The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

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Dr. Jean Baker

Dr. John Jackson

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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.

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Requirements

The School Psychologist is published three times (Winter, Spring, and Fall) a year. Employment notices, announcements, and advertisements (including display ads) are due on the 1st of the month of printing. Display ads should be submitted in a high-resolution PDF format.

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Author's Instructions and Publication Schedule

The APA Division 16 publishes *The School Psychologist* as a service to the membership. Three 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.

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Issue Month/No.	Closing Date for Submission of Materials	Printing Date	Mailing Date*
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Spring (2)	March 1	March 30	April 15
Fall (3)	July 1	July 30	August 15

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

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President's Message

Finding Solutions

Tammy Hughes, Duquesne University

Tammy Hughes

" …we are facing challenges that impact our basic assumptions about who a school psychologist is… "

Working together with APA and the school psychology community has been a priority for the Division this year as we are facing challenges that impact our basic assumptions about who a school psychologist is and who is responsible for the regulation of this practice. We are working closely with the APA community to highlight school psychology's contribution to the broader field of psychology. Also, we are working closely with NASP leadership to make sure that, wherever possible, we are identifying win-win solutions for the school psychology community.

Below is a description of where we have had success in highlighting school psychology this year. There is, however, more work to be done. Thus, I have also included a description of next steps where they are planned. I expect this next year will be a busy one.

The Division within APA:
• The MLA Task Force has received the Division's report explaining our support for retaining the exemption for the use of title of "school psychologist," our liaisons have successfully argued for in-depth consideration regarding the impact of the proposed changes on the membership, and at the time of this writing our liaisons will have attended MLA Task Force meeting planned for December 2008.
• We continue to work with the child-focused divisions (37, 43, 53, and 54) to make sure that children's issues are front and center of APA policy and practice considerations. This year the child divisions have dedicated programming to the Convention within the Convention at the APA annual meeting in August. A series of sessions scheduled Friday afternoon through Sunday morning will focus on Evidence-Based Practice with Children. Over the years these well cultivated relationships have proven to be mutually beneficial.
• We are working with Divisions 2, 3, 5 and 25 to highlight the importance of methodology in furthering the science that informs our practice - see additional programming that we have dedicated to the Convention within the Convention at the APA annual meeting in August. These relationships highlight the translational nature of the work of school psychologist – moving research findings into evidence-based practices.
• The Division has been invited to send two representatives (in addition to myself who serves on the Task Force) to the Future of Psychology Practice Summit held in May 2009. School Psychology has the opportunity to highlight how school psychology practice (at the individual and systems level) is uniquely situated to solve children's social issues.

The Division and the School Psychology Community:
• We are working with NASP leadership to identify solutions addressing title, practice and regulation of school psychologists. We are working together to address concerns that promise to trickle into training, credentialing and practice of the school psychologist. This relationship has been well developed and we plan to call on its strength to address state and national issues both within and outside the school setting.
• We are participating through our representative on School Psychology Specialty Counsel (formally School Psychology Synarchy) along with various constituent organizations (e.g., NASP, Trainers of School Psychologists, CDSPP, ABSP, AASP, SSSP) to work to maintain the specialty of school psychology.

We feel that this multi-faceted approach gives us the best opportunity to shape the next set of agreements between the regulatory bodies in psychology and education. As stated, it has been a busy year and I want to thank the members of the executive committee who have worked tirelessly to keep each of these projects afloat. Without their leadership it would not be possible to pull together such as comprehensive effort.

I especially want to recognize Linda Caterino and Lea Theodore who are rotating off the executive committee in December. We all appreciate their commitment and energy throughout the end of their terms of service to the Division. I also want welcome Jessica Blom-Hoffman (VP-membership), Lea Theodore (VP-Public Affairs) and Bonnie Nastasi (President-Elect) who will join the executive committee in January. Each brings talent and energy, and we look forward to their contributions. Finally, I would like to thank Frank Worrell for staying on as Past-President another year. I truly appreciate his counsel and support.

As I did over this last year, I will continue to seek input from members via email and phone contact. However, I also encourage you to contact me with your feedback at HughesT@duq.edu - I welcome your input.

Missing Voices in School Psychology Research: A Review of the Literature 2002-2007

Research Forum

Andrew T. Roach, Corinne S. Wixson, Devadrita Talapatra, and Tamika P. LaSalle
Georgia State University

Abstract

Using concepts from the field of disability studies as a framework, the authors reviewed 903 articles from four major school psychology journals for the years 2002 to 2007 in order to determine how frequently researchers include the "voices" and perspectives of children and youth with disabilities and emotional-behavior disorders in their work. Articles were considered to have student respondents if they solicited the experiences, opinions and/or perceptions of the participating students via surveys, questionnaires or interviews. In addition, each of the articles was coded in three other areas: research topic, participants (who may or may not have been respondents), and type of data collected. Of the reviewed journal articles, 146 (16.2%) involved studies that had student respondents and only 24 (2.7%) included student respondents who specifically were identified as having disabilities or emotional-behavioral disorders. Implications of the findings for school psychology research and graduate training are discussed.

If we've learned one thing from the civil rights movement in the U.S., it's when others speak for you, you lose. – Ed Roberts (Charlton, 2000, p. 3)

This article uses concepts from the field of disability studies as a framework for examining the recent school psychology literature. We reviewed articles from four major school psychology journals for the years 2002 to 2007 to determine how frequently researchers include the "voices" and perspectives of children and youth with disabilities and emotional-behavior disorders in their work. The purpose of our review was to gain preliminary answers to the following questions: How do students (with and without disabilities) participate in school psychology research? Are student voices included in or missing from published research?

Over the past several decades, the field of disability studies has become an increasingly influential perspective in policy design and scholarship in a number of academic disciplines (e.g., sociology, history, women's studies) (Harris & Lewin, 1998). Disability studies considers the perspectives and experiences of people with

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Editor's Message

Michelle Athanasiou, University of Northern Colorado

The School Psychologist is dedicated to providing Division 16 members current information regarding Division events and announcements, as well as an outlet for scholarly work. Due to increasing costs, the Executive Committee, in consultation with me, has decided to reduce publication of TSP from 4 to 3 issues per year. Please note that you will receive the same quality newsletter, complete with all news, announcements, and communication regarding Division activity. The change will involve consolidating the information into three issues.

In order to evenly space three issues throughout year and to coordinate issue publication with annual Division events and announcements, the following schedule will be used for submission deadlines:

• Winter Issue: Submission deadline November 1; members to receive issue end of December/beginning of January.
• Spring Issue: Submission deadline March 1; members to receive issue at end of April.
• Fall Issue: Submission deadline July 1; members to receive issue end of August.

The Executive Committee and TSP editors continue to investigate ways to ensure that the newsletter remains an informative, viable, and cost effective publication.

Thank you all for your continued support of Division 16 and TSP. I look forward to continuing to work with you!

" …consolidating the information into three issues. "

disabilities as the foundation for research and professional practice. Researchers working from this perspective generally seek to examine commonalities in the experiences of the diverse group of people who have been defined as "disabled" (Harris & Lewin). According to Linton (1998), disability studies developed "as a counterpoint to the medicalized perspectives on disability emanating from the applied fields, and in response to the marginalization and distortions apparent across the curriculum" (p. 133). As such, disability studies questions the medical model that views disability as an intra-individual disorder or pathology. School psychology's traditional commitments to categorization, care, and cure, however, seem to firmly root it within the medical framework (Roach, 2003).

Graduate education in school psychology often focuses on the characteristics of and treatment for individuals with learning disabilities, mental retardation, emotional-behavior difficulties, and other exceptionalities. Many school psychologists have had limited coursework that considers the "lived experience" of having a disability, or that critically examines social, economic, and political forces that serve to marginalize and oppress people with disabilities (National Association for School Psychologists, 2000). Moreover, there may be a tendency for research presented in school psychology journals and at professional conferences to depersonalize information regarding people with disabilities.

Linton (1998) suggested "the overwhelming majority of scholarship on disability either utilizes or implies the third-person plural: 'they' do this, 'they' are like that, 'they' need such and such. This contributes to the objectification of disabled people" (p. 142). The objectification of students with disabilities (e.g., the reduction of students to "objective" data for investigation and analysis) in the school psychology literature may be attributed to the difficulties in studying the "lived experience" of children and adolescents. Unfortunately, substitution of behavioral measures or the perceptions of others (e.g., family members or teachers) may present an inaccurate portrayal of the experience and perspectives of students with disabilities. Pfeiffer (2002) reached a similar conclusion in his response to a study that surveyed parents regarding their children's experiences with inclusion: "Why is this procedure a problem? It is because we would reject or at least strongly qualify men's impressions of women, Christians' impressions of atheists, whites'

impressions of African Americans, and (in the same way) non-disabled persons' impressions of people with disabilities because they will be influenced by stereotypes" (p. 283).

Method

Articles from four journals in the field of school psychology were reviewed and coded for topic, participants, data collected, and respondents. A total of 903 articles published between 2002 and 2007 in *School Psychology Review*, *School Psychology Quarterly*, *Journal of School Psychology*, and *Psychology in the Schools* were examined to determine the number and percentage of articles that included the perspectives of children and youth with disabilities or emotional-behavioral disorders. The first three journals are associated with the field's professional organizations (NASP, APA Division 16, and the Society for the Study of School Psychology). Although Psychology in the Schools is not affiliated with a professional organization, it was included in this review of the literature as an additional peer-reviewed journal that is widely read by school psychologists.

Articles published were assessed for their inclusion of student respondents as part of the research method and data collection. Articles were considered to have student respondents if they solicited the experiences, opinions, and/or perceptions of the participating students via surveys, questionnaires or interviews. In addition, each of the articles was coded in three other areas: research topic, participants (who may or may not have been respondents), and type of data collected.

First, the articles were reviewed by the first three authors (i.e., a faculty member and two doctoral students in school psychology) to identify the research topic(s). Topics included (a) social/emotional or behavior assessment, (b) academic or cognitive assessment, (c) social/emotional or behavior interventions, (d) academic interventions or instruction, (e) systems and school reform, (f) consultation, (g) research/ program evaluation, (h) position papers, and (i) literature reviews or meta-analysis. Empirical studies were assigned one of the first seven codes (a-g), articles that did not include the collection or analysis of data were assigned the final two codes (h or i). Some articles could be identified as addressing more that one topic area. In these cases, a primary (most salient) category was identified by the coders. In subsequent analyses of the articles, the categories of assessment and intervention were combined in

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both the cognitive/academic domain and the social/emotional or behavior domain. Similarly, the categories of research/program evaluation and systems change/school reform were combined because of overlap in the articles assigned to these two categories.

Each article that that presented empirical investigation also was coded for one of six methods of data collection method: (a) assessment results, (b) interviews, (c) surveys and questionnaires, (d) observations, (e) permanent products and school records, and (f) other. Many of the articles included more than one type of data collection and were assigned multiple codes to reflect the diversity of data collection methods utilized.

Next, the participants in the studies were coded. Participant categories included (a) students with disabilities and emotional-behavior disorders (b) students (general), (c) teachers, (d) parents and family members, (e) school psychologists, and (f) others. In addition, the ethnicity and gender of student participants were coded. Of the articles with participants, each was assessed to determine whether the participants also served as respondents. Participants were considered respondents if their perceptions and opinions were solicited as part of the research process. For this review of the research, we were specifically interested in articles that included student participants and respondents.

When the appropriate code was difficult to determine, the article was reviewed by multiple members of the research team to achieve a consensus code. In addition, the first author conducted read-behinds for 10% of the articles to insure consistency in coding; inter-coder agreement on these articles was over 90%.

Results

Very few of the articles reviewed in our study included students' perceptions or "voices" as part of research on assessment, intervention or other aspects of school psychological services. Of the 903 journal articles that were reviewed, 170 (18.8%) included student respondents. One hundred forty-six (16.2%) of these involved studies that had general student respondents, while another 24 (2.7%) included student respondents who specifically were identified as having disabilities or emotional-behavioral disorders. These 24 articles focused primarily on students from two major categories identified by either the Individuals with Disabilities Education Act (IDEA) or the *Diagnostic and Statistical Manual, Fourth Edition, Text Revision*

(DSM-IV-TR): seven articles featured studies with student respondents with a specific learning disability (SLD) and seven articles presented studies that focused on student respondents with Attention-Deficit Hyperactivity Disorder (ADHD). A smaller number of the articles presented the results of studies that included the opinions or perceptions of students with cognitive disabilities, speech and language impairments, or other emotional-behavioral disorders. A few articles grouped all students receiving special education services into one category; therefore, we could not distinguish among the various types of disability when reviewing these studies.

Of the articles that included the opinions and perceptions of students with disabilities, 18 also provided information on participants' ethnicity and gender. In these articles, White students with disabilities were overrepresented as respondents (68.3% of respondents vs. 60.8% of students in special education; USDOE, 2003) while students of other races were underrepresented compared to the national population. For example, African Americans students often are overrepresented in special education; however, this group was underrepresented as respondents (17.9%) in the reviewed studies when compared to the proportion of African American students receiving special education services (20.1%; USDOE). Males and females, as student respondents with disabilities, were nearly equally represented (males 52%; females 48%). Because males are more likely to be identified and receive special education services, they may have been underrepresented in these studies.

Articles that Included Student Respondents by Topic

Overall, the articles that included student respondents generally addressed assessment and interventions for emotional-behavior or behavioral difficulties. Of the 146 articles that included student respondents without specifying the inclusion of students with disabilities, 89 (61.0%) focused on this topic (see Figure 1). Specifically, these studies focused on two dominant themes in this topic area: (a) social support or social skills; and (b) bullying, violence, or school safety. Similarly, 18 out of the 24 articles that specified the inclusion of student respondents with disabilities also addressed topics in the social-emotional or behavioral domains (see Figure 2). In these articles, another common focus was assessment or intervention for cognitive and academic abilities. Of the 24 articles that specifically

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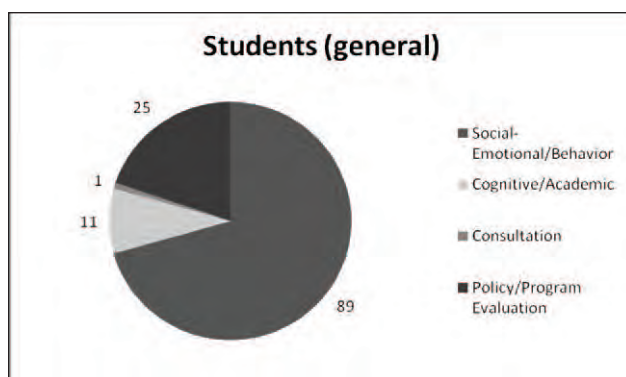
Figure 1. Topics addressed by articles in the school psychology literature that include general student respondents (*n* = 146).
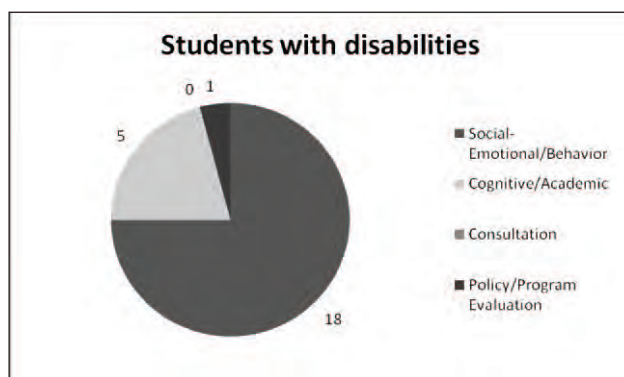
Figure 2. Topics addressed by articles in the school psychology literature that include student respondents with disabilities or emotional-behavioral disorders (*n* = 24).

Figure 3. Frequency of articles with student respondents in the school psychology literature across years (2002-2007).

included students with disabilities, five (20.8%) addressed this topic. Only 11 (7.5%) of the 146 articles with general student respondents focused on assessment or intervention in the cognitive or academic domains. We also observed significantly fewer studies that specified student respondents with disabilities in articles that focused on policy or program evaluations (e.g., large-scale assessment, full-service schools). Of the 26 articles with student respondents that addressed these topics, only one specifically included the perceptions or opinions of students with disabilities or emotional-behavioral disorders. Similarly, students with and without disabilities (0% and 0.4%, respectively) were rarely asked for their input in research studies that addressed consultative strategies or processes.

Articles that Included Student Respondents by Year

When examining each year from 2002 to 2007, the number of student respondents with and without disabilities in the school psychology literature was fairly consistent across years (see Figure 3). Within each year, the number of articles that did not include any student respondents was significantly higher than the number of articles that asked students for their opinions and perceptions. In addition, the number of student respondents within the general population was always higher than the number of student respondents with disabilities. It is important to note that in 2002 there were no studies that asked for the opinions or perceptions of students with disabilities, and in none of the years did this group of studies exceed 5% of the total number of articles published. Conversely, 2006 had the most articles (33) and the greatest percentage (22.1% of the total) of articles that included student respondents with or without disabilities.
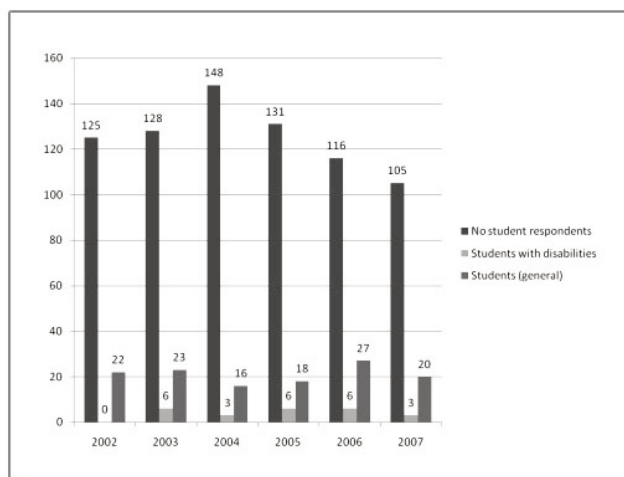
Articles that Included Student Respondents by Journal

The inclusion of student respondents in articles also was examined across each of the major school psychology journals (see Table 1): *School Psychology Quarterly* (SPQ), *School Psychology Review* (SPR), *Journal of School Psychology* (JSP), and *Psychology in the Schools* (PITS). The number of studies that included input from students with disabilities was noticeably low across all four journals. JSP appeared to have the highest percentage of articles that asked for opinions and perceptions of students with disabilities (3.7%) and students in general (22.6%). Whether these

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differences can be attributed to the inclusion of special topic-focused issues (e.g., bullying or motivation) or editorial decision making was unclear.

Discussion

Because students with or at risk for developing disabilities or emotional-behavioral disorders are school psychologists' primary clients, the absence of their voices in our professional literature is troubling. Our professional standards indicate that ascertaining the perceptions and opinions of students (including students with disabilities) in our research and service delivery is essential for ethical practice (*NASP Principles for Professional Ethics* III.C.I & III.F.3). When student perspectives regarding assessment and intervention are not considered, school psychologists and other educators run the risk of working under a paternalistic assumption (i.e., "acting upon (our) own idea of what's best for another person without consulting that other person") (Marchewaka, cited in Smart, 2001, p. 200). Although there are some cases in which students' choice-making may need to be limited or overruled in the interest of their safety and well-being, strict adherence to a paternalistic stance undermines students' self-determination. Marshall and Martin (cited in Wehmeyer, Agran, & Hughes, 1998) defined students who have self-determination as individuals who "know how to choose—they know what they want and how to get it…This involves asserting individual presence, making his or her needs known, (and) evaluating progress toward meeting goals…" (p. 6). To support self-determination, school psychologists need to include student perspectives in research on and evaluation of the programs and practices used with them.

Evaluating the acceptability of an intervention or assessment would be an initial step in including the perspectives of student with disabilities in the school psychology literature. Similar to calls for reporting effect sizes or statistical power in journal articles, the editors of the major school psychology journals might consider recommending that authors report the acceptability of interventions or assessments evaluated in research studies. For example, intervention studies might include data collected using the Children's Intervention Rating Profile (CIRP; Witt & Elliott, 1985), a brief scale for assessing students' perceptions of the acceptability of an intervention. Moreover, this short instrument could be revised for use in evaluating students' opinions of and experiences with various assessment strategies.

Stone and Priestly (1996) indicated research should be examined for its practical relevance to the lives of research participants: "(Practical) relevance means the identification and removal of disabling social and physical barriers" (p. 703). Perhaps research reported in school psychology journals should include a section that addresses the practical relevance for students with disabilities and emotional-behavioral disorders. Researchers might be expected to address the consequences of participation in their research efforts, and how the interventions or assessments described resulted in *substantive* improvements in the lives and educational experiences of students.

To facilitate the inclusion of student perspectives and opinions, school psychology researchers could consider employing research approaches such as ethnography, grounded theory, and phenomenology that utilize student interviews and narrative responses as data. In addition, journal editors could create "space" for research that expands upon the dominant quantitative/positivist research perspective in school psychology. Moreover, graduate programs in school psychology might consider adding coursework that prepares

Table 1

Frequency of articles with student respondents across school psychology journals.

	No Student Respondents	Students w/ Disabilities	Students (general)
School Psychology Quarterly	90.7% (117)	1.7% (2)	7.9% (10)
School Psychology Review	89.9% (203)	3.5% (8)	7.0% (16)
Journal of School Psychology	74.4% (121)	3.7% (6)	22.6% (37)
Psychology in the Schools	82.0% (312)	1.6% (8)	16.4% (63)

Missing Voices in School Psychology Research: A Review of the Literature 2002-2007

students to conduct and evaluate research from multiple epistemological and methodological perspectives.

In response to the student autobiographies presented in the book *Learning disabilities and life stories*, Kegan (2001) wrote "(Those) with a personal and professional interest in learning disabilities have to decide whether they will direct their central loyalty and interest to 'learning disabilities,' as a detachable phenomenon, or to the persons living with learning disabilities" (p. 195). School psychology researchers and practitioners might benefit from the consideration of how Kegan's challenge applies to their work with students with disabilities or emotional-behavioral disorders. If our research and practices reduce students to a collection of test scores or operational definitions of their "problems," some may understandably question where our allegiance lies.

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A New Look at Teachers' Job Stress and Locus of Control Using a Multidimensional Measure of Stress

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Abstract

In this study, the relationship between educators' locus of control and job stress, job pressure, and lack of organizational support is examined. The study employed a multivariate regression model with locus of control as the predictor variable and job stress, job pressure, and lack of organizational support as dependent variables. The results showed that a more external locus of control was predictive of lack of organizational support, but was not predictive of job stress and job pressure.

Teachers' Job Stress and Locus of Control: How Can School Psychologists Help?

As many educators can attest, being a teacher can be a stressful job. Issues such as managing students' behavior and promoting children's and adolescents' academic achievement in the face of organizational concerns such as less-than-satisfactory working conditions and pay may result in occupational stress. Teacher stress may be defined as "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from aspect of their work as a teacher" (Kyriacou, 2001, p. 27).

In an attempt to navigate stressful job conditions, teachers may use a variety of coping skills or defense mechanisms. Investigations of attributional patterns of teachers reveal that when children are experiencing academic problems at school, teachers generally ascribe blame and credit in a manner that protects their self-image (Jones & Nisbett, 1977). Psychological coping strategies such as situational appraisal, as well as cognitive and behavioral compensation, assist teachers in reducing cognitive dissonance about their effectiveness as well as preserving psychological balance and functioning, thus minimizing the negative effects of work-related stress (Friedman, 1991; Griffith, Steptoe, & Cropley, 1999). When such coping strategies are inadequate for the stressors

posed, educators are then more likely to experience symptoms associated with job stress. One notable, and perhaps more importantly, measurable contributory factor of situational appraisal, is an individual's locus of control.

Locus of control (LOC) theory postulates that people vary in the degree to which they attribute life events to their own actions or rather to environmental forces beyond their control (Rotter, 1954). Individuals who believe that events are a result of their own behaviors, capacities, and attributes are considered to have an internal LOC. Because these individuals believe that their actions bring about change in their environments, they are more likely to act with the belief that they can effect such change and may be better able to accept responsibility for their behaviors and the outcomes that follow (Bernardi, 2003). Conversely, those who attribute events to the behavior of others or circumstantial phenomena such as luck, chance, or fate are classified as having an external LOC. These individuals, by contrast, are less likely to take responsibility for their actions and are given to feelings of helplessness and blaming others for failures (Adeyemi-Bello, 2001). Because individuals with external LOC do not tend to take responsibility and instead engage in "passivity in the face of environmental difficulties" (Rotter, 1966, p. 16), they see stress as something beyond their power to control or the responsibility of another. As a result, they may descend into a state of helplessness, depression, or anger, believing that they are the victims of their circumstances.

As predicted by LOC theory, the research literature appears to demonstrate a positive relationship between educators' stress and an external LOC. Internally-oriented student teachers report less stress than externally-oriented teachers (Sadowski & Blackwell, 1985; 1987), and teacher burnout, a variable highly related to stress, has been found to be positively associated with an external locus of control (Huston, 1989; Lunenberg & Cadavid, 1992). Interestingly, however, Adams

> "Locus of control (LOC) theory postulates that people vary in the degree to which they attribute life events to their own actions or rather to environmental forces beyond their control."

(1999) did not find a relationship between stress and locus of control among vocational teachers.

One notable weakness in past studies regarding occupational stress is that it has been considered as a unilateral concept, rather than one that can be delineated into categories of job stress, job pressure, and lack of organizational support. Distinguishing job stress into these subcategories may better help with pinpointing the source of occupational strain, thus allowing for interventions to be more appropriately selected and implemented. For the purpose of this study, it was hypothesized that educators who were more externally-oriented in their LOC would be more susceptible to experiencing job stress in comparison to internally-oriented teachers. Consequently, this investigation was conducted to examine the relationship between teachers' LOC and self-perceived occupational stress. This study represents an extension of the research literature in that a variety of stress components are investigated, whereas past studies (e.g., Sadowski & Blackwell, 1985, 1987) used a one-dimensional measure of stress.

Method
Participants

The participants in this study were elementary, middle and high school teachers in a manufacturing city school district in southwestern Pennsylvania. Employee directories were obtained for all schools in the district, and a list of 150 names was compiled, representing all teachers that were eligible to participate in the study. A survey package was mailed to each educator on the list. Each packet included the Job Stress Survey (JSS), Rotter Internal-External Locus of Control Scale (LOC), an information letter required by the Institutional Review Board for Human Subjects, and a postage-paid return envelope.

Instruments

The JSS is a short questionnaire that was designed for the purpose of assessing the potential sources of occupational stress of individuals 18 years and older in various work and educational settings. The JSS consists of 60 items, 30 of which describe generic, job-related stressors and require the individual to report on the severity of such stressors, while the other 30 items assess the individual's perceived frequency of such stressors (Spielberger & Vagg, 1999).

The JSS evaluates both frequency and severity of individual work-related stressors retrospectively, requiring the employee to report on the following variables: 1) general or overall job stress, 2) job stress severity, 3) job stress frequency, 4) general or overall job pressure, 5) job pressure severity, 6) job pressure frequency, 7) general or overall lack of organizational support, 8) lack of organizational support severity, and 9) lack of organizational support frequency over the previous six-month period. Items assessing job stress include statements such as "assignment of disagreeable duties" and "inadequate salary," while queries representing job pressure include, "assignment of new or unfamiliar duties" and "dealing with crisis situations." Further, lack of organizational support is measured through participants' responses to such statements as, "lack of opportunity for advancement" and "poor or inadequate supervision."

The utility of the *JSS* is found in its interpretive properties that are based on sizeable heterogeneous samples of 2,173 employees in the fields of business and industry, as well as educational and military settings. Analyses of these occupational classifications and each of the three primary Job Stress scales or indices resulted in relatively substantial levels of internal consistency across all occupational classifications, inclusive of gender differences (JS-X: a=.79 - .92; JS-S: a=.77 - .93; JS-F: .85 - .92; Spielberger & Vagg, 1999, p.16). Spielberger and Vagg (1999) also reported adequate test-retest reliability and face validity, noting that the items developed for the JSS were derived from research conducted in the field as well as from items selected from other measures that were then validated by field experts.

The *LOC* (1966) was constructed around 29 items, including 23 forced-choice and six filler items to enhance the ambiguity of the scale and cloud the examinee's determination of the measure's purpose. Each of the forced-choice items provides an internal and external LOC alternative, allowing the respondent to indicate the degree to which he or she believes occurrences of proposed natural scenarios are guided by forces external to the individual, such as luck or fate, or whether such events are under individual or internal control by way of personal decisions or efforts. Internal consistency reliability estimates of the *LOC* are considered stable, ranging from .69 to .73 for combined-sex samples, with concurrent validity demonstrated through a .48 correlation between the *LOC* and the MacDonald-Tseng Internal-External Locus of Control Scale (Rotter, 1966; Zerega, Tseng, & Greever, 1976).

Previous studies have utilized central tendency measures to analyze scores on the *LOC* (Grimes, Millea, & Woodruff, 2004). Because no universal cut-off score exists, all scores of "internal" or "external" may be interpreted relative to the rest of the scores in the population being studied. Grimes, Milea, and Woodruff (2004), for example, obtained a mean of 10.7 for locus of control orientation in a sample of 136 participants. Those scoring above were considered more externally oriented, while those scoring below the mean were more internally oriented.

Silvester, Anderson-Gough, Anderson, and Mohammed (2002) used quartiles to determine locus of control orientation ($n = 139$), with only the upper quartile ($n = 35$) identified as being indicative of an external locus of control and the lower quartile ($n = 32$) as being suggestive of an internal locus of control. In the present study, no cutoff scores were utilized. Analyses involved an examination of the relationships among the variables for the $n = 38$ participants. The coefficient of determination was calculated to determine how much variance in each of the dependent variable could be attributed to the *LOC* status.

Sample

An initial mailing of the packets to teachers listed in the school directory was followed by a second mailing of packets in order to increase the sample size. Of the 150 packets that were mailed, a total of 39 were completed and returned. Of the 39, one was incomplete and was not included in this study, which resulted in 38 completed surveys being considered for this study ($n = 38$). This is equivalent to a return rate of 25%, which is at the lower end of a range of acceptability that is reported in the literature. Erwin and Wheelwright (2002) reported that response rates in 16 of the 68 research studies in the *Journal of Mental Health Counseling* ranged from 21% to 78%, and 17 of the 151 research studies in the *Journal of Counseling and Development* reported response rates of 22% to 83%. Mean response rates were 53% and 51%, and standard deviations were 18 and 16, respectively. Power was the major concern for this study, because it was compromised by the rather small sample size. With a sample size of 38, this study only achieved moderate power. According to Cohen (1977), to detect a medium effect size and achieve adequate statistical power of .70 in a correlation study, at least 65 participants are required. Of the teachers in the school district who completed the survey, 5% percent were African-American women, 65% were Caucasian women, and 29% were Caucasian males.

Analysis

Preliminary analysis of the data involved checking for outliers and missing values, with no problems found. Next, bivariate correlations were obtained to inspect the strength of the relationship among the variables. The original data consisted of the following nine dependent variables: 1) general or overall job stress; 2) job stress severity; 3) job stress frequency; 4) general or overall job pressure; 5) job pressure severity; 6) job pressure frequency; 7) general or overall lack of organizational support; 8) lack of organizational support severity; and 9) lack of organizational support frequency. These were collapsed into three broad categories: *Job Stress*, *Job Pressure* and *Lack of Organizational Support* that were used as dependent variables in this study (see Table 1). The decision to collapse the variables into three dimensions was reached based upon: 1) correlation analysis revealing that variables within a given dimension were highly correlated, hence measuring the same construct and; 2) the small sample size that necessitated the reduction of the number of variables into conceptually meaningful categories.

Table 1

Job Stress Survey (JSS) Subtests Collapsed Into Dimensions Used As Dependent Variables

Dimensions	Job Stress	Job Pressure	Lack of organizational support
JSS subtests	Job stress	Job pressure	Lack of organizational support
	Job stress severity	Job pressure severity	Lack of organizational support severity
	Job stress frequency	Job pressure frequency	Lack of organizational support frequency

Teachers' Job Stress

The primary analysis involved using the predictor variable (*Locus of Control*) and the three dependent variables (*Job Stress*, *Job Pressure* and *Lack of Organizational Support*) in a multivariate regression model (see Table 2). This model was appropriate because it handled the dependent variables simultaneously rather than running three individual simple regression models (which would inflate the alpha level). The results indicate there is a significant regression of the set of the three dependent variables (*Job Stress*, *Job Pressure* and *Lack of Organizational Support*) using the one predictor variable (*Locus of Control*) at the .05 alpha level. Table 3 represents the results of the univariate analysis of the relationship between the predictor variable and each of the dependent variables. Results in the table show there is a significant regression for *Lack of Organizational Support*, but *Job Pressure* and *Job Stress* are not significantly related to a more external *Locus of Control* at the .05 alpha level.

Discussion

Because in past studies, a one-dimensional measure of stress was used (e.g., Sadowski & Blackwell, 1985; 1987), this investigation represents an extension of the research literature in that a variety of stress components are considered. In this study, educators with a greater external LOC were significantly more likely to report perceptions of the lack of general organizational support. Therefore, while individuals with an internal and external LOC participating in this research experienced job stress and job pressure equally, those with a greater external LOC were more likely to report experiencing feelings of the lack of organizational support, which is likely consistent with the tendency of such teachers to expect factors external to them (e.g., environmental conditions) to prevent or mitigate job-related stress. When designing and implementing interventions in order to lessen teachers' job stress, it may be thus helpful to focus upon increasing support systems in the organizational educational context, particularly for those with a more external LOC.

The limitations of this study include a small sample size of individuals from a restricted geographic region, which diminishes the generalizability of the results. Sampling bias may also have occurred, with those with a greater

Table 2

Multivariate Tests of Significance

Test Name	Value	*F*	*DF*	Sig.
Pillais	0.16	4.01	3.00	0.02*
Hotellings	0.20	4.21	3.00	0.02*
Wilks	0.84	4.82	3.00	0.02*
Roys	0.16			

*Significant at the 0.05 alpha level

Table 3

Univariate Tests of Significance

Variable	*R*	R^2	*F*	Sig.
Job Stress	0.17	0.21	3.87	0.06
Job Pressure	0.15	0.19	0.84	0.36
Lack of Organizational Support	0.46	0.58	6.63	0.01*

*Significant at the 0.05 alpha level.

Teachers' Job Stress

external LOC more likely to have responded to requests to participate in this research study. Additionally, because this research was conducted with public school educators teaching students in kindergarten through the twelfth grade, it is unknown whether individuals who teach different age levels (preschool, collegiate) or in private school settings are likely to experience the same kind of stress encountered by the educators who participated in this study. Power was a major concern for this study, because it was compromised by the rather small sample size. With a sample size of 38, this study achieved only moderate power. It is recommended that future research be conducted with a larger sample size and more diverse population, in order to determine whether the results from this study would be replicated.

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School Psychologists' Job Satisfaction and Reasons for Retention

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"Job stress leading to attrition cannot be addressed without considering the current and projected future shortages of school psychologists."

Abstract

This study focused on Utah school psychologists' self-reported job satisfaction and reasons for remaining in the profession. Based on surveys completed by 69 school psychologists (58% return rate), the top five reasons for staying in their profession were feeling the success and joy of helping students, working one-on-one with students, counseling with students, taking vacation time during summers and holidays, and the population of students with whom they work. The results indicated that school psychologists enjoy their job, perceive their work as important, and express a desire to stay in the profession. In light of existing shortages, these results are encouraging. However, it is important to further explore and implement strategies to attract new school psychologists and retain currently employed school psychologists. The participants responded to the question, what could be done at the school, district, state, and national levels to keep them employed as school psychologists. The most frequently suggested strategy across all levels was increased salary. Other strategies included improved communication with other school personnel, increased recognition and respect, and more public promotion of the profession.

Introduction

Almost 50 million K-12 students attend school in the U.S. (National Center for Education Statistics [NCES], n.d.). Approximately 14% of these students are identified with educational disabilities requiring special education services (NCES, 2006). School psychologists collaborate with social workers and school counselors to meet students' academic and social-emotional needs (Doll, Zucker, & Brehm, 2004; Merrell, Ervin, & Gimpel, 2006). One of their most important roles is facilitating positive change for students by working with teachers, families, and other professionals to design, implement, and monitor interventions (Lau, Sieler, Muyskens, Canter, Vankreuren, & Marston, 2006; Wilkinson, 2006). School psychologists also play an important role in the assessment and identification of students

with disabilities (Fagan & Wise, 2000). Accommodating the needs of so many students places a tremendous responsibility on school psychologists to ensure services to students are both available and effective (Canter, 2006). The ratio of school psychologists to students in this country ranges from 1:7,960 in Mississippi to 1:542 in Connecticut with the national ratio averaging 1:1,653 (Charvat, 2005). High ratios affect the quantity, quality, and type of services provided to students while negatively impacting job satisfaction of school psychologists which can increase stress and lead to burnout and attrition (Huebner,1993a, 1993b; Menlove, Garnes & Salzberg, 2004; Proctor & Steadman, 2003).

Job stress leading to attrition cannot be addressed without considering the current and projected future shortages of school psychologists. Curtis, Grier, and Hunley (2004) calculated the difference of losses in the field due to retirement and attrition from an estimated number of additions expected in the field. From the date of their projections, 2003, through the next 17 years, they estimated that there will be a shortage of almost 15,000 school psychologists nationally.

Shortages of school psychologists can be attributed to several factors. First, over 70% of all school psychologists are female (Curtis, Lopez, Batsche, Minch, & Abshier, 2007a). The increasing feminization of the school psychology workforce has raised concerns about the profession's stability, particularly as women prematurely leave jobs or take temporary leave for family reasons (e.g., maternity leaves, raising children) (Fagan, 2004). Other factors impacting job stability and shortages include the demand for qualified school psychologists escalating and this demand not being met by the number completing preparation programs. In addition, about 50% of the currently employed school psychologists will retire within the next 10 years (Curtis, Grier et al., 2004).

Given the shortage of school psychologists, the field cannot afford many professionals leaving the field prematurely. The National Association of School Psychologists (NASP) closely tracks the

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attrition rate; however, little if any research has examined *why* school psychologists remain in the profession and what measures would prevent their premature exit. Understanding factors related to job satisfaction can help. From a proactive stance, this information is essential in developing strategies to counter the impending and ongoing shortages of school psychologists.

National studies (e.g., VanVoorhis & Levinson, 2006; Worrell, Skaggs, & Brown, 2006) indicate that overall, school psychologists have been satisfied with their jobs, and if given another opportunity, would again select the career of school psychology. Furthermore, the majority intend to stay in the profession. The areas of greatest job satisfaction include the opportunity to serve others, stay busy, work independently, and to establish professional relationships with co-workers. The issues underlying dissatisfaction include limited opportunities for professional advancement, insufficient compensation or salary, responsibility of attending to school policies and regulations, inadequate supervision, and lack of recognition.

This study investigated the reasons Utah's school psychologists stay in the profession using the following research questions: (a) Are school psychologists satisfied with their job? (b) What are the top five reasons they stay in their profession? and (c) What measures do they believe should be taken to retain those who might leave the field prior to retirement?

Method

No standardized instrument previously designed to investigate and measure reasons for school psychologists remaining in their profession was located. Thus, a questionnaire previously created for special education teachers (Menlove & Garnes, 2002) was modified, and additional questions were created to fit this particular study's purposes. The questionnaire was piloted with four university faculty and six school psychologists. Based on feedback, changes were made to clarify wording and to ensure questions elicited relevant information.

The questionnaire consisted of four parts: (a) demographic information, (b) reasons for staying in the field, (c) job satisfaction, and (d) suggestions for improving job retention. Parts b and c were adapted from Menlove and Garnes (2002).

The Utah State Office of Education provided contact information for each of the state's 238 certified and practicing school psychologists from which half (N = 119) were randomly selected. The questionnaires were mailed to each participant's primary school of employment. Approximately three weeks after the initial mailing, a follow-up letter and another packet of materials were sent to those not responding to the initial request. Of those selected to participate, 69 (58% return rate) completed and returned questionnaires.

Results
Participants

Table 1 compares the participants' demographic data with NASP's 2005 national membership survey (Curtis, Lopez, Batsche, & Smith, 2006). In addition to the data presented in

> "The areas of greatest job satisfaction include the opportunity to serve others, stay busy, work independently, and to establish professional relationships with co-workers."

Table 1
Demographic Data Comparison

Category		Utah Study	NASP 2005 Study
Students per school psych.		2,783a	1,653
Gender	Female	58%	74%
	Male	42%	26%
Age (*M*)		47.5 years	46.2 years
Ethnicity	Caucasian	100.0%	92.6%
Degree	Master's	64%	33%
	Specialist	20%	35%
	Doctorate	16%	32%

Note. Utah study *N* = 69.
NASP study based on 2005 membership survey, *N* = 1,750.
[a] Utah's ratio of students per school psychologist was based on Charvat (2005).

Job Satisfaction and Retention

"Although most participants agreed that school psychology was a stressful job, on a positive note, they also found ways to effectively counter stress."

Table 1, participants reported working as a school psychologist for an average of 13.5 years (*M* = 13.5, range = 1-35, *SD* = 10.72) and the number of students directly served per participant's caseload averaged 62 students (range = 5-430, *SD* = 77.2). Utah's average school psychologist per student ratio is 1: 2,783 (NASP, 2005).

Participants worked in a variety of school settings, serving from 1 to 16 schools (*M* = 2.7, *SD* = 2.6) with about two thirds (*n* = 47, 68%) working in more than one school. Eighty-four percent reported working in a large school district (>20,000 students) and 9% in a small school district (<10,000). The mean number of work hours per school-day was 7.7 (range = 3-10, *SD* = 1.6) and on the average, participants reported working at home an additional 2 hours per week (range = 0–20, *SD* = 3.4). Twenty-three percent (*n* = 16) of the participants were employed on part-time contracts which accounts for the wide range of hours worked per school-day and the number of students directly served.

Job Retention

The five most frequently endorsed reasons Utah school psychologists stay in the field of school psychology are summarized in Table 2. The top two reasons for staying in school psychology were feeling success and joy in helping students and the opportunity to work one-on-one with students. In addition to ranking top reasons for staying, participating school psychologists rated their level of agreement regarding 16 reasons for staying in the profession. These data are also summarized in Table 2. The strongest level of agreement for staying in the profession was feeling the success and joy in helping students. Financial reasons received the lowest rating.

Job Satisfaction

The job satisfaction rating results appear in Table 3. The majority of respondents agreed that their job is important and enjoyable. Although most participants agreed that school psychology was a stressful job, on a positive note, they also found ways to effectively counter stress. Furthermore, though dissatisfied with salary and financial compensation, the majority of respondents do not consider leaving their profession.

Strategies for Retaining School Psychologists

Four open-ended questions elicited participants' responses regarding strategies for retaining school psychologists at the school, the district, the state, and the national levels. Not all participants provided responses to these questions. Results, including the number of responses are

Table 2

Reasons Utah School Psychologists Stay in Their Job

Reason	Summed Ranking[a]	Level of Agreement Mean Rating[b]
Feeling of success and joy in helping students	189	3.74
Working one-on-one with students	97	3.50
Opportunity to counsel students	82	3.42
Summers and holidays off	73	3.43
Population of students with whom I work	67	3.25
Making a difference for teachers	41	3.12
Working hours	41	3.12
Financial reasons	30	2.41
Opportunity to assess students	30	3.07
Acknowledgment of administrators and teachers of a job well done	23	2.87
Professional affiliation with the field of school psychology	22	2.78
Participation in school-wide prevention and intervention programs	20	2.73
Rarely taking work home	19	2.77
Acknowledgment of parents of a job well done	17	2.90
Rarely working on the weekends	9	3.07

Note. *n* = 53.
[a]Scores based on a scale of 1 (*strongly disagree*) to 4 (*strongly agree*) were summed.
[b]Level of agreement mean ratings are based on a scale of 1 (*strongly disagree*) to 4 (*strongly agree*).

Table 3

Utah School Psychologist Job Satisfaction Ratings

Satisfaction Issue	Mean Rating[a]
My job is important	3.64
I enjoy being a school psychologist	3.60
My job accommodates family life responsibilities	3.29
I would recommend school psychology as a profession to someone else	3.28
Others perceive my job as important	3.18
If (job) stressful, I have found ways to deal with the stress	3.16
I plan on staying in the field of school psychology until the end of my career	3.15
My university training prepared me for the profession	3.15
Being a school psychologist is a stressful job	3.06
I think about leaving school psychology	2.19
I am satisfied with my salary	2.18

Note. *N* = 69.
[a]Responses were based on a scale of 1 (*strongly disagree*) to 4 (*strongly agree*).

summarized in Table 4. At all four levels, increased salary was the number one suggested strategy. At the local school level respondents also suggested (a) improving communication between administrators, school psychologists, and teachers, as well as (b) increasing recognition and respect. They recommended school districts lighten caseloads, reduce paperwork, and provide better benefits and retirement packages for those who stay in the profession.

At the state level, once again participants listed the need to increase salaries as a major incentive. In spite of Utah's relatively low salaries, several stated that they continue working in the state due to personal reasons. Also, related to financial issues, participants recommended Utah increase the legislature's funding for education. This response is not surprising considering Utah spends the least amount per-pupil in the country ($3,302; national mean = $5,321) (Zhou, Honegger, & Gaviola, 2007) and carries one of the highest student per teacher ratios (22.1; national mean = 15.7) (NCES, 2006).

National retention strategies included advocating, lobbying, and negotiating for salary increases. Another commonly suggested strategy was to more actively and publicly promote the profession of school psychology including educating the public by providing information about the profession including attention to the roles and functions of school psychologists. Finally, it was suggested that professional conferences, training, and workshops focus on practical application, decreasing emphasis on theory. Participants emphasized the need for additional professional development training on school-wide prevention/intervention efforts.

Discussion

In reviewing the chief reasons why school psychologists stay in their position, four of the top five reasons relate directly to the students they serve. Similarly, reasons related to direct delivery of student services received high ratings. These findings align with previous literature linking job satisfaction with increased time spent in intervention-related activities, such as individual counseling (Huebner, 1993a). Findings from this study are also supported by previous literature, suggesting that school psychologists prefer counseling, intervention, and prevention activities over less desirable activities related to assessment and paperwork (e.g., Curtis, Hunley, & Grier, 2002; Curtis, Hunley, & Grier, 2004).

The vast majority of respondents indicated agreement with the profession's working hours, summers and holidays off, as a contributing factor to staying on the job. These responses illustrate the flexibility afforded to school psychologists in accommodating a social and family life apart from work.

This study's participants agreed on a number of job satisfaction issues previously supported in the literature. Utah's school psychologists, similar to national reports, are satisfied with their jobs, would choose school psychology again as a career, and intend to stay in the profession (Brown, Hohenshil, & Brown, 1998; VanVoorhis & Levinson, 2006; Worrell et al., 2006). More specifically, 98.5% of

"…participants listed the need to increase salaries as a major incentive."

> *"Even though the majority of respondents report their intention to stay in the profession, we must note that one in three have at least contemplated leaving school psychology."*

Table 4

Retention of School Psychologists (SP): Suggested Strategies

Level Theme	*n*	Sample Statements
Local School		
Salary	14	Improve financial/employment benefits, Raise salary
Communication	9	Increase communication with teachers and administration, Work as a team
Recognition and Respect	7	Help SP feel valued, Recognize/appreciate SP role and skills
School District		
Salary	38	Raise pay, align with national average
Lighten caseload	17	Hire more SPs and distribute caseloads more evenly
Benefits	7	Offer better benefits and retirement for those who stay on job
State/Utah		
Salary	36	Make pay in line other states and national average
Personal reasons	14	Quality of living in the state, Personal reasons
Funding	5	Increase funding for schools, Increase number of SPs and decrease number of schools per SP
National/Professional		
Salary	18	Advocate for higher salaries, Lobby for higher pay
Promote the field	9	Educate public about SP: what they are and what they do, Promote the field
Training	7	Align training with practical application (less theory), Increase training in school-wide prevention/intervention

participating Utah school psychologists agreed or strongly agreed with statements supporting overall job satisfaction and a consensus that their work was *important.*

Even though the majority of respondents report their intention to stay in the profession, we must note that one in three have at least contemplated leaving school psychology. In fact, well over half of participants indicated dissatisfaction with their salary. This dissatisfaction is also voiced in previous national studies of school psychologists (Hosp & Reschly, 2002; Reschly & Wilson, 1995; VanVoorhis & Levinson, 2006) and in the field of special education (Menlove et al., 2004). Faced with this ongoing discontent, the intention to stay may ultimately give way to a decision to leave for better working conditions such as higher pay, better benefits, and so forth.

With regard to low salary and limited benefits, Utah school psychologists have a legitimate complaint. Nationally, the average starting salary for school psychologists ranges from $47,880 to $67,070 (Curtis, Lopez, Batsche, Minch & Absheir, 2007b; NASP, n.d.). In Utah, the beginning pay for school psychologists in several school districts is below $35,000 (Utah's Right to Know, 2008). Addressing this dissatisfaction with salary, the overwhelming strategy proposed for keeping school psychologists in the profession was to increase salary, basing salary on an administrative pay scale, rather than the lower-paying teacher's salary schedule.

The literature suggests that role ambiguity, role conflict, role overload, and limited peer interactions increase stress and burnout for school psychologists (Huebner, 1993b). In the current study, participants expressed a desire to promote the field of school

psychology, educate others about their roles, hire additional school psychologists to decrease caseloads, and strengthen communication with teachers and administrators in order to increase the effectiveness of collaborative work. Although these suggestions appear both reasonable and feasible, the question is whether schools, districts, state education agencies, and the field of school psychology will proactively implement these types of interventions to address and alleviate existing and future shortages of school psychologists.

Several limitations of the study must be identified. First, the findings may not generalize beyond Utah and these viewpoints may not accurately represent the majority of Utah school psychologists. Although 119 participants were randomly selected from Utah's total pool of 238 school psychologists, only 69 elected to participate (58% return rate). These 69 individuals represent only 29% of Utah's total population of school psychologists. Additionally, given that the majority of respondents (85.3%) worked in larger school districts, this study's results may not accurately represent school psychologists employed in rural and small districts. Also, the questionnaire used was not a standardized instrument, but was adapted and modified from an existing questionnaire designed for special educators. Therefore, reliability and validity data were not available for this measure.

Future research may expand this study to include school psychologists around the nation. Comparing similarities and identifying differences across regions may prove helpful in identifying specific strategies to counter premature departure from the profession. Additionally, interviewing school psychologists with a work history of 20 or more years would provide valuable insight into coping strategies for reducing stress and maintaining job satisfaction over time. From another perspective, interviewing recent graduates who work in non-school settings and school psychologists who prematurely exit the profession may provide additional insight, a contrast to perceptions of school psychologists employed in school settings.

Further research may more specifically investigate the interaction of characteristics, such as gender, age, marital status, and number of children, and how these characteristics impact job retention. Factors, such as the number of assigned schools, number of students per caseload, and school district characteristics, may be additional factors to consider in regard to job satisfaction and retention.

Additional research could investigate professional development and training, in particular focusing on how pre-service preparation and professional development impact a school psychologist's desire to remain in the field. Professional development, in particular, becomes more critical as the roles and responsibilities of school psychologists change over time. For example, changes have occurred recently as schools respond to revisions in the Individuals with Disabilities Education Act (IDEA) and the increased push for schools to focus on students' response to intervention (RTI). These changes impact work routines which over time may impact job satisfaction and thus, retention and attrition of school psychologists. Identifying strategies to keep school psychologists in the profession under these current and future conditions must be considered a priority for the field.

Summary

The top reasons Utah school psychologists stay in their positions are related directly to the students they serve. Specifically, they reported feelings of success and joy in helping and working one-on-one with students. Overall, these school psychologists are satisfied with their jobs, except for salary. On all levels, they suggested increasing salary as the number one strategy for retaining school psychologists. More definitively, consideration should be given to place school psychologists on a different salary schedule than teachers. Other ways to aid retention are decreasing caseloads, increasing recognition for duties performed, increasing funding for education, and providing more opportunities to participate in trainings directly tied to practical and effective interventions.

With current and projected shortages of school psychologists, continued attention must address reasons some school psychologists prematurely leave their positions and strategies that can be implemented to help keep them in the profession. Future studies must focus on recruitment efforts, addressing the need to fill the growing number of vacancies created by a retiring work force. Furthermore, studies must investigate local needs rather than solely relying on national or regional data.

"The top reasons Utah school psychologists stay in their positions are related directly to the students they serve. Specifically, they reported feelings of success and joy in helping and working one-on-one with students."

Job Satisfaction and Retention

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Sattler's 5th Edition of *Assessment of Children: Cognitive Foundations:* A Book Review

Book Review

David Hulac
University of South Dakota

At the start of my graduate training in school psychology, I remember how excited I was about the prospect of assessing clients' IQs. There seemed to be magic in the knowledge of those who administered intelligence and cognitive assessment instruments. Through my course training, which was greatly aided by the 4th Edition of Jerome Sattler's *Assessment of Children: Cognitive Applications* (2001), I was quickly disabused on the notion that IQ tests were pure measures of real, innate intelligence. Instead, I was overwhelmed by the amount of data aggregated during a good psychological evaluation including observations, file reviews, and interviews. Sattler has recently published the 5th edition of his cognitive assessment series. Through his textbook, Sattler ensures that psychologists are trained to understand the interface between examiner and examinee and the information needed to train experts. The sheer amount of information (1100 pages!), may overwhelm many school psychology trainees. Those who have experience assessing the intelligence of children, however, will appreciate the resource and the knowledge of Sattler, and will learn something new every time they reread a chapter.

Writing a comprehensive reference book for cognitive test administrators is a task complicated by the frequent changes in both tests and laws governing the use of tests. Since 2001, when Sattler's 4th edition was released, new versions of the Stanford-Binet, WISC, WAIS, DAS, Bayley, and the KABC have been released. Also, the Individuals with Disabilities Education Act (2004) has been re-authorized, and response-to-intervention has become a prominent feature in the identification and service of students with learning difficulties. Similarly, increasing criticism of the treatment validity of identifying cognitive deficits through the use of cognitive tests (e.g., Gresham, 2007; Gresham et al., 2005) has become more prevalent in the school psychology literature. As evidence of the rapid change in the industry, the two chapters Sattler devoted to the WAIS-III became mostly obsolete soon after the 5th edition was published with the subsequent release of the WAIS-IV in the fall of 2008.

What is Different?

There are indeed several differences between the 4th and 5th editions. Two test editions that Sattler had not previously examined, the Stanford Binet-V and the Differential Ability Scales-II have entire chapters allocated to them. These chapters include thorough discussions of both tests' standardization, reliability and validity analyses, subtest descriptions and administration guidelines, interpretive recommendations, and strengths and limitations. Secondly, the chapters on academic assessment and assessment of expressive and receptive language have been removed, which focuses the text on the appraisal of cognitive abilities. Third, the 4th edition's two chapters addressing assessment of culturally and linguistically diverse children have been collapsed into one chapter. The new book includes sections specifically focusing on issues relevant to the assessment of individuals from four of the predominant minority groups including African Americans, Hispanic Americans, Native Americans and Asian Americans. Similarly, new sections have been added to the section on professional, ethical and legal issues, including a discussion of ethical principles for school psychologists, child protection issues, guidelines for providing psychological service to girls and women, the educational qualifications for being a psychologist, and an important section outlining examiner stress and its effects on the assessment process.

What is the Same?

Many of the features of the 5th edition look similar to the 4th edition. Contrary to the rapid change in tools of assessment and the laws governing assessment, best practice in the basics of assessment changes slowly. The first four chapters provide a thorough overview of the foundations of psychological assessment. The information in these chapters must be mastered quickly by those training to conduct psychological evaluation. The detailed chapters define psychological assessment, describe theories of psychological evaluation, and explain the role of cognitive tests in the psychological evaluation.
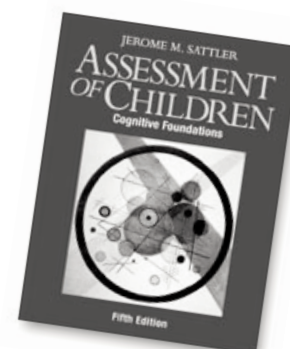
"Those who have experience assessing the intelligence of children, however, will appreciate the resource and the knowledge of Sattler, and will learn something new every time they reread a chapter."

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"A challenge for those new to the profession lies in understanding what relevant information an individual subtest provides a psychologist."

While the versions of the tests have changed, Sattler continues to provide extensive background on the Wechsler IQ tests by allotting three chapters to the WISC-IV, two to the WPPSI-III, and two to the WAIS-III. Sattler also provides brief reviews of a broad variety of tests including the Cognitive Assessment System, the Universal Nonverbal Intelligence Test, and the Woodcock Johnson Tests of Cognitive Abilities. New to the 5th edition are reviews of the Wechsler Nonverbal Scale of Ability, and the Reynolds Intellectual Assessment Scales. There are also brief reviews of the updated versions of the Bayley-III, KABC 2, and the KBIT-2. The report writing section is very similar in both editions.

The Strengths
The Layout of the Chapters

Each chapter is well organized and provides easy access to information. The headings provide a solid outline of the chapter that allow for skimming, formal reading, and easily finding information within the text. The information at the end of each chapter allows readers to review the pertinent information and think through the issues. Sattler includes many visual exhibits to demonstrate his points including cartoons, tables, exhibits and quotes summarize or expound upon the information in the text.

Understanding Context

Good psychological examiners have vast amounts of information at their disposal. The quantity of information provided in these books make it a resource that should be read and studied by those involved in assessment. Sattler's examinations of tests are fair, thoughtful, and thorough, and he helps his readers review the thorny statistics that are the backbone of good psychological test construction: ethics and law; legal applications; history; ethnic relationships; and biological, genetic, and environmental forces underlying intelligence.

The Appreciation of Ambiguity

Although numbers generated from psychological assessment may appear clear cut, they are much more complex than members of the general public realize (Carrol, 1997). In some ways, reading Sattler's book raises more questions than it answers. For example, his chapter on the assessment of children with ethnic minority status reminds the examiner to thoroughly understand the child's cultural background without over-interpreting the cultural background. This dichotomy is impossible to rectify perfectly, but is a tension that must be managed in the assessment process. Similarly, Sattler strongly asserts that standardized tests provide important information and have less bias than almost all other forms of assessment.

The opening chapters demonstrate Sattler's expertise and experience in conveying the difficulties and subtleties necessary to be a successful evaluator. The section brings a combination of best practice and understanding of real-world issues that is critical for all practitioners. In fact, beginning graduate students, practicing clinicians and university professors should regularly review the information regarding computer-based administration, accounting for poor test performance, and strategies for becoming an effective examiner. These chapters provide a solid foundation for all readers who will be or are currently assessing children.

The Possible Interpretive Meanings

A challenge for those new to the profession lies in understanding what relevant information an individual subtest provides a psychologist. The tests that have received comprehensive reviews include possible interpretive meanings for high and low scores on individual subtests. Sattler has also included charts in his resource guide to the 5th edition that allow for quick access. This information is well suited for students to use. Similarly, Sattler offers extensive interpretive suggestions to help examiners know what types of child behavior to observe (i.e., tempo of child's performance, spending too much time on an ineffective strategy).

Areas for Improvement

While Sattler's book is comprehensive in addressing the issues and skills psychological evaluators need to understand, there are several components that will help with the integration of the information. The chapters targeting information gathering are comprehensive, and the chapter on report writing includes many excellent practices. It is that important link between gathering the information and writing reports that has not been thoroughly described. Previous authors (Kaufman & Kaufman, 2002) have criticized Sattler's work for failing to address Cross Battery Assessment (Flanagan, Ortiz, & Alfonso, 2007) as a tool for integrating information into a coherent cognitive framework. Many school psychology trainers recommend a grid or a chart with hypotheses on one axis, and assessment method on the other axis.

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Ironically, Sattler, who is a master at presenting and organizing information onto charts, chose not to include this technique in his interpretation sections.

Addressing Criticisms of Treatment Validity

It is clear that school districts are pushing school psychologists toward assessment for intervention – to use the assessment process as a means of finding appropriate interventions that may be useful for a child. Sattler himself explains that his book is not meant to cover interventions in an in-depth manner (Sattler, 2008). However, a more thorough description about best practices in linking assessment to intervention may help practitioners formulate better and clearer reports.

While Sattler has addressed criticisms against the use of assessment, he has not addressed some of the more recent arguments addressing the lack of treatment validity of cognitive ability tests and the claims about a lack of research supporting a link between assessment and intervention. A discussion about this argument from a scholar of Sattler's stature would be quite helpful to psychologists to understand these issues more fully.

Decision to Emphasize Certain Tests

Sattler has made a very clear decision to emphasize the Wechsler tests, the Stanford Binet, and the Differential Ability Scales in his book. For those who are interested in training or learning other popular tests such as the KABC-2, the WJ-III, the CAS, or the UNIT, other texts will be needed to supplement the readers' knowledge. Sattler explains that most psychologists use the Wechsler scales, which is why they receive the greatest amount of attention in the text. Although he indicates a willingness to address other tests more comprehensively, he makes a very reasonable claim that adding too much information may make the book prohibitively large and expensive (Sattler, personal communication, August 8, 2008). In the book itself, Sattler simply states that the Wechsler, the DAS, and the SB-V are the best tests to be used to determine intelligence, but does not address the arguments further.

Conclusion

Jerome Sattler's *Assessment of Children: Cognitive Foundations*, 5th Edition, continues to be a necessary text for any student, trainer, or practitioner involved in the cognitive assessment of children. The volume of information, the presentation, and the expertise of Dr. Sattler will be helpful to anybody navigating the murky and occluded waters of cognitive assessment. The ubiquity of Sattler's volumes and the pervasiveness of their use in training programs mean that many students have the opportunity to receive the instruction and background from an expert in the field of assessment. However, school psychology trainers should be wary of including this volume as the sole text for an intellectual assessment class. The danger is that Sattler's books may influence training programs into overemphasizing the Wechsler, Stanford-Binet, and Differential Ability Scales. Those interested in the Woodcock Johnson III, the KABC-2, or other nonverbal measures will not find sufficient coverage of these tests. Similarly, the growing popularity in CHC theory as it is measured through cross battery assessment receives scant mention meaning practitioners, trainers, and students will have to find other resources.

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Putting School Research into Action

APA's Div. 16 seeks to make sure research-backed programs don't gather dust on school shelves.

by Jamie Chamberlin
Monitor staff

> School psychologists are critiquing their research strategies with an eye toward designing programs that are more teacher-friendly.

Decades of research has pinpointed which interventions work to improve schools, from boosting learning and motivation to curbing bullying and substance abuse. The challenge lies in getting teachers to weave these proven programs into already jam-packed curricula.

"More and more school programs have been designated as evidence-based over the last two decades, but we also know the actual use of them in school settings is lower than people would like to see," says Susan G. Forman, PhD, who chairs Rutgers University's department of applied psychology and directs its school psychology program. "Making them available doesn't mean people will be implementing them."

A Div. 16 (School) committee led by Forman is working to change that. As part of the division's Evidence-Based Interventions in School Psychology Task Force, the committee interviewed researchers behind 29 popular evidence-based programs to find out which programs schools are embracing and why some interventions work better at some schools.

So far, they've learned that programs should be developed with school staff if they are to produce healthier students rather than administrative headaches and that support from school leaders is critical. Forman and task force cochair Kimberly Hoagwood, PhD, of Columbia University, found that when the principal backs a program, it's likely to succeed. "It doesn't matter if you have a high quality program," Hoagwood says. "If you don't have the leadership support behind it, it's likely to bomb."

In addition, teachers need ongoing support for delivering the program, rather than one-time workshops. And training has to be convenient for already time-strapped teachers. "Putting anything into a teacher's day needs to be done carefully," adds Hoagwood.

A final secret to success: Tailor the program's message to a school's philosophy or mission. One research team Forman and Hoagwood interviewed reported troubles with a program at a particular school because its message that "all feelings are OK" clashed with the school's zero-tolerance approach to feelings of anger.

Some programs won't fit at some schools, says Forman, but by polishing and streamlining school psychology's approach to research and program design, she and other division leaders hope to keep good programs from failing.

"There is so much power in what happens in schools with the connection between learning and social and emotional development," adds Hoagwood. "If we can get it right, we can change the lives of kids forever."

Div. 16 (School), the Society for the Study of School Psychology and the National Association of School Psychologists support the Evidence-Based Interventions in School Psychology Task Force and its Committee on Evidence-Based Practice in School Psychology. The task force is chaired by Thomas Kratochwill, PhD, of the University of Wisconsin–Madison, and Kimberly Hoagwood, PhD, of Columbia University. The task force's work is part of a 10-year division effort to improve intervention research and school psychologist training.

The U.S. Department of Education has funded the work of several division leaders, including Kratochwill and committee co-chair Susan Forman, PhD. Her research is focused on preparing new researchers to work more closely with school staff on delivering evidence-based interventions in the schools.

The division has also compiled a guide for conducting effective intervention research, which members hope will become a staple of graduate research methodology courses and have made it available at www.indiana.edu/~div16.

DIV. 16 (SCHOOL) AT A GLANCE

The 2,030 members of Div. 16 (School) are school psychology scientist-practitioners and traditional school psychologists. Members receive the APA journal *School Psychology Quarterly* and the quarterly newsletter "*The School Psychologist.*" To join, contact Lea A. Theodore at Lea.Theodore@qc.cuny.edu. For more information, visit the division's web site at www.indiana.edu/~div16.

ANNOUNCING
…

Your Newly Elected Division 16 Executive Committee Members

Bonnie Nastasi, President-Elect

Jessica Blom-Hoffman, Vice President for Membership

Lea Theodore, Vice President for Professional Affairs

Call For Nominations Division 16 Awards

Senior Scientist in School Psychology Award

Each year the Division of School Psychology presents a Senior Scientist in School Psychology Award to a mature professional and academic school psychologist who has demonstrated a program of scholarship which merits special recognition. A sustained program of scholarship of exceptional quality throughout one's career is the primary consideration in making the award. The award recipient's program of work should reflect systematic and imaginative use of psychological theory and research in furthering the development of professional practice and/or consistent empirical inquiry that bears on the quality of school psychology training and practice. The program of scholarly work should be of exceptional quality in its contribution to the scientific knowledge base of school psychology training/practice. Nominees must be either 20 years past the granting of their doctoral degree or at least 50 years old by December 31 in the year nominated.

Five sets of material should be forwarded on each nominee, including a vita, supporting letters (minimum of three signed letters), five major publications, and contact information for the nominee, nominator and letter writers. All nominations and related materials should be submitted by March 15 to Christopher Skinner, Committee Chair (c/o cskinne1@utk.edu). Mailing address is: Dr. Christopher H. Skinner, Department of Educational Psychology and Counseling, College of Education, Health, and Human Services, University of Tennessee-Knoxville, 1122 Volunteer Boulevard, 518 Bailey Education Addition, Knoxville, TN, 37996-3452. Only hard copies or CDs are accepted.

Jack Bardon Distinguished Service Award

The Division 16 of the American Psychological Association presents an annual award in honor of Jack Bardon, whose professional contributions broadly spanned a conceptual framework for the training, role and definition of school psychology and growth of the profession in consultation and organizational issues. The Jack Bardon Distinguished Service Award is given to mature professional and academic school psychologists who have consistently demonstrated voluntary professional service that goes above and beyond the requirements of the position the person holds, and who has demonstrated an exceptional program of service across a career that merits special recognition. A sustained program of service to the

Call For Nominations Division 16 Awards

profession of school psychology throughout one's career is the primary consideration in making the award.

The recipient of the Jack Bardon award should meet both two criteria:

Criterion I. Major leadership in the development, delivery or administration of innovative psychological services or development and implementation of policy leading to psychologically and socially sound preservice and/or CPD training and practice in school psychology; and sound evaluation of such training and service delivery models and policies.

Criterion II. Sustained professional organization contributions including holding offices and committee memberships in state and national professional organizations such as Division 16 and significant products from those contributions that further the profession of school psychology. Examples include creation of and revisions to policy and practice manuals based on innovative guidance; guiding major policy or legislative initiatives; mentoring of new professionals into organizational contributions; administering dissemination of professional materials through such publication editing or convention programming; and representing psychology to the public and government through service on boards and commissions. Nominees must be either 20 years past the granting of their doctoral degree or at least 50 years old by December 31 in the year nominated.

Five sets of material should be forwarded on each nominee, including a vita, supporting letters (minimum of three signed letters), five major publications, and contact information for the nominee, nominator and letter writers. All nominations and related materials should be submitted by March 15 to Judy Oehler, Committee Chair (c/o Judy.Oehler@okstate.edu). Mailing address is: Dr. Judy Oehler, Psychology Program, School of Applied Health and Educational Psychology, 434 Willard Hall, Oklahoma State University, Stillwater, OK, 74078. Only hard copies or CDs are accepted.

Lightner Witmer Award

Each year the Division of School Psychology presents the Lightner Witmer Award to young professional and academic school psychologists who have demonstrated scholarship that merits special recognition. Continuing scholarship, rather than a thesis or dissertation alone, is the primary consideration in making the award. While a specific

scholarly work may be salient in the evaluation of a nominee, it is not likely that a single work will be of such exceptional character that it would be the basis of the award. Similarly, numerous papers, articles, etc., will not by themselves be a sufficient basis for the award. Instead, the Lightner Witmer Award will be given for scholarly activity and contributions that have significantly nourished school psychology as a discipline and profession. This will include systematic and imaginative use of psychological theory and research in furthering the development of professional practice, or unusual scientific contributions and seminal studies of important research questions that bear on the quality of school psychological training and/or practice. In addition, there should be exceptional potential and promise to contribute knowledge and professional insights that are of uncommon and extraordinary quality. Nominees must be (a) within seven years of receiving their doctoral degree as of September 1 of the year the award is given; and (b) be a Fellow, Member, Associate, or Student Affiliate of Division 16.

Five sets of materials should be forwarded on each nominee including a vita, at least three signed supporting letters, reprints, other evidence of scholarship, and contact information for the nominee, nominator, and letter writers (as indicated on the Division 16 website) so that they may receive results. All nominations and related materials should be submitted by March 15 to Scott Ardoin, Committee Chair (c/o spardoin@uga.edu). Mailing address is: Dr. Scott Ardoin, Educational Psychology and Instructional Technology, College of Education, 325L Aderhold Hall, University of Georgia, Athens, GA, 30602. Only hard copies or CDs will be accepted.

Outstanding Dissertation Award

Each year the Division of School Psychology presents an Outstanding Dissertation in School Psychology Award to a school psychology student who has completed a dissertation which merits special recognition and which has the potential to contribute to the science and practice of school psychology. The Outstanding Dissertation Award is to be given for a dissertation on a topic that has the potential to contribute to school psychology as a discipline and profession. The outstanding dissertation is on a topic that has the potential to impact the science or practice of school psychology, such as research on underrepresented topics and/or populations in the school psychology literature or an

Call For Nominations Division 16 Awards

original contribution to a traditional area. The research should clearly address and test hypotheses based on important theoretical and empirical questions; the methodology should be sound and sufficient to test the questions posed; and the writing quality addressing these issues as well as implications for practice and future research should be excellent.

Nominees must have successfully completed their dissertation defense by December 31 of the previous calendar year. Nominees must be (a) have been a student member of Division 16 at the time they completed the dissertation; and (b) be a Fellow, Member, Associate, or Student Affiliate of Division 16.

Five sets of materials, to include: the nominee's vita, supporting letters (minimum of two from members of the dissertation committee), the dissertation, and contact information for the nominee, nominator and letter writers should be submitted by March 15 to Kristen Missall, Committee Chair (c/o kmiss2@email.uky.edu). Mailing address is: Dr. Kristen Missall, School Psychology Program, 237 Dickey Hall, College of Education, University of Kentucky, Lexington, KY, 40506-0017. Only hard copies or CDs will be accepted.

Congratulations

to the Winners of the 2008 Division 16 Awards

Senior Scientist Award
Bruce Bracken *(College of William and Mary)*
George DuPaul *(Lehigh University)*

Jack Bardon Distinguished Service Award
Elaine Clark *(University of Utah)*

Lightner Witmer Award
Theodore Christ *(University of Minnesota)*

Outstanding Dissertation Award
Brandy Clarke *(University of Nebraska-Lincoln)*
Milena Keller-Margulis *(Lehigh University)*

Statements from award winners will appear in the spring 2009 issue.

Remembering Dr. Jean Baker: 1958-2008

Dr. Evelyn Oka
Michigan State University

"In her research, professional service, and teaching, Jean helped to craft and fulfill a vision for school psychology that at its core cared about people. This was Jean's gift."

When Jean joined the school psychology faculty at Michigan State University, everyone knew that she was something special. It took two years to find her, but when everyone met her, they knew that she was the one. Jean had sizzle. She brought energy, passion, and zest to her work, as she did all of life. Jean was an associate professor and co-director of the school psychology program at Michigan State University from 1999 to 2008. On January 10, 2008 at age 49, Jean left this world peacefully after a courageous battle with breast cancer. Jean was married for 25 years to Watts Rozell, a former Lutheran pastor who now develops distance education programs. She is also survived by two children, Elizabeth and Charles of Okemos, Michigan, and her sister, Trudy Dintzner of Cape Coral, Florida.

Dr. Jean Ann Baker was born February 18, 1958 in Northampton, Massachusetts, to the Rev. Jack and Frances Baker. Jean grew up in Massachusetts and attended Northfield Mount Hermon School. Growing up with a mother who was a nurse and a father who was an Episcopal priest, political activist, and English scholar, Jean's life was infused with literature, social activism, spirituality, and caring for others. She learned early on that she was *supposed to make a difference in the world*.

Jean took this to heart and went to Barnard College where she majored in psychology and minored in art history. After graduation, Jean worked in a neonatal intensive care unit at the Chicago Osteopathic Hospital doing home visits with premature infants and their families on Chicago's south side. While in Chicago, Jean met her future husband, at an "anti-student" party. At this annual event, Hyde Park residents reclaimed the neighborhood as their own to make it "safe from students". Even then, Jean stood out from the crowd. Watts described her as "the most colorful person" he ever saw, with "flaming red hair, blue eyes, and a vibrant personality." Jean knew it was serious when Watts bought her a Cuisinart for Christmas. They were married two years later.

Jean and Watts spent many happy years in Wisconsin, where Watts served as a Lutheran pastor and Jean studied school psychology at the University of Wisconsin-Madison. She received her Ph.D. in Educational Psychology in 1992. During graduate school, Jean worked as a school psychologist at the Waisman Center on Human Development and Mental Retardation and as a psychotherapist at the Family Achievement Clinic. Prior to working at Michigan State University, Jean was a member of the faculty in school psychology at the University of Georgia from 1993-1999. A licensed psychologist, she also worked in a private practice in Athens, Georgia.

Jean was twice elected President of Division 16 of the American Psychological Association, serving as president-elect in 2003 and 2007. Although she did not complete her terms as President because of her illness, her vision of building connections between and among psychologists to advocate for children and families is alive and continues to provide direction for the profession. Jean also served as President of the Council of Directors of School Psychology in 2006 and provided leadership in addressing the shortage of faculty in school psychology.

In her research, professional service, and teaching, Jean helped to craft and fulfill a vision for school psychology that at its core cared about people. This was Jean's gift. She cared deeply and genuinely about people. She understood that *people matter*, that *relationships matter*. She worked to create community, a "family" of students, faculty, and colleagues that went well beyond the boundaries of Michigan State University. Jean's research focused on the importance of relationships for positive school adjustment, especially teacher-child relationships. Her research provided evidence that children who have warm, close relationships with their teachers were more likely to experience successful school adjustment. She was an expert on the importance of positive social climates for promoting well-being in students, but, she did more than study these ideas, she lived them every day.

Jean believed in "transformational community." She built community in deliberate, intentional ways, in knitting group, at church, with colleagues, with students. She expected everyone to leave as different people. Students cherished the personal touch that Jean provided and were amazed at the close relationship that they were able to develop with their professor. What is most incredible is that this was true not only of her face-to-face courses, but also in classes that she taught completely online. That was the power of her caring and kindness. Her

Remembering Dr. Jean Baker: 1958-2008

Jean's husband, Watts Rozell, has created a blog, Cooking with Jean, and invites you to share your stories about Jean: http://cookingwithjean.blogspot.com/. Watts explained that the blog is called Cooking with Jean "because people who eat together, don't eat each other."

concern for others was such a core part of the person she was that one could almost forget that she lived with illness for the last four years. Jean was always genuinely concerned with how others were doing, even when she was gravely ill.

Jean encouraged everyone around her to set high standards, beginning always with herself. She was a rigorous and prolific scholar, who wrote incisively with clarity and grace. Having high expectations, Jean was not one to suffer fools. An essay that she published in one of the national school psychology newsletters was entitled, Is the Trainers' Forum a *Sexist rag? And Other Perverse Wonderings of a Woman Academic*. And of course she published this as an untenured professor. Many people have heard that famous line of hers, "That dog don't hunt!" She would not allow her students, her colleagues, or her profession, to travel down a path that had little value or merit. Armed with both high standards and a keen intellect, she nudged and guided us to a wiser course with a gentle touch and good humor. That was Jean's way. She made us better.

Jean's sense of boldness and adventure fueled both her professional and personal life. She was one of the first to venture into the frontier of online teaching in the College of Education at MSU and developed an online class that went on to become an award-winning course. She taught summer courses in the MSU overseas graduate program in Valbonne, France and spent a glorious sabbatical year at the University of St. Andrews in Scotland during a period of remission in 2006.

There are two words that I will always associate with Jean: one is *ya-da-ya-da-ya-da* and the other is *fabulous*. They both say so much about her. Ya-da-ya-da-ya-da: Jean didn't worry about the details. She kept sight of the forest. That perspective kept all of us grounded. And fabulous. She made everyone feel like they were fabulous. She saw the goodness, the promise, and the best in people. She could take whatever was presented; an idea may have been half-baked or ill conceived, and she could find in it, something of value. She had a way of inspiring us, and somehow, we'd realize that faith she had in all of us. Her smile, positive attitude, and warmth enhanced the well-being of everyone she met. It was therapeutic to be around Jean.

Although Jean had a fulfilling and distinguished professional life, she treasured her family and friends most of all. In Watts, Jean found balance. They shared a passion for wine, food, art, camping, traveling, and Winnie the Pooh. When sent on an errand to buy bread and milk, Watts brought home Champagne and Grand Marnier. He helped Jean see possibilities. If you were to walk into Jean's office, the first thing you'd see was a solar tie-dyed cloth in her window that her son, Charles, had made years ago. She spoke about her children with the deepest affection, respect, and love. Once, her daughter, Liz, took an unexcused day off from high school and drove to Chicago. As Jean shared the story, she tried to sound annoyed, but it was evident that she was so very proud.

I will always cherish the memories of times with Jean. She made her own world, living fresh, bringing grace and joy. Jean's generosity of spirit, courage, kindness, compassion, and beauty strengthened and enriched the lives of each of us. I will always be grateful.

> "Jean's generosity of spirit, courage, kindness, compassion, and beauty strengthened and enriched the lives of each of us."

Remembering Dr. John Jackson (1922-2008)*

By Tom Fagan, Division 16 Historian

John Henry Jackson was born on September 21, 1922 in Macon Georgia, and died on May 14, 2008 at the Wheaton-Franciscan Healthcare-St. Joseph Hospital apparently following a long bout with and complications from prostate cancer. He was the son of Monroe Jackson and Nettie (Taylor) Robinson. John received his B.S. from Milwaukee State Teachers College (1946, currently University of Wisconsin-Milwaukee), A. M. (1948) and Ph.D. (1957) in educational psychology from the University of Chicago. His dissertation, "The Relationship Between Psychological Climate and the Quality of Learning Outcomes Among Lower Status Pupils in the Classroom" was overseen by Drs. Carl R. Rogers (dissertation chair), Benjamin S. Bloom, and Herbert A. Thelen. That was a very distinguished committee!

John served a long career in the Milwaukee Public Schools, first as an instructor (1946-1960), then as a teacher in the Reading Center (1960-1962), and as a school psychologist from 1962 until his retirement in 1989. In his latter position he served as Coordinator or Director of Psychological Services (1983-1989), and as Human Relations Goal Coordinator. He managed a private practice, lectured at Marquette U. from 1966-1973, and was a founding member and former officer of the Wisconsin School of Professional Psychology. John's entire employment career was in the Milwaukee area.

Organizational Contributions

John was more than a practicing school psychologist and educational administrator. He was active in the affairs of school psychology at the state and national levels. He joined APA in 1963 and become a Fellow in 1982. John served on APA's Policy and Planning Board, the Board of Professional Affairs (1984-1987) and was a former chair of the APA Task Force on Psychology in the Schools.

He served the Division of School Psychology as Monitor for Professional Standards (1977-1979) and as one of three Division representatives to APA Council from 1981-1984 (among those with whom he served was Howard Cameron, another African American). John was selected as a candidate for the Division 16 presidency in 1983, 1984, and 1985. In each instance the election was won by a person whose primary employment was as a faculty member with a school psychology training program. In the period 1970-2000, only two school psychology practitioners were elected to the Division's presidency. John facilitated restructuring the Division's governance in the mid-1980s which established vice-presidencies as counterparts to APA boards (Jackson, 1985). In addition he chaired the Division's Committee on School Psychology in Large
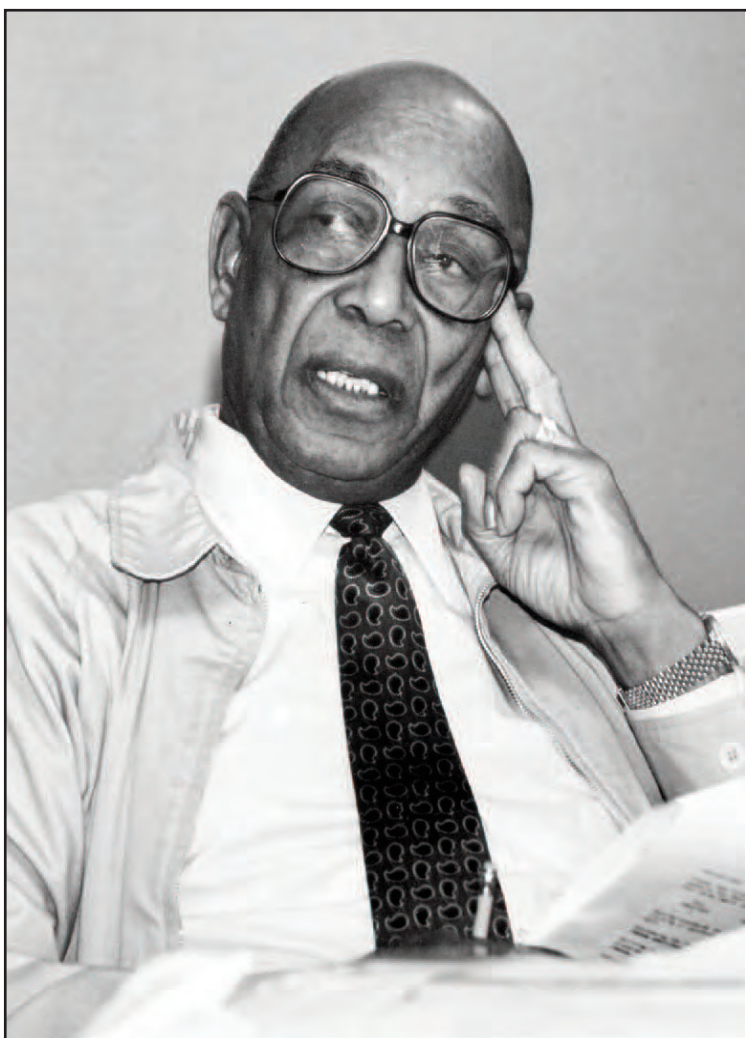
John Jackson 1992, Photo by Jack Douthitt which appeared in *The School Psychologist, 46*(3), Summer, 1992, p. 17.

Remembering Dr. John Jackson

Urban School Districts, served as Monitor to the Board of Ethnic Minority Affairs, and served on the planning committees of the Spring Hill and Olympia Conferences held in Wisconsin in 1980 and 1981, respectively.

As a charter member of NASP, John retained his membership until 2002 and changed his NCSP to retired status in 2003 (Personal communication from Brieann Kinsey, June 4, 2008). To my knowledge, John never served in the NASP governance. He was a strong APA advocate and promoted Division 16 and APA policies. According to its archival records, John was a 45-year member of Phi Delta Kappa achieving emeritus member status, but PDK could not confirm that he held an office in either the Chicago or Milwaukee chapter. He was also a Fellow of the American Orthopsychiatric Association, a member of the Wisconsin Psychological Association, and the Milwaukee Area Psychological Association, serving as President of the latter in 1981-1982. He was a licensed psychologist in Wisconsin and served on that state's psychology examining board (1974-1980), and was listed in the National Register of Health Service Providers in Psychology. He was granted the Division 16 Distinguished Service Award in 1986 and gave the award address the following year (Jackson, 1987). John was the first African American recipient of that award.

Literary Contributions

Over the course of his school psychology career, John published several articles in scholarly journals including *Professional Psychology: Research & Practice*, *Journal of School Psychology*, and *Professional School Psychology*. With Margaret Bernauer he published a grant sponsored monograph in 1968, The School Psychologist as a Therapist, which described a project funded under Title I of the Elementary and Secondary Education Act. I suspect that his mentoring from Carl Rogers influenced his therapeutic interests in school psychology, although the University of Chicago did not have a formal school psychology program at the time of John's degree. Across his school psychology career he published on topics related to school psychology interventions (Jackson, 1970; Jackson & Bernauer, 1968, 1975), the development and importance of school psychology (Bernauer & Jackson, 1974; Jackson, 1990, 1996; Jackson & Pryswansky, 1987; Pryswansky, Harris, & Jackson, 1984), and minority affairs relevant to school children and psychologists (Jackson, 1992; 1997, 2005). He was an editorial consultant to the Journal

of School Psychology and to Professional Psychology.

Contributions to the American Board of Professional Psychology

Board certified in school psychology on June 30, 1970, John was among the earliest school psychology diplomates from the American Board of Professional Psychology (ABPP), and was active in the ABPP leadership. John was likely the first African American ABPP in school psychology, although the Board does not track records by ethnicity (Personal Communication from Nancy McDonald, June 9, 2008). John served as an examiner for those seeking the diplomate, served on the Midwest ABPP Regional Board, and as ABSP President in 1993. In 1995 John was granted the ABPP Distinguished Service to the Profession award and gave his awardee address during the 1996 Annual ABPP Convocation (Jackson, 1997). **Rosemary Flanagan** (Personal Communication, June 10, 2008) recalled participating in an exam with John in the 1990s. "He had high standards and was very detail oriented. The exam was rigorous for the candidate and the examiners as well." **Dave Utech** (Personal Communication of June 10, 2008) commented that John "was a pioneer, as a Black psychologist, a Black clinician, a Black leader in a major city school system, and a Black leader in ABPP. I remember John as one of the committee members for my oral exams for the school psychology diplomate for ABPP. He was very pragmatic, not only asking how I had reached diagnostic formulations about the child I (tried to) interview and briefly examined on the other side of the one-way mirror, but then also asking me what I thought would be practical suggestions for the child's teacher and parents. He would nod encouragingly, but then lead me further with a series of 'What if....?' questions. By the time the exam was over, I had no idea if I had done well, but I did know that I had been treated fairly by a very insightful man. A few years later, I got a call from John, asking me to participate in oral exams for ABPP in the Midwestern region. He and I met at the airport one afternoon while he was changing planes, and he left me with a pile of papers and suggestions about how the exam process might be organized in the Chicago area. Soon he was sending me candidate biographies and applications, always with words of encouragement about moving the process forward. I was able to sit on a few oral exam committees with John and found that he held very rigorous standards

"By the time the exam was over, I had no idea if I had done well, but I did know that I had been treated fairly by a very insightful man."

Remembering Dr. John Jackson

of professionalism while also treating each applicant with the utmost respect. John always found a way to gently ask questions about psychologists' involvements with minority students and families. When the 'Larry P.' case in California was a recent memory, he challenged psychologists to find fair ways to identify children in need without stigmatizing them or over-identifying subgroups. He seemed to always hold the needs of the individual student first, while trying to understand them in the larger societal context."

Beeman Phillips (Personal Communication of June 7, 2008) recalled that after John "was accepted as a school psychology diplomate in the ABPP, he was active in later efforts to revise and improve procedures for implementing school psychology's new role as a recognized specialty in the ABPP. This involved assessment and other procedures to be followed by applicants seeking diplomate status in the ABPP. He also was active in efforts to inform the field at large of the personal, as well as general, benefits of becoming a licensed psychologist and a diplomate. In addition, he was active in the affairs of the American Academy of School Psychology, an affiliate of the ABPP. Finally, he frequently mentored school psychologists who wanted to become active in Division 16 or other school psychology related organizations (including public school centered organizations)."

> "He was always working for improving the lives of the children…"

Personal Recollections

In addition to the commentaries provided above, several members of school psychology's senior leadership recalled their experiences with

John Jackson at January, 1983 NASP-hosted reception in the Gold Room at the Rayburn House Office Building in Washington, DC. Pictured (L-R) are John Jackson, John Guidubaldi, Marcia Shaffer, and Don Pumroy.

John. **Jean Ramage** described John as "the consummate Division 16 supporter" (Personal Communication, June 3, 2008). **Gloria Gottsegen** said that John "was a true gentlemen who took pride in his appearance and told me once that it took him two hours to get ready in the morning" (Personal Communication, June, 5, 2008). **Cecil Reynolds** (Personal Communication of June 4, 2008) said "John was a good friend and I always thought of him as a model of professionalism in school psychology and learned much from watching him interact in his various leadership roles. He was always looking to move school psychology and professional practice forward, but not for the profession per se, but because he believed it was best for the children we served that school psychology be pushed forward and challenged at every level to improve its practices. He was always working for improving the lives of the children, no matter what you thought he was doing."

Tom Oakland (Personal Communication of June 2, 2008) recalled John as "thoughtful and reflective, wise, courteous, always a gentleman, well dressed, handsome, and dedicated to his mother (who lived with his wife and him for years) and his wife. Professionally, John was a leader in whom everyone had faith, very knowledgeable about school psychology practices, and passionate about his commitment to the delivery of psychological services for students in the Milwaukee schools. To my knowledge, John was the only director of school psychology services nationally who supported and even encouraged staff to provide 1:1 therapeutic services to needy students within schools. During the early 1990s I served with John on the APA Policy and Planning Board during which time he was a team player and a great resource. While I was chair of the Board, its members decided to identify issues that served as barriers to the public's acceptance of psychologists, psychological services, and the APA's public policy issues. Although the list of potential barriers was somewhat long, we identified the overly liberal nature of the profession as its major barrier, a belief that later was affirmed by scholarship. He may have been the most prominent Black leader in school psychology during the time our country, profession, and specialty were becoming more conscious of racial biases and the need to revise policies and practices so as to eliminate or at least minimize them. We often turned to John for advice and direction, adding greatly to responsibilities he graciously accepted. His views were moderate,

Remembering Dr. John Jackson

constructive, and informed sound public and professional policy."

Joe French (Personal Communication, June 17, 2008) recalled that John "was a model team player" who "had more smiles than the rest of the Division 16 EC together. He worked hard at whatever task came his way. He encouraged newcomers and old timers. He did not play politics and enjoyed friendships he created on the national scene."

Another colleague, Walt Pryzwansky (Personal Communication, June 23, 2008) commented, "I had the pleasure to work with John in several different professional arenas and consequently, observed and interacted with him as he served in a variety of roles. I found him consistently to be the professional's professional and more importantly the human being's human being. He was gracious and kind to a fault while being true to his ideas and professional ethics and standards, so much so that some initially could misinterpret that commitment and persistence. However, once as his position was understood and engaged seriously his style was noted to be most constructive. John was an original member of the ABPP organizational task force that evolved into the ABSP, a task force that developed policies and examinations practices specific for the school psychology specialty. Subsequently, he served as one of the ABSP Presidents. To me he was a wonderful example of a scientist-practitioner professional working in the schools. For example, from his own school practice which promoted innovative practice service models for the school system, along with a data-based evaluation of the school's psychological service, to his contributions to the scholarship base of the specialty, as well as unselfish local, state, and national professional service, that professional model was evident. A relatively private person, his interests ranged from opera to sports, interests which he pursued as actively as his tireless commitment to his personal goal of improving the development of all children."

Dave Prasse and Bruce Bracken recalled working with John when they were on the faculty of the University of Wisconsin-Milwaukee. Dave recalled, "John Jackson was instrumental in developing school psychological services in the Milwaukee Public Schools, and in advancing the profession of psychology throughout Wisconsin. Steeped in the early tradition of Child Health Bureaus, John brought a strong mental health focus to the field. I was privileged to have had the opportunity to work closely with him early in my career" (Personal Communication, June 6, 2008). Bruce Bracken (Personal Communication, June 2, 2008) recalled John as friendly and pleasant, but one "who made it clear he was in charge of school psychology in Milwaukee. He insisted that UWM did not have a practicum/internship in MPS, but MPS had a practicum/internship that UWM participated in. Each year he insisted that we have lunch with him and bring the names and brief vita of each practicum/internship candidate. We'd discuss each candidate one at a time. After all was said and done, 100% of our students were accepted and were supervised by one of the university paid supervisors. Our university supervisors were excellent."

One of those supervisors was Jim Larson, formerly with the MPS and now at the University of Wisconsin-Whitewater. Larson (Personal Communication of June 2, 2008) recalled: "When I came to MPS in 1975, John was the second in charge behind Dr. Margaret Bernauer. The two of them together, and later John when Margaret retired, worked to define school psychology in the urban environment as more than just the psychometric role so prominent elsewhere at that time, but rather one that encompassed a much more expanded service delivery. John championed psychoeducational therapy in the schools and made certain that we all had abundant opportunities for in-service training and worked hard to see that the role was respected by other system administrators. There was never any doubt whatsoever who was in charge during John's tenure. He could be very controlling, and policy was unquestionably top down. But he was so meticulous and such a "data-based decision-maker" that to argue with him was futile. Nobody did their homework more thoroughly than John Jackson. Although he presented a public side of dignity and self-restraint, he was able to take good-natured ribbing from his school psychologists at our annual luncheons (and reportedly had an enviable collection of comedy records that went from Moms Mabley to Red Foxx...). He appreciated a good joke and knew how to relax with his employees and friends and have a good time."

Final Thoughts

I had only a few professional encounters with John Jackson. They were all favorable and I too found him to be a gentleman, scholar, and intense in his efforts. He was a proud man and projected an air of pride, confidence, and accomplishment in the

"Nobody did their homework more thoroughly than John Jackson."

CONTINUED FROM PAGE 35
Remembering Dr. John Jackson

John Jackson in the
1970s (*The School
Psychologist*, 1977,
31(4), p. 5)

"John Jackson was among the early and most distinguished African American school psychologists in the United States…"

absence of conceit. John encountered and survived employment discrimination early in his career. In his first position as a substitute teacher for one week at Shorewood High School in 1945, the school board, acting on what it said were complaints from parents, instituted a one-year ban on Black substitute teachers. The ban, in turn, prompted protests from Shorewood High School's students upset at the board's intolerance and led to the resignation of the high school principal, who quit because he had been ordered not to hire African Americans (Ryan, 2008). As his career progressed, he appears to have become increasingly concerned with minority-majority relations and the training of psychologists to effectively deliver services to both groups. His frustrations and recommendations are described in his publications late in his career (Jackson, 1992, 1997, 2005). John Jackson was among the early and most distinguished African American school psychologists in the United States, although not the first such practitioner (Graves, in press). John's last residence was in Wauwatosa, WI. He married Cynthia A. Fletcher on December 24, 1959 and they had no children. John was preceded in death by his wife and his sister, Dorothy. Dr. John Jackson's contributions to the field of school psychology and the lives of countless children and families in the Milwaukee area will be long appreciated.

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It is a Small World After All: Advancing the Science of School Psychology Worldwide

Kaitlyn Stewart
University of California, Santa Barbara

SASP Student Corner

Abstract

This article gives an overview of recent research in the area of International School Psychology based out of the University of California, Santa Barbara. The importance of the field of International School Psychology and how its research findings relate to the training, practice and scholarship in School Psychology are discussed. Provided is a description of the Handbook of International School Psychology, *the findings of new studies, a preview of an upcoming project, and a resource that gives more in depth information than could be provided here.*

Introduction

This article's primary purpose is to introduce the sub-field of International School Psychology and our research team at University of California, Santa Barbara's (UCSB) current research. New and extensive contributions have been made in the recent years, including information about countries which have school psychology, ratios of school psychologists to school-age children in 51 countries and a deeper look into the practice of school psychology in other countries. The term *school psychologist* is used to represent a professional who provides individual assessment of children who may display cognitive, emotional, social, or behavioral difficulties; develops and implements primary and secondary intervention programs; consults with teachers, parents, and other relevant professionals; engages in program development and evaluation; conducts research; and helps prepare and supervise others (Jimerson, Oakland, & Farrell, 2007). Research on International School Psychology is important because many school-age children around the world do not have access to a school psychologist (Oakland & Jimerson, 2008).

How many countries have professionals who provide school psychology services? What evidence of school psychology is available in each country? How many school psychologists are there in the world? What issues do school psychologists face around the world? The answers to these questions can be found in the international school psychology literature.

The Handbook of International School Psychology

The most in-depth resource currently in the field of international school psychology is *The Handbook of International School Psychology* (Jimerson, Oakland, & Farrell, 2007). This book includes a look at the practice of school psychology in 43 countries. Each chapter in the Handbook pertains to one country and addresses: "1) the context of school psychology; 2) the origin, history, and current status of school psychology; 3) the infrastructure of school psychology; 4) the preparation of school psychologists; 5) the roles, functions, and responsibilities of school psychologists; 6) current issues impacting school psychology; and 7) references" (Jimerson et al., 2007, p. 3). A unique aspect to this Handbook is that the chapter on each particular country was written by a professional from that country; the information is current and first-hand.

Where in the World is School Psychology?

In a study by Jimerson, Skokut, Cardenas, Malone, and Stewart (2008), our main goal was to find evidence of school psychology in the countries around the world. Five indicators of evidence were used to determine to what degree a country had an established profession of school psychology: a) identifiable professionals employed to fulfill duties characteristic of school psychologists; b) regulations (or laws) that require school psychologists to be licensed, registered or credentialed; c) professional association(s) of school psychology (including a division of school psychology within a national psychological association); d) university program(s) that prepare school psychologists (including specific curriculum designed to prepare these professionals);

Research on International School Psychology is important because many school-age children around the world do not have access to a school psychologist (Oakland & Jimerson, 2008).

International School Psychology

and e) university program(s) that provide doctoral level preparation for school psychologists. Multiple sources, such as existent publications, the internet, psychology associations and university programs, and international colleagues, were used to locate evidence of school psychology in the 192 member states of the United Nations.

The results, based on the five indicators, were as follows: a) the presence of school psychologists in 83 countries; b) regulations that require school psychologists to be licensed, registered, or credentialed in 29 countries; c) professional associations specifically for school psychologists in

39 countries; d) university preparation programs for school psychologists in 56 countries; and e) doctoral preparation programs in school psychology in 19 countries. See Table 1 for a complete list of countries with school psychology and which indicators of evidence were found.

What Are the School Psychologist-to-School-age Children Ratios around the World?

A subsequent study (Jimerson, Stewart, Skokut, Cardenas, & Malone, 2008) investigated ratios of school psychologists to school-age children. A ratio

Table 1.
Countries in Which School Psychology is Apparent (n = 83)

Albania 1–3–4	Greece 1–2–3–4–5	Philippines 1–4–5
Algeria 1–4	Hungary 1–2–3–4	Portugal 1–4
Andorra 1–4	Iceland 1–3	Romania 1–2–3–4–5
Argentina 1–4	India 1	Russia 1–3–4
Australia 1–2–3–4–5	Iran 1–3–4–5	Saudi Arabia 1–4
Austria 1–2	Ireland 1–3–4	Slovakia 1–2–3–5
Belgium 1–3–4	Israel 1–2–3–4	Slovenia 1–3
Benin 1	Italy 1–3–4	South Africa 1–2–3–4–5
Botswana 1–4	Jamaica 1	South Korea 1–2–3–4–5
Brazil 1–2–3–4–5	Japan 1–2–3–4	Spain 1–2–4
Canada 1–2–3–4–5	Jordan 1–4–5	Sweden 1–2–3–4
Chile 1–4	Kenya 1	Switzerland 1–3–4
China 1–4	Kuwait 1	Syria 1–2
(Hong Kong 1–3–4–5)	Latvia 1–3–4	Tanzania 1–4
Costa Rica 1–4	Lebanon 1–4	Thailand 1–4
Cuba 1–4	Lithuania 1–2–4	Trinidad and Tobago 1
Cyprus 1–2–3–4–5	Luxembourg 1–2	Turkey 1–3
Czech Republic 1–3–4	Malta 1	Uganda 1
Denmark 1–2–3–4	Marshall Islands 1	Ukraine 1–4
Dominican Republic 1–4	Mexico 1–4–5	United Arab Emirates 1
Ecuador 1–2–4	Namibia 1–4	United Kingdom
Egypt 1–4	Netherlands 1–3	(England and Wales
Eritrea 1–4	New Zealand 1–2–3–4–5	1–3–5)
Estonia 1–2–3–4	Nigeria 1–3–4–5	(Scotland 1–2–3–4–5)
Finland 1–2–3	Norway 1–3	United States 1–2–3–4–5
France 1–2–3–4	Pakistan 1	Venezuela 1–2–3–4
Georgia 1–3	Papua New Guinea 1	Vietnam 1–3–4
Germany 1–2–3–4	Paraguay 1	Zambia 1
Ghana 1	Peru 1–3–4	Zimbabwe 1–2–4

Note. The numbers following each country indicate evidence was available for: (1) Identifiable professionals employed to fulfill duties characteristic of 'school psychologists'; (2) Regulations (or laws) that require 'school psychologists' to be licensed, registered or credentialed; (3) Professional association(s) of 'school psychology' (including division of school psychology within national psychological association); (4) University program(s) that prepare 'school psychologists' (specific curriculum designed to prepare these professionals); (5) University program(s) that provide doctoral level preparation for 'school psychologists.'

International School Psychology

of 1 school psychologist per 1,000 school-age children is deemed optimal by the National Association of School Psychologists (NASP). The sample for this study was the 83 countries previously found to have evidence of school psychology in Jimerson et al. (2008). The number of school psychologists in each country was obtained by: a) examining existing publications; b) examining the internet using respective country names and profession labels and descriptors (e.g., school psychology, school psychologist); and c) identifying colleagues in each country who may provide additional information. Number of school-age children was obtained through the Central Intelligence Agency's World Factbook (www.cia.gov). When the number of school-age children was calculated two numbers were obtained, one was based on a required 12 years of schooling standard and one was based on the country's specific number of years of compulsory education.

Numbers of school psychologists were obtained for 51 out of the 83 countries with evidence of school psychology. The estimated total of school psychologists for the 51 countries was 76,700; the United States approximates 42% of the total with 32,300 school psychologists, and Turkey is in second with 11,327 (approximately 15% of the total). The calculated ratios show that only four countries approximate the 1 to 1,000 NASP suggested ratio: Denmark, Estonia, Israel, and Norway. See Table 2 for a complete list of the ratios. Of the 1.89 billion school-age children in the world (considering 12 years of education as the basis for school-age), 379 million children live in countries that do not have access to a school psychologist. Further research begs to question what services are available to students without school psychologists.

The School Psychology International Survey

One of the research team's most current projects is gathering information via the School Psychology International Survey. Within this project we are first identifying a professional in each country found to have evidence of school psychology, and who has expertise in the area. Second, we need the individual to fill out the 83-item survey regarding: 1) services provided by school psychologists, 2) professional, research, and legal issues encountered by school psychologists, 3)

professional preparation of school psychologists, and 4) the characteristics of school psychology students, faculty, and institutions. This survey has already been filled out by professionals in 44 countries; Afghanistan, Albania, Algeria, Australia, Austria, Belgium, Belize, Brazil, Canada, Canary Islands, Colombia, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Greece, Grenada, Hong Kong, Hungary, Iceland, Ireland, Jamaica, Lebanon, Lithuania, Malta, Netherlands, New Zealand, Norway, Pakistan, Romania, Scotland, Seychelles, Slovakia, Suriname, Switzerland, Trinidad & Tobago, Turkey, United Kingdom (England/Wales), United States, Venezuela, and Vietnam. The answers provided on these surveys will provide a great deal of information about the scholarship and practice of school psychology in many countries.

The International Institute of School Psychology

A main goal of our research team is to make the information we have discovered accessible to the world. We created the International Institute of School Psychology website, www.education.ucsb.edu/jimerson/IISP/, dedicated to reporting our international research projects, for a couple reasons: 1) to provide new information to others via the Internet, and 2) to provide a venue for the world to contact us, contribute updated information and collaborate on our research projects. All the research projects discussed in this article are posted and explained in more depth on the website, including more discussion on the projects and the published articles related. Also included is information on our up-coming projects, international colleagues, and contact information.

Conclusion

The study of international school psychology has a growing importance in school psychology as a whole. Training programs for school psychologists are focusing more on diversity and how to effectively work with diverse populations, such as minority or migrant students. The United States has a very diverse school system, with students from virtually every corner of the globe. Having knowledge about school psychology in other countries can help our professionals in understanding where their students are coming from, and what services they may or may not have received. Other important information may include

"The estimated total of school psychologists for the 51 countries was 76,700; the United States approximates 42% of the total with 32,300 school psychologists…"

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Table 2.
Ratios of School Psychologists to School-Age Children

Country	Number of School Psychologists	Number of School-age children (using a standard 12 years of compulsory education)	Number of School-age Children (using country-specific years of compulsory education)	Estimated ratio of school-age children per SP (using a standard 12 years of compulsory education)	Estimated ratio of school-age children per SP[a] (using country-specific years of compulsory education)
Israel	2,100	1,336,538	1,225,160	636	583
Norway	945	711,305	652,029	753	690
Denmark	880	815,963	679,969	927	773
Estonia	150	160,763	120,572	1,072	804
Lithuania	400	444,277	333,208	1,111	833
Switzerland	800	983,106	737,329	1,229	922
Turkey	11,327	14,346,637	10,759,978	1,267	950
Spain	3,600	4,657,609	4,269,475	1,294	1,186
Canada*	3,500	4,672,959	4,283,546	1,335	1,224
Scotland*	427	588,347	588,347	1,378	1,378
United States*	32,300	48,649,375	48,649,375	1,506	1,506
Australia*	2,000	3,174,492	2,909,951	1,587	1,455
Netherlands	1,400	2,368,410	2,565,778	1,692	1,833
Finland	300	715,311	596,093	2,384	1,987
France	3,200	8,905,092	8,163,001	2,783	2,551
Syria	2,000	5,582,110	4,186,582	2,791	2,093
Greece*	400	1,226,554	919,916	3,066	2,300
United Kingdom (England & Wales)*	2,647	8,463,502	8,463,502	3,197	3,197
New Zealand*	200	687,141	687,141	3,436	3,436
Slovakia*	200	727,417	606,181	3,637	3,031
Cyprus*	35	128,038	96,029	3,658	2,744
Japan	3,500	14,527,200	12,106,000	4,151	3,459
Romania*	650	2,805,682	1,870,454	4,316	2,878
Georgia	130	646,599	484,949	4,974	3,730
Malta	11	54,906	50,330	4,991	4,575
Ireland	128	678,142	565,118	5,298	4,415
Hungary	200	1,243,642	1,036,368	6,218	5,182
Puerto Rico	100	670,475	670,475	6,705	6,705
China - Hong Kong*	96	747,360	560,520	7,785	5,839
United Arab Emirates	64	518,924	389,193	8,108	6,081
South Africa*	1,178	10,503,224	7,877,418	8,916	6,687
Albania	79	710,366	473,578	8,992	5,995
Germany	982	9,311,526	10,087,487	9,482	10,272
Namibia	18	624,820	520,683	34,712	28,927
Venezuela	150	5,984,445	4,987,037	39,896	33,247
Botswana	12	502,884	419,070	41,907	34,923
Trinidad and Tobago	4	171,210	99,872	42,802	24,968
Nigeria*	500	44,595,383	33,446,537	89,191	66,893

Table 2. (continued)

Ratios of School Psychologists to School-Age Children

Country	Number of School Psychologists	Number of School-age children (using a standard 12 years of compulsory education)	Number of School-age Children (using country-specific years of compulsory education)	Estimated ratio of school-age children per SP (using a standard 12 years of compulsory education)	Estimated ratio of school-age children per SP[a] (using country-specific years of compulsory education)
Zimbabwe	32	3,657,974	2,133,818	114,312	66,682
South Korea*	40	7,369,778	5,527,333	184,244	138,183
Eritrea	8	1,685,130	982,993	210,641	122,874
Zambia	10	4,264,127	2,487,408	426,413	248,741
Uganda	18	11,270,518	6,574,469	626,140	365,248
Jamaica	1	730,782	365,391	730,782	365,391
Kenya	15	11,821,516	7,881,011	788,101	525,401
Pakistan	40	48,617,400	20,257,250	1,215,435	506,431
Tanzania	3	13,104,866	7,644,505	4,368,289	2,548,168
Total	*76,780*				

[a]SP is used to represent school psychologist
*Found in previous Jimerson, et al., 2008 study to have university programs for school psychology at the doctoral level

issues facing school systems in other countries, which could help us make more informed decisions on the needs of individual students based on country of origin. Having international data available is invaluable.

As the world's population grows, our Earth appears smaller, and sharing of information is important to advance the sciences. The study of international school psychology creates a worldwide community of school psychologists. It is important to not isolate our research and focus too narrowly on schools in the United States; the science and practice of school psychology does not just occur in the United States. Each individual and country can use the learned knowledge from others to advance the learning and well being of our future generations.

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People and Places

■ At its Annual Summer Conference, the Florida Psychological Association (FPA) named **Robert H. Woody**, PhD, JD, the 2008 Psychologist of the Year. Dr. Woody, a Division 16 Fellow, is active with the FPA as Chair of its Education Committee; he was FPA President in 2001. Dr. Woody continues as Professor of Psychology in the School Psychology Training Program at the **University of Nebraska at Omaha**.

■ Beginning Fall 2008, the School Psychology Program at **Auburn University** is in a recently merged/reconstituted department: Special Education, Rehabilitation, Counseling/School Psychology. Dr. **Greg Ern** is coordinator of the Ed.S. program and Dr. **Joseph A. Buckhalt** coordinates the Ph.D. program.

■ The **University of Kansas** School Psychology Program is pleased to announce that Dr. **Matthew Reynolds**, a 2008 graduate of the School Psychology Program and Quantitative Methods Program at the University of Texas at Austin, has joined our program as a tenure-track Assistant Professor. Dr. Reynolds began his faculty duties on August 18, 2008.

■ **Joe French**, Penn State Professor Emeritus, gave three short talks at the 75th annual meeting of the Pennsylvania Psychological Association pertaining to the history of school psychology in Pennsylvania, the formative years of PennPsyPAC (Dr. French was secretary-treasurer 1978 -1983), and, prior to Dr. French's involvement, PPA's frequent unsuccessful attempts to obtain licensure for the independent practice of psychology (1937 - 1972). Dr. French has been on the Pennsylvania Psychology (licensing) Board on and off since 1988.

■ The School Psychology Program at the **University of Minnesota** is pleased to welcome **Annie Hansen** to its faculty. Dr. Hansen is our new clinical supervisor and comes to us after working for two years within the Minneapolis Public Schools.

■ The School Psychology Doctoral Training Program and The **University of Southern Mississippi** are pleased to welcome Dr. **Sterett H. Mercer** to the psychology department faculty. Dr. Mercer received his Ph.D. in School Psychology from Tulane University in 2005. He completed a pre-doctoral internship through the Louisiana School Psychology Internship Consortium in 2004-2005, and has since been employed as a school psychologist at the Evansville-Vanderburgh School Corporation in Indiana (2005-2006) and at the 3-C Institute for Social Development in Cary, NC (2006-2008). Dr. Mercer joins Drs. **Brad Dufrene, Joe Olmi, Dan Tingstrom,** and **Heather Sterling-Turner** as the fifth core school psychology program faculty member. He brings to the program expertise in the areas of social development in children and adolescents, teacher-student relationships, sociometric assessment, and social network analysis.

■ The School Psychology Program at the **University of South Carolina** is pleased to announce that Dr. **Kim Hills** and Dr. **Jane Roberts** have joined our faculty in August 2008. Dr. Hills serves as a Clinical Assistant Professor and is a graduate of the University of South Carolina. Dr. Roberts is an associate professor and a graduate of the University of North Carolina-Chapel Hill.

■ The **University of Missouri** is pleased to welcome **Melissa Maras** to our School Psychology faculty. She is a 2008 graduate of the clinical psychology program at Miami University (OH), where she worked extensively with the Center for School-based Mental Health Programs. She comes to us most recently from her internship at The Consultation Center in the Department of Psychiatry at the Yale University School of Medicine. In addition to her faculty responsibilities with our school psychology program, she will also serve as Assistant Director of the Center for the Advancement of Mental Health Practices in Schools (CAMHPS) (http://schoolmentalhealth.missouri.edu).

People and Places

- Dr. **Merilee McCurdy** of the **University of Nebraska - Lincoln**'s School Psychology Program has been granted tenure and promoted to Associate Professor.

- Dr. **Mark Swerdlik** was recently honored by the Graduate Programs in School Psychology at **Illinois State University** for 30 years of faculty service. Dr. Swerdlik, who earned his M.S. from Western Illinois University and Ph.D. from Michigan State University, has served as Coordinator of the ISU School Psychology Program since 1987.

- **Amanda B. Nickerson** and program director **David N. Miller** were both recently promoted to Associate Professor in the School Psychology Program at the **University at Albany, SUNY**.

- **Linda Reddy** (Rutgers University) and her colleagues (**Greg Fabiano, William Pelham, Daniel Waschbusch,** and **Greta Massetti** from the **University of Buffalo**) were awarded a grant (approx. $1.5 million) from the U.S. Department of Education - Institute of Education Sciences focused on developing and validating a teacher progress monitoring scale for regular elementary school teachers.

- **David Wodrich, Arizona State University**'s Division of Psychology in Education, was named to the inaugural Mary Emily Warner Professorship in the fall of 2008. He was also recently named a fellow of APA Division 16.

- The School Psychology Program at **The University of Texas at Austin** is pleased to announce the addition of Dr. **Greg Allen** to their faculty as an Associate Professor. Dr. Allen received his BA in Psychology from American University, his PhD in Clinical Psychology from the joint doctoral program at University of California-San Diego and San Diego State University, and a postdoctoral residency in clinical neuropsychology at the University of Texas Southwestern Medical Center at Dallas. Dr. Allen's research focuses on fMRI studies of the cerebellum as related to autism. Dr. Allen will be teaching our Neuropsychology Assessment sequence of training as well as the Biological Bases of Behavior course, and he is introducing a course, Biomedical Issues in Autism.

Please send all submissions to Dr. Ara Schmitt at: schmitta2106@duq.edu

Announcements

ANNOUNCING SEARCH FOR ASSOCIATE EDITOR *THE SCHOOL PSYCHOLOGIST*

A search for Associate Editor of The School Psychologist (Division 16 Newsletter) will begin immediately. The newly elected Associate Editor serves for 3 years beginning the Winter of 2010 and then is expected to assume the role of Editor in Winter of 2013 for a 3-year term. Thus, the Associate Editor must be willing to make a commitment to serve for 3 years as Associate Editor and 3 years as Editor. The Associate Editor will work closely with the Editor-Elect, Amanda Clinton. The Associate Editor is responsible for soliciting and reviewing newsletter contributions, assisting in publication procedures, and undertaking other special assignments at the discretion of the Editor. The Associate Editor is expected to become familiar with all newsletter operations and provide input for the editorial decisions. Applicants for the position should have demonstrated skills in writing, editing, and public relations and be willing to donate an average of approximately 1 to 2 days per month to newsletter work. Interested persons should send: (1) a letter detailing relevant experience as well as goals and expectations for the newsletter, (2) three letters of reference, and (3) a recent vita by April 24, 2009 to the Chair of the Search Committee:

Michelle Athanasiou, Ph.D.
Professor and Director of Training
APCE, CB131
University of Northern Colorado
Greeley, CO 80639
970-351-2356 (w)
970-351-2625 (fax)
michelle.athanasiou@unco.edu

The selection of the Associate Editor will be made in June 2009. Additional questions can be forwarded to Michelle Athanasiou (see above).

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Announcements

THE SOCIETY FOR THE STUDY OF SCHOOL PSYCHOLOGY IS PLEASED TO ANNOUNCE THE 2008 RECIPIENTS OF THE EARLY CAREER RESEARCH AWARDS:

Elise Capella, New York University - Steinhardt (Mentor: Marc Atkins) - Bridging Mental Health and Education in Urban Schools

Ryan Kettler, Cal State LA/ Craig Albers, University of Wisconsin-Madison (Mentor: Thomas Kratochwill) - Early Identification of Students with Learning Difficulties

Jennifer Mautone, Children's Hospital of Philadelphia (Mentor: Thomas Power) - Multidimensional Assessment of Homework

Scott Methe, East Carolina University/ John Begeny, North Carolina State (Mentor: Anne Schulte) - Curriculum-Based Early Numeracy Diagnostic Protocol

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SCHOOL PSYCHOLOGY FACULTY AT THE UNIVERSITY OF UTAH STRIKE GOLD!

The School Psychology program at the U of U recently received three U.S. Department of Education Personnel Preparation grants. This means multi-year funding for doctoral students who are interested in studying autism and intend to pursue academic careers, and one or two years of support for masters level students who wish training in empirically-based methods to work with children and adolescents who have externalizing disorders (e.g., Conduct Disorders, Oppositional Defiant Disorders, ADHD) or work in secondary schools with students who have autism. The annual stipend for the faculty preparation grant is $17,500 and for the masters-level practitioner grants it is between $14,500 and $15,000 (all inclusive of a tuition waiver). We want to encourage all interested parties in applying but would especially like to encourage applications from individuals who are ethnic minorities and/or have disabilities. For further information about the grants, please email the grant directors, Bill Jenson (jenson@ed.utah.edu) and Elaine Clark (clark@ed.utah.edu).

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SEEKING BEHAVIORAL AND SOCIAL SCIENCE VOLUNTEERS

The American Psychological Association's (APA) Office on AIDS is currently recruiting volunteer consultants to support its Behavioral and Social Science Volunteer (BSSV) Program. The program's purpose is to improve the capacity of community based organizations (CBOs), health departments (HDs), and community planning groups (CPGs) to design, adapt and/or evaluate effective HIV prevention interventions for communities of color.

Prospective volunteers should possess the following criteria:
- master's or doctoral level degree in behavioral or social science;
- representative of a minority ethic/racial group;
- experience with/knowledge of HIV prevention science and its application among communities of color; and
- personal desire to give back to local communities to reduce the further spread of HIV.

While HIV prevention staff of CBOs and HDs are working diligently to end the epidemic, local psychologists, sociologists, anthropologists, social workers and public health experts are needed to team up with these providers and share their expertise to ensure that programs are scientifically sound and culturally competent.

Volunteers of the BSSV Program will receive the following benefits:
- training in state of the art science and service delivery around HIV prevention for communities of color;
- opportunities to learn from and network with national experts;
- opportunities to help facilitate and apply knowledge in community settings that are practical, useful and time efficient; and
- be a part of an activist group of social scientists who are committed to improving the health of communities disproportionately affected by HIV.

For more information about this program, please contact Shauna Cooper at scooper@apa.org or 202-336-6176. Thank you for considering this request.

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ACADEMY
american academy of school psychology

Congratulations to Scholarship Recipients

and

Thank you to Scholarship Sponsors!

The Academy's **Irwin Hyman and Nadine Lambert Memorial Scholarship** effort has been a gratifying success. Through the generosity of multiple sponsors, the AASP has awarded 16 scholarship awards of $1,000 over the past four years, including awards to these doctoral students in 2008:

Cindy Altman, Duquesne University
Nathan Clemens, Lehigh University
Melissa Fisher, University of Texas at Austin
Jami Givens, University of Nebraska-Lincoln
Sherrie Proctor, Georgia State University
Amanda Sullivan, Arizona State University

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Watch for the next Hyman-Lambert Memorial Scholarship Award competition announcement in Spring 2009!

APA DIVISION 16 SCHOOL PSYCHOLOGY
MEMBERSHIP APPLICATION

Objectives

The ultimate goal of all Division activity is the enhancement of the status of children, youth, and adults as learners and productive citizens in schools, families, and communities.

The objectives of the Division of School Psychology are:

a. to promote and maintain high standards of professional education and training within the specialty, and to expand appropriate scientific and scholarly knowledge and the pursuit of scientific affairs;

b. to increase effective and efficient conduct of professional affairs, including the practice of psychology within the schools, among other settings, and collaboration/cooperation with individuals, groups, and organizations in the shared realization of Division objectives;

c. to support the ethical and social responsibilities of specialty, to encourage opportunities for ethnic minority participation in the specialty, and to provide opportunities for professional fellowship; and

d. to encourage and affect publications, communications, and conferences regarding the activities, interests, and concerns within the specialty on a regional, national, and international basis.
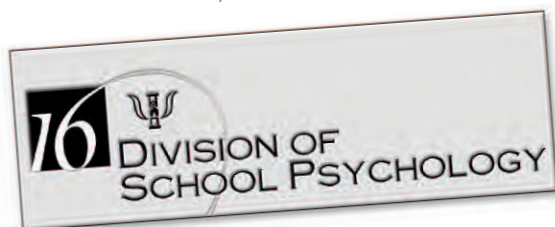
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