1956 from U. Texas-Austin. Licensed as a clinical psychologist in Texas. Employed with Rio Grande State Mental Health and Mental Retardation Center (1963-1967), then Pan American U. from 1967 until his retirement in 1992. Member of Division 16 earlier but apparently not since the 1980s. Last known address was in McAllen, TX.

Meranze, Barbara Greene. DOB 2/5/1925; Date of death August 28, 2006) in Philadelphia. MA in school psychology in 1947 from New York U. Employed as a school psychologist with the Philadelphia schools from 1961 until her retirement in 1992. Last known address was in Philadelphia, PA. Associate member (1948), then member (1958) of Division 16.

Peniston, Eugene G. DOB3/23/1931; Date of death October 18, 2006. BA in social work, 1953 from Central State U. (OH), MA in counseling psychology, 1962 from South Dakota St. U., and Ed.D. in Counseling Psychology in 1972 at Oklahoma State U. Former member of Division 16, and also Division 17 (Counseling) and 18 (Public Service). Associate member of APA in 1965 and member since 1973. Interested in neuropsychology and cognitive behavior therapy. Worked for medical and public health agencies in Colorado, South Carolina, and Texas. First post-doctoral job was related to school psychology in Wisconsin districts; also taught at Ft. Hays State College (KS) and Virginia State College. Last known address was in Bonham, TX.

Obituary Listings 2007

Salten, David G. DOB 8/23/1913 in NYC; Died October 1, 2006 in Port Washington, NY. ScB, in chemistry, 1933, NYU; AM, psychology, 1939, Columbia; PhD in educational psychology, 1944, NYU. Specialized in educational psychology and licensed in clinical psychology in New York. Held various educational and mental health positions including superintendent of the Long Beach, NY public schools (1950-1962), and then the New Rochelle Public Schools (1962-1965). APA associate member in 1945 and member since 1958. Member of Divisions 15, 16 and 24. Strong advocate of promoting civil rights in the schools and served as an expert witness in school desegregation cases in Little Rock, Baltimore, and New Orleans. As a school superintendent, he fostered the development of school psychology services in his school district. In 1956 he coauthored with Victor Elkin and Gil Trachtman, Public school psychological services: Recent growth and further potential. Educational Administration and Supervision, Part I pp. 100-107; Part II pp. 162-169. An internet search for David Salten will yield a substantial description of his impressive career. See also forthcoming obituary statement in the American Psychologist.

Smith, David C. DOB 8/31/37; Died April 15, 2007. BSEd, 1964,Clarion St. Coll.; MEd 1967 in English and Literature, Shippensburg St. Coll.; Certification in School Psychology 1969 from Millersville St. College; MEd 1970 in Counseling Psy. from Shippensburg St. Coll.; Certified school psychologist in Pennsylvania; Last employed with Pupil Personnel Division of the Red Lion Area School District; Previous employment there as school psychologist since 1971. APA associate member since 1972.

Steinmetz, Donald Ken. DOB 6/28/1931; Died June 4, 2007. BA i 1958 from University of Evansville, MEd in 1960 from the University of Illinois, and PhD in educational psychology in 1970 from Southern Illinois U-Carbondale. Licensed in clinical psychology in Indiana. Employed with Evansville Rehabilitation Center 1960-1965, then Evansville State Hospital 1965-1967, and Vandenburgh Youth Guidance Center, and Evansville Psychiatric Children's Center. Retired in 1989. Member of Division 16 earlier but apparently not since the 1970s. Last known address in Newburgh, IN.

Welch, Winfred Bruce. DOB 6/25/1918; Died on February 6, 2007 in Richmond, VA. BA in 1939 from Livingstone College, MS in 1945 and EdD in educational psychology in 1952 from Indiana U.-Bloomington. Licensed as clinical psychologist in Ohio and Virginia and ABPP diplomate in school psychology. Served in various positions for Albany State College (GA), Jackson College (MS), Virginia State College (Petersburg), and Fort Valley State College (GA) before being a school psychologists for the Richmond (VA) Public Schools 1960-1962; then professor of education and psychology at the University of Cincinnati from 1969 until he retired in 1975. Later served as Vice President for Academic Affairs at Virginia Union U. (1977-1978) and on the Virginia Psychology Board 1982-1992. Member since 1962 of Divisions 15 and 16. Last known address was in Richmond, VA.

Statements from the 2007 Division 16 Award Winners

The winners of the 2007 awards were presented at the annual APA convention Division business meeting in San Francisco. Each award winner was recognized for his or her outstanding work that benefits our field and the public we serve. The winner will give a presentation during a special symposium, to be held at the 2008 convention in Boston. In the last issue, Scott Ardoin and Jessica Blom-Hoffman, winners of the Lightner Witmer award, and Jan Hughes and Sandra Christenson, winners of the Senior Scientist award, wrote comments related to their awards. In this issue, Jack Cummings, winner of the Jack Bardon Distinguished Service award, and Kara Giron Wisniewski, Outstanding Dissertation award winner, share their comments.

Reflections of the Jack Bardon Distinguished Service Award Recipient

Jack A. Cummings

> "What you leave behind is not what is engraved on stone monuments, but what is woven into the lives of others."
>
> PERICLES

Pericles, the Greek statesman who lived from 490 BC to 429 BC is credited with the statement, "What you leave behind is not what is engraved on stone monuments, but what is woven into the lives of others." The essence of the quote is change. As school psychologists our intent is to improve the academic, social and emotional lives of children. The overarching goal of Division 16 is to enhance the status of children, youth, and adults as learners and productive citizens in schools, families, and communities. Since beginning my graduate study of school psychology in 1975, the specialty of school psychology has been characterized by progress and change.

It is hard to imagine that 30 years have passed since I attended the 1978 convention of the Council for Exceptional Children. The buzz at that conference was that a new Federal statue, PL 94-142 the Education for All Handicapped Children Act of 1975, would take effect on September 1, 1978. There was collective excitement about the mandated changes in the way children were served. Previously large numbers of children with disabilities were either underserved or denied services. The new law gave children the right to receive a "free appropriate public education" as well as individual educational plans and access to related services. At the time I had no idea the impact the federal statue would have on school psychology. In subsequent years, more school psychologists were needed to comply with the provisions of the statue, but the assessment and paperwork requirements contributed to an overemphasis on testing and stifled progress on other roles such as consultation and systems change.

Over the last 30 years it would be disingenuous to suggest our propensity for self-criticism and our too frequent conflicts over the entry level did not frustrate me or cause me to think about retirement to a topical island. However, I look forward to the next decade as a time where profound changes are possible in the way we serve children. There are several reasons for my optimism, including the priorities generated at the 2002 Multi-Site Conference on the Future of School Psychology, new communication tools that have been developed since the creation of the Internet, and the provision of an alternative procedure for evaluating a child suspected of having a specific learning disability in a recent federal statue.

My first reason for optimism is the emergence of consensus priorities from the participants of the 2002 Futures Conference. I was honored to be one of the co-planners of the conference. It was an opportunity to review our past, examine the present and decide priorities for the future. The co-planners had some trepidation prior to the conference. Our fear was that discussions would break into conflict and that no consensus on future directions would develop. To the contrary, the discussions at the Indianapolis site and remote sites were amicable, reflected our common values, and recognized the need to move forward with evidence-based practices to serve children, families, schools and communities. Underlying the discussions were our commitment to social justice, recognition of the important roles families play in the education, the need to develop academic, social and emotional competencies of

Statements from the 2007 Division 16 Award Winners

ALL children. That a single website provided background readings, electronic discussion forums, a means for those at remote sites to interact with Indianapolis based presenters and a vehicle to archive all the pieces, meant the dialogue was not limited to the select few who traveled to Indiana, but rather to anyone with an Internet connection.

The Internet conferencing tools that were available six years ago were difficult to use, needed expensive equipment, and required the time and assistance of five different Indiana University technology support staff to get them to work. In contrast, the tools we have in 2008 are inexpensive and relatively simple to use. We now have software that allows running video of a presenter to be put in a window on the screen. Multiple other windows can be placed on the screen. For example, a chat window for simultaneous messaging can be used by members of the audience to send questions/comments, alongside the chat window can be a PowerPoint presentation and/or a white board. There can be multiple presenters and even the audience can be placed in a window and talk to the presenter. Unlike a traditional conference presentation, all this can be archived and used later.

Another aspect of my optimism is individuals who forgo personal profit in favor of accessibility. Last night I received any email form Howard Adelman and Linda Taylor. "Hi Jack …We have put the volume, Mental Health in School & School Improvement: Current Status, Concerns, and New Directions, online to make it immediately accessible at no cost and with no restrictions on its use. In deciding to by-pass … the publishing barriers of time, purchasing costs, and copyright limitations, we are hoping that this work will find its way to the broadest possible audience." Toward that end I recommend the link, http://smhp.psych.ucla.edu/mhbook/mhbookintro.htm. Besides making documents easily accessible without cost to potential users, Adelman and Taylor have also used the UCLA school mental health website as a vehicle to develop and sustain a national network of schools and districts that are implementing their approach to reducing barriers to learning. I also have to reference other colleagues who are at the forefront of sharing resources and promoting national networks of collaborators. I am refereeing to the Collaborative for Academic, Social, and Emotional Learning (CASEL, www.casel.org) and the National Technical Assistance Center for Positive Behavior Interventions and Supports (www.pbis.org). Kudos go to those whose primary interest is promoting positive change in schools rather than collecting royalties.

My final reason for optimism is the based on the addition of a single sentence to the 2004 reauthorization of the Individual with Disabilities Education Act. The sentence is "An LEA may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures (for a child with a suspected specific learning disability)." This simple, yet highly controversial, addition has allowed practitioners to change the way they think about serving children. What I like about the movement toward RTI is the shift to a population-based approach rather than waiting for a child to experience difficulties that are severe enough warrant a referral to special education. I believe the use of brief assessment measures that monitor academic competencies should and will expand to mental health indicators and will hopefully become commonplace in public schools. Armed with such local data, I trust school boards will make informed decisions about the allocation of resources to address barriers to learning.

The Pericles quote is about more than change. It is about the power of interpersonal relationships and the influence others have on an individual who with others. At the start of my career, I was not aware of the degree to which I would eventually value relationships with others. As a doctoral student at the University of Georgia, I was more concerned with making sure I did enough to earn an "A" in each class. My approach was similar to hurdlers, who attempt to barely clear each standard and get their feet on the ground as quickly as possible to move forward to the next hurdle. As a newly minted PhD with an appointment as an assistant professor at Indiana University, my focus was on the need to accumulate enough refereed articles to secure tenure. At some point after six or seven years at Indiana when I was an associate professor, I realized that relationships with students and faculty were what resulted in the most joy. Ironically, it was the departure of students who headed off to positions in schools and universities that caused this revelation. During those early years at Indiana, I was not much older than most of the students and the same age as some. Given the similarities in our ages, we listened to the same music, had great evening gatherings and all of us were finding our way in new roles. When those early cohorts left campus, I realized how much I missed them.

> "My approach was similar to hurdlers, who attempt to barely clear each standard and get their feet on the ground as quickly as possible to move forward to the next hurdle."

Statements from the 2007 Division 16 Award Winners

From the time of my arrival at Indiana University to the present, I have had the pleasure of developing close and long-term relationships with more experienced colleagues. Larry Brown, Susan Eklund, Tom Froehle, Dewayne Kurpius, Dan Mueller, Lew Polsgrove, and Myrtle Scott were generous in sharing their wisdom, insights, and kindness with me. My sense of the academy and my academic values were molded and shaped as the result of hundreds of hours of discussion with these individuals. Over the past 15 years all have moved to the emeritus phase of their careers. I was fortunate that they shared more than just their views of academia, but also views on life and family. I would also like to acknowledge my IU school psychology colleagues (Scott Bellini, Tom Huberty, Rebecca Martinez, James McLeskey and Russ Skiba, and Nancy Waldron), who have helped shape my views on provision of school psychological services. James McLeskey was a special education faculty member, but since we often worked together developing school psychology proposals and collaborating on projects, I included him (even though he and Nancy Waldron moved to the University of Florida a few years ago). Many graduate students at Indiana have also helped shape my views and me as a person, especially Mike Bahr, Paul Fernandez, Scott Huebner, Lisa Persinger, and Tony Wu.

After receiving notification that I was to receive the Bardon award I had a wave of fear that I was not worthy to be listed with the likes of recent recipients such as Jon Sandoval, Mark Shinn, Cindy Carlson, Thomas Kratochwill, Patti L. Harrison, and LeAdelle Phelps. Following the public announcement at the Division business meeting in August, the supportive comments from colleagues, friends and family have helped allay the fear. I still have my doubts, but they are not as intense as there were.

It is ironic to consider Pericles' legacy. Besides being known for pithy statements and promoting the arts, in the second part of the 5th century BC he championed the building of the Parthenon, the Propylaia, the Erechtheion and the Temple of Athena Nike. You can still see most of these stone monuments on a visit to Athens (although to the consternation of the Greeks the frieze panels from the Temple of Athena Nike at the Acropolis are copies from the originals that are found at the British Museum). In any event I smiled and shook my head in disbelief when I updated the Division website to chisel my name alongside the past Bardon recipients whose dedication I have admired over the years.

Examining Delinquency: A statement from the Outstanding Dissertation Award Winner

Kara Giron Wisniewski, Ph.D., N.C.S.P.
Brewer School Department

I began my graduate career with a broad interest in children's social-emotional functioning. This interest was well supported in my graduate program, which had a developmental focus across content areas. In the course titled Child Violence: Implications for Schools, taught by my dissertation chair Dr. Tammy Hughes, I began to integrate risk, protective, and promotive factors for delinquency with the latest research in developmental pathways for the purpose of school-based prevention and intervention programming. Recognizing my interest, Dr. Hughes arranged a research practicum at the Pittsburgh Youth Study (PYS), a community-wide longitudinal study of inner-city boys that began in 1987 and was led by principal investigator Dr. Rolf Loeber. The 1,517 boys in the study had been selected from the first, fourth, and seventh grades at Pittsburgh public schools, and data were collected on a variety of measures and across multiple informants (i.e., self, teacher, and parent reports).

At the PYS, I was granted the opportunity to observe and take part in the process of collecting, maintaining, and analyzing a very large data set, while also learning from leading experts in the field of juvenile delinquency. I approached the PYS data through the eyes of a school psychologist and pondered the implications and resulting questions these data posed to public education and the children I would later serve. This perspective was welcomed by the research team and led to discussions regarding philosophical perspectives on data usefulness.

A clear goal for all school psychologists is to positively support the academic, social, and

Statements from the 2007 Division 16 Award Winners

emotional well-being of children and adolescents. In the pursuit of maximizing the educational experience, and in particular the academic achievement of all children, schools face a variety of obstacles. One of the greatest challenges facing school systems is the multitude of dynamic and interacting factors working to maximize or minimize academic achievement. This challenge became a stark reality as I began my school psychology internship in the fall of 2003. I started my first day on the job, wide eyed and armed with the strong belief that every child can learn. Of course, I also started the job well prepared with professional training, including extensive clinical practicum experiences that were rooted in the integration of theory and research. Very quickly, the multitude of factors facing students reported in the research (e.g., learning challenges, poverty, broken homes, substance abuse, and mental health issues) became evident in the applied setting.

Researchers have consistently reported an inverse relationship between delinquency and academic achievement (e.g., Farrington, 1989; Lane, 1999; Maguin & Loeber, 1996). That is, when achievement is low, delinquency is high, and similarly, when delinquency is high, achievement is low (Brier, 1995; Beebe & Mueller, 1993). However, as the research on delinquency and ADHD developed (Barkley, Fischer, Edelbrock, & Smallish, 1990; Frick & Lahey, 1991; Hinshaw 1987) researchers began to caution that such simple correlations between delinquency and achievement are not adequate explanations, especially when considering the role of ADHD (e.g., Trout, Nordness, Pierce, & Epstein, 2003).

Although an interrelationship between delinquency, academic underachievement (AU), and ADHD has been well established, these studies were correlational, and therefore were not able to explain the nature of the influence. Moreover, Barkley and colleagues (1990) stressed that how these three problem behaviors developed over time was not yet known. Based upon the existing literature and the challenges faced by school psychologists, my dissertation sought to examine some of these questions. The key aim of the study was to investigate the developmental order of ADHD, AU, and delinquency. Second, I wanted to determine the importance of three risk factors (school bonding, parent involvement, and school motivation) common to delinquents, underachievers, and those who suffer from ADHD.

The youngest sample from the PYS made it possible to track the development of 503 males from the ages of 6 to 16 years of age. When considering ADHD, AU, and delinquency, the most common developmental pathway uncovered was ADHD → AU → delinquency, and only two children in the sample were delinquent without first demonstrating ADHD or AU. Further, findings showed that in the vast majority of boys, onset of AU predated onset of delinquency. When considering school bonding, parent involvement, and achievement motivation, results suggested that all three provide an opportunity to influence the development of delinquency through the developmental pathway at different time periods. For example, low achievement motivation was related to both delinquency and AU across the developmental period. Low parent involvement in middle childhood was found to be a significant predictor of delinquency and AU in late childhood. Finally, school bonding in late childhood was found to be a significant predictor of delinquency in early adolescence. Taken together, these findings identify specific opportunities for targeted interventions based on development and contextual considerations.

I must admit, it was not until the "dust settled" following my dissertation defense that I began to truly recognize the implications of these findings. While the dissertation process highlighted research procedures (i.e., identifying and formulating meaningful questions and collecting, organizing data, and statistical analysis), it wasn't until the path came to an "end" that I understood the real lesson: as a school psychologist, my goal should always be to use theoretical and empirical research to direct practice and to support, and hopefully improve, the educational experiences and life outcomes of children. In addition, I must continually seek to identify and answer new questions to support evidence based practices. As a practicing school psychologist, there is no better place to start than in the schools and with the children I have the privilege to serve.

In closing, I would like to thank APA, Division 16 for the great honor of being the recipient of the 2007 Outstanding Dissertation Award. As I'm sure any individual who has completed a dissertation would say, the process is largely a group effort. My dissertation chair, Dr. Tammy Hughes, has been a mentor and continues to inspire and deepen my interest in understanding, and when possible, treating individuals who are headed for delinquency. Dr. Rolf Loeber both challenged and guided me

"I started my first day on the job, wide eyed and armed with the strong belief that every child can learn."

SASP Student Corner

SASP Seeking Submissions for Annual Mini-Convention

SASP is pleased to announce that once again this year, it will be hosting a mini-convention in the Division 16 Hospitality Suite during the annual conference of the American Psychological Association (APA), being held in Boston, MA from August 14 – 17, 2008. As has been the case in previous years, the mini-convention will provide graduate students in school psychology with the opportunity to present their research via paper or poster presentation sessions, attend programming that is relevant to their needs and interests, and network with prominent individuals in the field of school psychology, as well as fellow graduate students from across the country. An additional highlight of the mini-convention will be a keynote address, offered by an individual whose practice, leadership, and/or scholarship in the field are exemplary, and whose experiences can lend to the professional growth of student attendees.

SASP is currently accepting proposals from individuals who wish to present at the mini-convention this year. All SASP members and graduate students in school psychology are eligible to submit proposals for either paper or poster presentations. Submissions may reflect original empirical research, literature reviews, or theoretical arguments, but should have clear applications/implications for the practice of (or training in) school psychology. A description of possible session types follows:

- Paper presentations afford students an opportunity to discuss their research in a casual, supportive, and small group atmosphere. Sessions typically range from 45 minutes to one hour in length; specific time allotments are determined in collaboration with individual presenters. One or two students are generally selected to present their work in this format, depending on the number and quality of proposals received.
- Poster sessions allow presenters and attendees to engage in extended discussions regarding the author's work, which is in illustrated format on a poster board. Sessions generally range from 45 minutes to one hour in length, depending on the number of submissions received and the length of time scheduled for the mini-convention. SASP provides detailed instructions to those whose submissions are accepted for presentation in a poster session on how materials should be prepared.

Applicants for both paper and poster presentations are required to submit: 1) a proposal cover sheet (with identifying information, proposal title, and contact information) and 2) a 300-500 word summary of the proposed paper or poster presentation. Proposal cover sheets, detailed instructions for applicants, and important mini-convention updates can be obtained by visiting the SASP website at http://www.saspweb.info/.

All materials should be submitted electronically to the SASP Convention Chair (at cindylaltman@gmail.com) and must be received by the deadline of April 15, 2008 to be considered. The review process will begin immediately, and prospective participants will be notified of the status of their submission within approximately one month. Selected mini-convention participants will receive travel assistance to attend the APA convention.

The SASP board hopes that students from an array of training programs will consider presenting at the upcoming mini-convention. It promises to be both an enjoyable and worthwhile experience for all who attend, so please mark your calendar and plan on joining us. We look forward to meeting many of you in Boston!

Cindy Altman, SASP Convention Chair
Duquesne University

Consultation Training at the University of Maryland: A Different Perspective on Consultation Within Graduate Student Practicum Settings

Daniel S. Newman, M.A.
Katie L. Sutton Burkhouse
University of Maryland

In the Student Corner of the Fall 2007 issue of *The School Psychologist*, Pham and Lewandowski reflected upon their experiences in the area of consultation using a cross-cultural perspective. Similar to the authors, in our training program we have the opportunity to practice instructional consultation in the schools. In addition, we are specifically trained as instructional consultants, given that our university courses are taught by Sylvia Rosenfield (1987), the developer of the model. Instructional consultation is approached from an ecological perspective in a collaborative stage-based problem solving process. One purpose of IC is the empowerment of teachers to provide an instructional match between (a) a student's prior knowledge, (b) a given task, and (c) instruction, while moving away from a child-deficit perspective. Given the current paradigm shift in school psychology toward problem solving and prevention, and away from traditional assessment practices, the use of a consultation model such as IC is a strong alternative, although we are trained in the more traditional skills as well.

Although consultation is an increasingly important role for school psychologists (Ysseldyke et al., 2006), the nature of training in consultation has received limited research attention. Anton-LaHart and Rosenfield (2004) investigated pre-service consultation training and supervision in university school psychology programs. While they found that training programs offered more consultation specific coursework and field experience than in the past, they also concluded that consultation training is still limited (particularly in specialist level programs). Perhaps more critical, Anton-LaHart and Rosenfield (2004) reported that the majority of programs that responded to their survey did not provide students with regular or individualized supervision. These results seem consistent with the experiences described by Pham and Lewandowski (2007), but differ from our consultation training at the University of Maryland.

Description of Consultation Training at University of Maryland

In this section, we describe consultation training within the school psychology program at the University of Maryland. Students engage in two semesters of coursework in consultation that include an overview of: consultation models, the problem-solving process, school culture and school change variables, characteristics of effective instructional practices, instructional assessment, team processes, and systems level consultation. In addition, as part of the courses students are engaged in a school-based practicum experience in which they receive supervision for their consultation cases.

From the beginning, the consultant-in-training is placed in a school that has a team-based problem solving model. These sites have an instructional consultation focus, although they are not always called IC Teams and may not have all the characteristics of IC Teams (Rosenfield & Gravois, 1996). This placement increases the probability that appropriate consultation experiences are available for novice consultants. Regardless of school culture, students at the University of Maryland learn the IC process in a manner that helps create what Pham and Lewandowski (2007) might refer to as a "cultural match" between consultant-in-training and teacher consultee. First, we are trained to anticipate potential differences in perspective and training. For example, teachers will likely initially report a behavioral problem as opposed to an instructional concern, even if the student is experiencing significant academic problems. Second, although on-site supervisors provide general support and guidance for the field experience, they are not the individuals primarily responsible for providing consultation supervision.

Instead, intensive supervision is provided weekly on campus by the instructor or an advanced student in the school psychology program. The advanced student, who is supervised in turn by the course instructor, is experienced in and knowledgeable about the process and content of

> "Given the current paradigm shift in school psychology toward problem solving and prevention, and away from traditional assessment practices, the use of a consultation model such as IC is a strong alternative…"

"Moving from novice to more skilled consultation skills is a complex process."

instructional consultation. This knowledge base includes communication skills, the business of the problem solving stages, principles of effective instruction and assessment, and collaborative practices.

Reflection, informed by feedback and support, is integral to the supervision process for consultation trainees. For example, before beginning their first case, students engage in a simulated consultation experience of a problem identification session. This exercise is video-taped and trainees are required to review and reflect upon their emerging consultation skills. Once students begin to manage a case in the field, all sessions are audio-taped and parts are transcribed. Taping provides opportunities for the student to reflect on what actually happened in the session, and consider what they might have done differently. Further, it offers a window into the session for supervisors in the consideration of training needs, as novice consultants are often unaware of relevant issues that arise during the sessions. Students are required to complete session logs that specify progress through the current problem-solving stage, the communication skills they used, consideration of the relationship with the consultee, and concerns they would like to discuss further in supervision.

Tapes of consultation sessions are also used during supervision to highlight important segments as identified by the students within their logs or the supervisor upon listening to the tape. Additionally, techniques such as rehearsal/role-playing, feedback, and modeling are all used during weekly supervision. Students are challenged to answer their own questions and review relevant research on instruction and/or interventions.

Moving from novice to more skilled consultation skills is a complex process. We are currently researching the common themes that arise during supervision for consultants-in-training (some of which will be presented at NASP 2008; Newman, Rosenfield, & Sutton). Some of Pham and Lewandowski's (2007) experiences, such as consultants and teachers not being familiar with instructional assessment practices and perceived resistance from the consultee, routinely occur during the practicum experiences of novice consultants. In addition to the concerns expressed by the authors, we have found, through an initial review of archived supervision tapes, several examples of challenges that occur during consultation practicum training. Novice consultants

are sometimes challenged by their own belief systems; for example, a consultant-in-training's expectation of working one on one with a student may be in contradiction to an indirect service model. Also, novice consultants often underestimate the importance of contracting, and discount critical aspects of the problem-solving process because they are concerned that it moves too slowly. These are only a few examples of preliminary themes that we have identified.

Our own experiences also confirm the importance of supervision. The first author (DN) has supervised several students in their consultation practica. During supervision, a common theme is that consultees begin the problem-solving process with a child-deficit belief system. When novice consultants use inappropriate language (e.g., "I hear you saying that [the student] is not motivated…") it inadvertently creates a shared reality that is contrary to the core principles of IC. In supervision, students are encouraged to reflect on their use of communication skills, and reconsider the problem from an ecological perspective.

A second example is seen through the case management work of the second author (KS) in her collaboration with an experienced Kindergarten teacher in a school with a strong IC focus. During contracting, KS assumed that the teacher's and her belief systems were similar. As a result of this assumption, she did not clarify the teacher's conception of IC or the teacher's prior experiences with the IC process. Because she had access to supervision on campus, KS was able clarify the perspectives that she and the teacher brought to the table when working on the case, allowing for a more collaborative process to ensue.

Conclusion

Unlike Pham and Lewandowski's (2007) conclusion that, "graduate students must learn to advocate for themselves to successfully integrate their training…" (p. 140), we have experienced that appropriate supervision is a critical component in the training of consultation skills. Ongoing and reflective supervision during the practicum experience leads to the development of instructional consultants that more confidently practice with integrity to the process and act as leaders in the present and future movement toward problem solving. Further, on-campus supervision provides an environment outside of the practicum setting in which novice consultees can challenge their own

Consultation Training at the University of Maryland

assumptions and learn to use communication skills to form working relationships. Without the appropriate support of supervision, students risk misapplying skills, lack feedback on their training progress, and can become discouraged with outcomes. We recommend that training programs incorporate intensive supervision for novice consultants in order to work through mismatches between consultants-in-training and consultees.

References

Anton-LaHart, J. & Rosenfield, S. (2004). A survey of preservice consultation training in School Psychology programs. *Journal of Educational and Psychological Consultation, 15*(1), 41-62.

Newman, D.S., Rosenfield, S.A., & Sutton, K.L. (2008, February). *Squaring the consultation triad: Supervision in consultation training.* Mini-skills workshop to be presented at the 2008 Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Pham, A.V. & Lewandowski, S.C. (2007). Cross-cultural awareness in consultation within graduate student practicum settings. *The School Psychologist, 61,* 135-141.

Rosenfield, S.A. & Gravois, T.A. (1996). *Instructional consultation teams: Collaborating for change.* New York: Guilford Press.

Ysseldyke, J., Burns, M., Dawson, P., Kelley, B., Morrison, D., Ortiz, S., et al. (2006). *School psychology: A blueprint for training and practice III.* Bethesda, MD: National Association of School Psychologists.

RTI Litigation Checklist for SLD (Non-)Eligibility

References

Barnett, D. H., VanDerHeyden, A. M., & Witt, J. (2007). Achieving science-based practice through response to intervention: What it might look like in preschool. *Journal of Educational and Psychological Consultation, 17,* 31-54.

Fairbanks, S., Sugai, G., Guardino, D., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. *Exceptional Children, 73,* 288-310.

Fletcher. J. M., & Reschly, D. J. (2005). Changing procedures for identifying learning disabilities: The danger of perpetuating old ideas. *The School Psychologist, 59*(1). 10-15.

Gresham, F. M., Reschly, D. J., Tilly, W. D., Fletcher, J., Burns, M., Christ, T. et al. (2005). Comprehensive evaluation of learning disabilities: A response to intervention perspective. *The School Psychologist, 59*(1), 26-30.

Hale, J. B., Naglieri, J. A., Kaufman, A. S., & Kavale, K. A. (2004). Specific learning disability classification in the new Individuals with Disabilities Education Act: The danger of good ideas. *The School Psychologist, 58*(1), 6-13 and 29.

IDEA regulations, 34 C.F.R. §§ 300.1 *et seq.* (2006).

IDEA regulations' commentary, 71 Fed. Register 46,547, 46,647 (Aug. 14, 2006).

Kavale, K. A., Kaufman, A. S., Naglieri, J. A., & Hale, J. B. (2005). Changing procedures for identifying learning disabilities: The danger of poorly supported ideas. *The School Psychologist, 59*(1), 16-25.

Questions and Answers on Response to Intervention (RTI) and Early Intervening Services (EIS), 47 IDELR ¶ 196 (OSERS 2007).

RTI Summit. (2007). Retrieved January 21, 2008, from http://www.rtisummit.org.

Sadler, C. (2007). Implementing and integrating PBS and RTI through the effective behavior and instructional support model, *Communiqué, 36*(2), 40-43.

Samuels, C. A. (2008, January 23). Embracing "response to intervention. *Education Week*, pp. 23-24.

Schrank, F. A., Teglasi, H., Wolf, I. L., Miller, J. A., Caterino, L. C., & Reynolds, C. R. (2005). American Academy of School Psychology reply to response-to-intervention perspective, *The School Psychologist, 59*(1), 30-33.

Zirkel, P. A. (2006a). *The legal meaning of specific learning disability for special education eligibility.* Arlington, VA: Council for Exceptional Children.

Zirkel, P. A. (2006b). Response to intercontention: A legal discrepancy analysis. *The School Psychologist, 60*(3), 118-122.

Zirkel, P. A. (2008). *A heightened substantive standard for "free appropriate public education" under the IDEA.* Manuscript submitted for publication).

Zirkel, P. A., & Krohn, N. (2008). RTI after IDEA: A survey of state laws. *Teaching Exceptional Children, 40*(3), 71-73.

Note: Perry A. Zirkel is a professor of education and law at Lehigh University.

Statements from the 2007 Division 16 Award Winners

toward meaningful and substantial research questions. Dr. Jeffrey Miller provided his expertise in the management of this large data set and in data analysis, but also pushed me to deeply consider the results. I truly appreciate their efforts and support in this process.

My future work includes publishing these results, but also continuing to engage in research for the purpose of meaningful practice. In addition, I strongly encourage practitioners to use their knowledge of research in an effort to improve the lives of children.

References

Barkley, R. A., Fischer, M., Edelbrock, C. S., & Smallish, L. (1990). The adolescent outcome of hyperactive children diagnosed by research criteria: An 8-year prospective follow-up study. *Journal of the American Academy of Child and Adolescent Psychiatry, 29,* 546-557.

Beebe, M. C. & Mueller, F. (1993). Categorical offenses of juvenile delinquents and the relationship to achievement. *Journal of Correctional Education, 44,* 193-198.

Brier, S. (1995). Maternal employment and children's academic achievement: Parenting styles as a mediating variable. *Developmental Review, 15,* 212-253.

Farrington, D. P. (1989). Early predictors of adolescent aggression and adult violence. *Violence and Victims, 4,* 79-100.

Frick, P. J. & Lahey, B. B. (1991). The nature and characteristics of attention-deficit hyperactivity disorder. *School Psychology Review, 20,* 163-173.

Hinshaw, S. P. (1987). On the distinction between attentional deficits/hyperactivity and conduct problems/aggression in child psychopathology. *Psychological Bulletin, 101,* 443-463.

Lane, K. L. (1999). Young students at risk for antisocial behavior: The utility of academic and social skills interventions. *Journal of Emotional and Behavioral Disorders, 7,* 211-223.

Maguin, E., & Loeber, R. (1996). Academic performance and delinquency. In M. Tonry & N. Morris (Eds.), *Crime and justice: A review of research* (Vol. 20). Chicago: University of Chicago Press.

Trout, A. L., Nordness, P. D., Pierce, C. D., & Epstein, M. H. (2003). Research on the academic status of children with emotional and behavioral disorders: A review of the literature from 1961-2000. *Journal of Emotional and Behavioral Disorders, 11,* 198-210.

People and Places

■ The University of Texas—Austin School Psychology Program is pleased to announce the hiring of **Dr. Stephanie Cawthon**. Dr. Cawthon is a 2002 graduate in Educational Psychology from the University of Wisconsin—Madison. Dr. Cawthon specializes in language development, special education policy, and the integration of quantitative and qualitative research methods. She joined Cindy Carlson, Tim Keith, Janay Sander, Kevin Stark, and Deborah Tharinger on the school psychology faculty beginning in the fall of 2007.

Announcement

The APA Science Directorate is pleased to sponsor five Advanced Training Institutes in the summer of 2008.
These intensive training programs are hosted each summer at prominent research institutions across the country. ATIs expose advanced graduate students, new and established faculty, post-docs, and other researchers to state-of-the-art research methods and emerging technologies. A list of this year's programs is included here. Complete information about these exciting programs can be viewed at: http://www.apa.org/science/ati.html

- Structural Equation Modeling in Longitudinal Research (June 9-13, Univ. of Virginia)
- Non-Linear Methods for Psychological Science (June 9-13, Univ. of Cincinnati)
- Research Methods with Diverse Racial & Ethnic Groups (June 23-27, Michigan State Univ.)
- Geographic Information Systems for Behavioral Research (July 16-18, Univ. of California, Santa Barbara)
- Using Large-Scale Databases: NICHD Study of Early Child Care and Youth Development (Aug. 4-8, Univ. of North Carolina)

You are invited to apply for these training opportunities. Keep in mind that application deadlines begin in March. Applications are available at http://www.apa.org/science/ati.html and must be submitted electronically through each program's webpage. Tuition for all ATIs is substantially lower than marketplace prices because of a subsidy from APA's Science Directorate or, in the case of "Using Large-Scale Databases," a grant from the National Institute of Child Health & Human Development. For more information, contact APA's Science Directorate at ati@apa.org or (202) 336-6000.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 President
Bonnie Nastasi, Ph.D.

2008 DIVISION 16 ELECTION

Bonnie Nastasi, Ph.D.

Personal Statement:

I am honored to be selected by the Nominations Committee as a candidate for the position of President and member of the Executive Committee of Division 16. I have been active in the leadership of School Psychology since the early 1980s and bring to the position a range of experiences in research, teaching, administration, and service. I recently completed a three-year term as Division Treasurer and look forward to the opportunity to resume my participation on the Executive Committee.

I have a strong commitment to the role of School Psychology in promoting the well-being of children, families, and communities at local, national, and international levels. My research and applied work have taken me beyond the boundaries of the profession and the United States through opportunities to work with other professionals in anthropology, education, sociology, medicine, and public health; and with community members in developing countries. My experiences have taught me the benefits of collaboration with a diverse group of partners not only for enhancing the lives of others but also for advancing my own knowledge. Moreover, these experiences have enhanced my awareness of the unique strengths and limitless potential of school psychologists.

Consistent with the recommendations of the Future of School Psychology Invitational Conference (Indianapolis, November 2002), I am committed to systemic change in schools and cultural reform in school psychology, and think that Division 16 can play a key role in these efforts. I think this can be best accomplished through active efforts to collaborate with professionals in other disciplines (e.g., education, public health, medicine, and other social sciences), key stakeholders at the grassroots level (e.g., community members, parents, students, teachers, school administrators), and policy makers at local, national, and international levels. I think that continual efforts to link theory, research, practice, and policy through participatory approaches can help us to enhance the adoption of evidence-based practices, advance theory, and foster research that makes a difference in the lives of

children and families. Furthermore, the interaction with other disciplines can extend our theoretical foundations and research methodology. For example, qualitative and mixed-methods research designs provide important tools for understanding cultural diversity and creating culturally specific evidence-based practices.

Since I entered the field of school psychology in the late 1970s, I have continued to be troubled by the limited role of school psychology despite efforts to expand practice. As professionals, we have unique expertise in assessment and intervention that can effect change at individual, organizational, and cultural levels. I welcome the opportunity to explore the ways in which the Division can increase the application of that expertise in schools and communities. As I have conducted research and development work in Asia, I have been dismayed by the lack of mental health services, absence of applied psychology in schools and communities, and limited opportunities for professional preparation of school psychologists. As a member of the Executive Committee, I welcome the opportunity to explore the ways in which Division 16 could work to expand school psychology internationally. Furthermore, my active involvement in multiple organizations that represent our field—APA, CDSPP, ISPA, NASP, SSSP—attests to my commitment to inter-organizational efforts to maximize the influence of the profession.

My experience as Director of the School Psychology doctoral program at Walden University has provided the opportunity to both explore and appreciate the potential value of distance learning for professional school psychology. Distance learning provides unique opportunities to expand access to professional preparation and school psychological services for individuals in remote communities in the U. S. and internationally. The availability of on-line learning also can serve to increase the cultural and ethnic diversity of faculty and graduate students in psychology.

I welcome the opportunity to assume leadership of the Division and to work collaboratively with other members of the Executive Committee in facilitating the contributions of the

Nominee for Division 16 President
LeAdelle Phelps, Ph.D.

Nominee

2008 DIVISION 16 ELECTION

Candidate's Statement

Thank you for the opportunity to run for Division 16 President. The position is one of key importance to our profession, and I would be pleased to provide such leadership. As my service record indicates, I am willing to put forth substantial effort to benefit school psychology. Over the course of the last decade, I chaired the Division 16 Taskforce on Training Standards, served two terms as chair of CDSPP, was a liaison with the APA Board of Educational Affairs (BEA), was appointed to the APA Committee on Accreditation (CoA) and served as associate chair of the CoA in 2006, and functioned as the APA CoA representative to the Trilateral (Canada, Mexico, U.S.) Forum for three years. In addition, I was editor of *Psychology in the Schools* from 1999-2006, during which time the journal moved to 8 issues a year and achieved a laudatory acceptance rate of 20%.

Also during the last decade, school psychology has achieved remarkable milestones. Division 16 now has three members on the APA Council of Representatives. CDSPP was successful in advocating for three seats on the newly constituted Commission on Accreditation. *School Psychology Quarterly* is now an APA publication. It has also been, and will continue to be, an exciting time with unprecedented growth in the field. For example, the Bureau of Labor Statistics reports that school psychology will be among the five fastest growing doctoral-level occupations through 2012. The abundance of academic slots has never been greater with more than 70 positions advertised during the 07-08 academic year. Likewise, the number of practitioner openings is unparalleled, with many states reporting record numbers of vacancies. Job prospects for graduates of school psychology programs have never been better.

The flip side of exceptional growth is persistent shortages that may result in shortcuts that could have long-term ramifications for the field. Some states have implemented emergency certification procedures or waiving of certain certification requirements. Some universities have started new school psychology degree programs that have marginal numbers of faculty. School districts have been known to hire interns to fill vacancy spots, regarding the intern as capable of functioning on an independent level.

The national shortage was a major theme of the 2002 Future's Conference. Six years later, the supply-demand crisis evidences no sign of change. Data collected by APA indicate that while the demand for school psychologists has increased significantly, the number trained has not changed appreciably.

There is a Chinese proverb that states: "Crises involve both danger and opportunity." The personnel shortage, which shows no sign of abating, provides an opportunity for the profession to consider anew some of the solutions generated during the Future's Conference. If elected President, I would encourage the Division 16 membership to take progressive, proactive steps and to consider alternative methods of training school psychologists. A 2004 special issue of *Psychology in the Schools* provides a preface for this discussion.

Another area of concern resides with the *APA Model Licensure Act*. The proposed guidelines are controversial in many areas. The APA MLA Task Force is reviewing the public comments received during the 90-day comment period. The NASP web site indicates overwhelming support from school psychology organizations for the reinstatement of the school psychology title exemption. Less controversial is the APA Council of Representatives resolution in support of license eligibility upon completion of the doctoral degree in psychology. Because it is improbable that the licensure act will be resolved during the August 2008 Council meeting, the exemption language will continue to be an issue for Division 16.

Again, thank you for the opportunity to represent the field of school psychology. Tammy Hughes will be a difficult act to follow, but if elected, I will do my best to respond to the needs of Division 16 members and advocate for the advancement and well-being of the profession.

LeAdelle Phelps, Ph.D.

Nominee for Vice President of Professional Affairs
Rick Short, Ph.D.

2008 DIVISION 16 ELECTION

Rick Short, Ph.D.

Candidacy Statement

I am honored to be considered by the Division for the position of Vice President for Professional Affairs, and I am pleased to have the opportunity to serve the Division as a nominee for that role. Like all of us in the Division, though, I will miss the leadership and friendship of our President, Jean Baker.

These are times of trial and opportunity for the Division. The revision of the Model Licensure Act has pushed all of us to re-examine our beliefs and positions concerning our place in professional psychology. It likely also has caused us to revisit our identity and relationship with respect to NASP, as well as our connection with the larger APA. Regardless of our individual perspectives on this issue, the Division will continue to need to examine and balance itself in relation to both school psychology and the larger American psychology. Although the revision process has been challenging for the Division, I believe that it also will provide opportunities to build bridges, strengthen relationships, and clarify perspectives in ways that will increase our value to professional psychology and those we serve.

We also are challenged by evolving roles and identity in the context of continued shortages. The Futures Conference outlined broad goals for school psychology that essentially redefined our practice toward systemic and population-based services. Much work remains, particularly for doctoral school psychology, to reach these goals. The Vice President for Professional Affairs can play an important role in addressing professional issues associated with our future.

If elected, I would bring some skills and experiences to the office that may be valuable to the Division. I was President of the Division in 1999-2000 and worked for multiple terms as a member and chair of the APA/NASP Interorganizational Council. I co-chaired the School Psychology Futures Conference in Indianapolis, and have continued to work since that conference as a co-chair of the Goal 5 (Comprehensive Services and Public Health) working group. Presently, I serve the Division as its liaison to the APA Board of Professional Affairs.

Nominee for Vice President of Professional Affairs
Lea Theodore, Ph.D.

Nominee

2008 DIVISION 16 ELECTION

I am honored to have been selected by the Nominations Committee as a candidate for Division 16's office of Vice President of Professional Affairs. It is my privilege to currently be serving the Division as Vice President of Membership, and I would welcome the opportunity to continue my professional service within the Division and APA. Serving as the Vice President of Membership has afforded me the opportunity to develop and implement recruitment strategies for new members as well as to learn the internal structure of the Division. Working in this capacity made me aware of the importance and responsibilities inherent within the role of Vice President for Professional Affairs. In addition to my current position, my prior involvement in Division 16, including Hospitality Suite Chair (2004, 2005) and Co-Chair (2003), as well as the Convention Chair (2006) and Co-Chair (2005), has prepared me for a leadership role within the Division. Consistent with Division 16's mission statement identifying a commitment to "…facilitating the professional practice of school psychology and actively advocate in domains such as education and health care reform…" (http//www.indiana.edu/~div16/), if elected, I am dedicated to monitoring, coordinating, representing, and promoting professional practice issues.

The responsibilities that fall within the purview of VP for Professional Affairs primarily involve activities associated with establishing professional standards and practice for the discipline of school psychology. Specifically, this vice presidency involves the development of standards of quality delivery of psychological services, advancing school psychology as a distinct profession within the broader context of psychology, serving as a liaison with state school psychology associations, and developing relationships with other divisions, boards, and committees within APA as well as with various professional agencies and organizations. Advocacy for the profession, including interacting with relevant child-focused groups and a commitment to professional development, is integral to the growth and acceptance of school psychology. In this vein, we may continue to make strides in the advancement of the profession and science of school psychology.

School psychologists are at the forefront of providing mental health services to students and families. As the field continues to evolve, there continue to be profound professional and practical challenges that have wide-ranging implications for school psychologists. These include education and training guidelines, licensure and credentialing of school psychologists, post-doctoral training, requirements for respecialization, standards for bilingual school psychology, accreditation, and scope of practice. Representation and an active presence for school psychology are important to the overall field and subsequently the children and families we serve. If elected, I would be committed to:

(a) Working closely and maintaining regular contact with the APA Practice Directorate, the Committee for the Advancement of Professional Psychology (CAPP), and the Board of Professional Affairs (BPA);
(b) Promoting relationships with other APA child divisions that are relevant to the practice of school psychology;
(c) Promoting attention to significant school psychology professional practice issues;
(d) Interfacing with related professional groups and organizations to further promulgate the goals of the Division;
(e) Monitoring developments in the professional practice of health care delivery (e.g., treatment guidelines);
(f) Encouraging the establishment of standards and guidelines on service delivery and training of future psychologists;
(g) Monitoring developments in training issues along with the VP for Education, Training, and Scientific Affairs; and
(h) Disseminating information to members.

In summary, I appreciate being nominated for Vice President for Professional Affairs and I welcome the opportunity to continue working collaboratively with the Executive Committee, related professional groups within APA, state
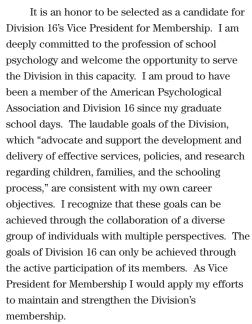

Lea Theodore, Ph.D.

75

Nominee for Vice President of Membership
Jessica Blom-Hoffman, Ph.D.

Nominee

2008 DIVISION 16 ELECTION

Jessica Blom-Hoffman, Ph.D.

Statement

It is an honor to be selected as a candidate for Division 16's Vice President for Membership. I am deeply committed to the profession of school psychology and welcome the opportunity to serve the Division in this capacity. I am proud to have been a member of the American Psychological Association and Division 16 since my graduate school days. The laudable goals of the Division, which "advocate and support the development and delivery of effective services, policies, and research regarding children, families, and the schooling process," are consistent with my own career objectives. I recognize that these goals can be achieved through the collaboration of a diverse group of individuals with multiple perspectives. The goals of Division 16 can only be achieved through the active participation of its members. As Vice President for Membership I would apply my efforts to maintain and strengthen the Division's membership.

The Vice President for Membership is responsible for recruiting new members, retaining current members, monitoring member satisfaction, responding to member complaints, maintaining on-going communication with the Division Services Office of APA, and working with the officers of the Student Affiliates in School Psychology (SASP) to support and enhance the Student Affiliates' activities. My previous and current professional responsibilities have prepared me to fill these roles effectively. Two roles in particular have prepared me for this position: faculty advisor to our local Student Affiliates in School Psychology (SASP) chapter and Co-Chair of Continuing Education for the Massachusetts School Psychologists Association (MSPA).

I am particularly excited that one of the key Vice President for Membership responsibilities involves working with SASP to support and enhance activities of the Student Affiliates. During the last five years, I have been the faculty advisor to Northeastern University's local SASP chapter. It is a privilege to work with our energetic and intelligent students in this capacity. I am proud that participation in our local SASP chapter has grown from a handful of students in 2003 to over 20

members this year. In addition, students have been engaged in the full spectrum of service and professional activities that are important to aspiring school psychologists, including coordinating professional development programs, community service projects, and a mentoring program. As a previous Student Affiliate member and as a professor of school psychology, I recognize that when students become involved in organizations they have a tremendous capacity to further the group's goals. In addition, when students become involved during their graduate school years it is likely they will continue to stay involved throughout their careers. I look forward to working with the SASP leaders to enhance the membership of the Division.

Another important Vice President for Membership role is to maintain contact with the Division Services Office of APA to obtain and review updated membership reports, to maintain a database to organize this information, and to use these data in creating membership status reports that are communicated to the Executive Committee. As Co-Chair of Continuing Education for MSPA, I have experience in communicating with APA, as this organization is an APA-approved continuing education sponsor. In this role and through other professional responsibilities, I have experience in maintaining databases, organizing and presenting data, and using data to generate reports in a timely and accurate manner.

In addition to communicating with the EC, SASP leadership, and the Division Services Office of APA, important aspects of the Vice President for Membership role are related to communicating with membership. This involves both responding to questions and concerns voiced by members and assessing member satisfaction through a survey. My style of responding in a timely manner and my good listening skills will help me respond to these queries. I am also well prepared to monitor member satisfaction. Last year, I participated in the development and administration of the member survey for MSPA. As Vice President for Membership for Division 16, I am particularly interested in determining how the Division can expand its membership and helping the Division learn how it

Nominee for Vice President of Membership
Anastasia Yasik, Ph.D.

Nominee

2008 DIVISION 16 ELECTION

Nominee Statement:

I am honored to be selected by the Division 16 Nominations Committee as a candidate for Vice President of Membership. I have been a member of Division 16 since entering the field of school psychology and have been impressed with the leadership and benefits offered. An active membership is essential to maintain the high standards set forth by Division 16 leadership. I am very passionate about fostering research and activities that will benefit children, families, and the educational process. As Vice President of Membership, I will be able to advance the efforts of Division 16 by being responsive to current members and recruiting new members to the Division.

Various professional experiences have prepared me to serve as Vice President of Membership. Specifically, as the President of the New York Association of Early Childhood and Infant Psychologists (NYAECIP) my efforts were focused on expanding the organization. As such, in 2004, the organization became the Association of the Early Childhood and Infant Psychologists (AECIP; www.aecip.org) to reflect its expanding membership base beyond the New York area. Currently, I am the President of the New York State Psychological Association's (NYSPA) School Psychology Division. As part of this role, I am responsible for maintaining and expanding membership to the division. Furthermore, these activities have involved working collaboratively with the Executive Board of AECIP and the central NYSPA representatives.

Along with my desire to facilitate the mission of Division 16, I have considerable interpersonal and organizational skills that will serve me well as Vice President of Membership. As noted in my background statement below, being Chair of the Pace University Institutional Review Board requires extensive communication with researchers, from seasoned professionals to undergraduate student researchers. Similarly, I was one of the founding editors for the *Journal of Early Childhood and Infant Psychology* (JECIP) and currently serve as Co-Editor of *JECIP*. Extensive communication with the authors, as well as the publishing company, is essential to my role as Co-Editor.

As Vice President of Membership, I envision several objectives. I will work to be responsive to current members regarding their satisfaction and/or concerns they have regarding membership. I will also focus on recruitment of new members to the Division. Specifically, I will work with current SASP members to recruit new students and will look to expand the diversity of membership. Feedback from current members will be essential to retention and recruitment efforts. Finally, I will serve the Division by working with the Executive Committee and the Division Services office of APA.

Thank you for considering me for Vice President of Membership, I look forward to having the opportunity to serve Division 16 and its membership.

Nominee Background:

Dr. Anastasia Yasik, a New York State Licensed Psychologist, is an Associate Professor in the Psychology Department at Pace University – New York City. She joined the faculty of Pace in 2000 after obtaining her Ph.D. in Educational Psychology with a specialization in School Psychology from the City University of New York – Graduate Center and completing a post-doctoral fellowship in Psychiatric Epidemiology at the Mailman School of Public Health at Columbia University. Dr. Yasik teaches graduate courses in the School-Clinical Child Psychology Psy.D. program at Pace University. Dr. Yasik is the current Chair of the Pace University Institutional Review Board. In addition, Dr. Yasik is Co-Editor of the *Journal of Early Childhood and Infant Psychology*. Currently, Dr. Yasik is the President of the School Psychology Division of the New York State Psychological Association. Dr. Yasik has published and presented on topics relating to post-traumatic stress disorder, violence prevention/intervention, psychological assessment, school psychology, and early childhood issues.

Anastasia Yasik, Ph.D.

Bonnie Nastasi, Ph.D., Nominee for Division 16 President

Division to the profession, and to the well-being of children, families, and communities. Furthermore, I look forward to the opportunity to forge relationships with other organizations that represent our profession and to work together with professionals from other disciplines and stakeholders from other sectors in guiding the future of school psychology, mental health, and education.

Background Information:

Bonnie K. Nastasi, PhD (Kent State University, 1986) is Associate Director of the Center for Research Support and a faculty member in School Psychology at Walden University. She has held positions as Director of the School Psychology doctoral program at Walden; Associate Director of Interventions at the Institute for Community Research, an interdisciplinary non-profit research organization located in Hartford, Connecticut; Director and Associate Professor of School Psychology at University at Albany, NY; and Assistant Professor on the school psychology faculties of Illinois State University and University of Connecticut. She worked for several years as a school psychologist and administrator in the New Orleans Public Schools. She also served as Treasurer and President of the Louisiana School Psychological Association. Dr. Nastasi has served as the Treasurer of both Division 16 and the Society for the Study of School Psychology (SSSP). She is currently Chair of the Professional Development and Practices Committee of International School Psychology Association (ISPA), and has served as international liaison to ISPA for both Division 16 and SSSP. Dr. Nastasi is currently leading an ISPA-sponsored research initiative on promoting psychological well-being globally. She has served as a member of the Executive Board of the Council for Directors of School Psychology Programs (CDSPP), co-chaired the Interdisciplinary Qualitative Research Subcommittee of the Task Force on Empirically Supported Interventions in School Psychology (cosponsored by SSSP, Div 16, and NASP), the Committee on Women in School Psychology for Division 16, the Children's Services Committee of NASP, and has been a member of numerous committees of professional organizations in psychology and education at international, national, and state levels.

Dr. Nastasi has conducted applied research and published chapters and journal articles on mental health and health risk (including substance abuse and sexual risk) among school-age and adult populations in the United States and Asia. Her interests include mental health promotion, health risk prevention, use of qualitative and mixed methods research in psychology to develop culturally specific interventions and assessment tools, and promoting school psychology internationally. She has co-authored *School-Based Mental Health Programs: Creating Comprehensive and Culturally Specific Mental Health Programs* (APA, 2004), *School Interventions for Children of Alcoholics* (Guilford Press, 1994), and three editions of *Exemplary Mental Health Programs: School Psychologists as Mental Health Service Providers* (NASP, 1997, 1998, 2002). Dr. Nastasi has served as Associate Editor of *School Psychology Quarterly* and *School Psychology Review* and as an editorial board member on several other journals in psychology and education (e.g., *Journal of Applied School Psychology*, *Journal of Educational Psychology*, *Journal of Educational and Psychological Consultation*, *Journal of School Psychology*).

Dr. Nastasi has participated in research and development activities in South Asia since 1995. These activities have included development of community-based sexual risk prevention programs in urban slums of Mumbai, India, and development of school-based mental health promotion programs in Sri Lanka. Following the December 2004 Tsunami and Hurricane Katrina in August 2005, Dr. Nastasi assisted schools in Sri Lanka and New Orleans, respectively, in developing programs to facilitate long-term recovery from natural disasters. She currently resides in New Orleans.

Nominee for Vice President of Professional Affairs Lea Theodore, Ph.D.

associations, and outside agencies in order to promote school psychology. Division 16's professional interests have been very well-represented by past Vice Presidents of Professional Affairs such as Deborah Tharinger, Samuel Ortiz, and Linda Caterino, and I look forward to the chance to further Division 16's mission in meeting our common goals.

Background

I am an Associate Professor in the School Psychology Program at The City University of New York, Queens College and Vice President of Membership for the Division of School Psychology of the American Psychological Association. I received my doctorate in School Psychology from the University of Connecticut in 2002. My primary research interests involve interventions in the areas of behavior disorders, health-related issues, and communication deficits. Within Division 16, I have served as the Hospitality Suite Chair (2004, 2005) and Co-Chair (2003) as well as the Convention Chair (2006) and Co-Chair (2005) for the Division 16 annual convention. I am currently an Associate Editor for *School Psychology Quarterly* and also serve on various editorial boards. I have been an author or co-author of numerous journal articles and book chapters and have presented my scholarly research at the national, state, and local levels. I am also a licensed psychologist in the state of New York, where I maintain a private practice focused on children and adolescents. This allows me to sustain my clinical skills, while keeping current with treatment issues in our field.

Nominee for Vice President of Membership Jessica Blom-Hoffman, Ph.D.

can enhance its services.

In summary, I believe I have the leadership, background, professional experiences, and skills to be an effective Vice President for Membership. My commitment to the field of school psychology is strong, and I welcome the opportunity to become involved at the national level. I am eager to take on this position within Division 16 and appreciate your support.

Candidate's Background

Currently, I am an associate professor at Northeastern University in Boston, MA. At Northeastern I teach in the school psychology program and maintain an active program of research focused on the promotion of children's healthy eating behaviors and preventing childhood obesity. My research is funded by a five-year early career award from the National Institutes of Health. Currently, I serve on editorial boards for the *Journal of School Psychology, School Psychology Review* and the *Journal of Applied School Psychology*. In addition, I was appointed by the Massachusetts Commissioner of Education to serve as a member of the state's Interdisciplinary Health Education and Human Services Advisory Council. I was a member of the organizing committee for the second School Psychology Research Collaboration Conference (SPRCC), sponsored by the Society for the Study of School Psychology. I also serve on the Board of Directors of the Massachusetts School Psychologists Association.

I received my PhD in school psychology with a sub-specialization in pediatric school psychology from Lehigh University and completed my pre-doctoral internship and post-doctoral fellowship at the Children's Hospital of Philadelphia. While living in Pennsylvania, I was employed as a school psychologist in Quakertown, PA.

DIVISION 16 *ONLINE*
Check out the Division 16 home page at:
www.indiana.edu/~div16/

Please Recycle

PRINTED IN THE U.S.A.

In this issue
Division 16 Executive Committee Nominees

NON-PROFIT
U.S. POSTAGE
PAID
PERMIT # 6348
WASHINGTON DC