The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

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Requirements

The School Psychologist is published three times (Winter, Spring, and Fall and a Year in Review archival issue). The three regular issues are electronic, and the Year in Review issue will be printed. Employment notices, announcements, and advertisements (including display ads) are due on the 1st of November (Winter and Year in Review issues), March (Spring issue), and July (Fall issue). Display ads should be submitted in a high-resolution PDF format.

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

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

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

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

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

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Issue Month/No.	Closing Date for Submission of Materials	Date Available
Winter (1)	November 1	December 15
Spring (2)	March 1	April 15
Fall (3)	July 1	August 15

The submission deadline for the Year in Review archival issue is November 1. It will be mailed on or around January 1. Please allow 3-6 weeks for delivery of third class mail.

All issues are archived electronically and can be read in their entirety at: http://www.indiana.edu/~div16/publications_psychologist.html

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President's Message

Solving Social Issues through Scientific Leadership

Tammy L. Hughes, Duquesne University

Tammy Hughes

"…it became evident that we needed to dedicate the midwinter meeting to setting a strategic plan to reach our goals around influencing the national and international conversation on school psychology."

Each year, the Division Executive Committee meets at midwinter to set a plan for the year. In preparation for this meeting we reviewed how the last several years have brought big changes to the Division. For example, transferring the rights of the title of *School Psychology Quarterly* to APA has brought us APA recognition and financial stability, and addressing the APA Model Licensure Act has brought us to clarify our position to support retaining the exemption for school psychologists to use the title of *psychologist* at the nondoctoral level when working in public schools. In addition to previous work, we recognize that we are faced with new challenges both within education and psychology. In the educational arena, the tighter association between NCATE and NASP training standards has decreased the flexibility programs have in delivering coursework needed for program approval, while alternative options to traditional training for all school personnel (e.g., Teach for America and on-line programming) emerge to challenge us to consider how school psychologists are trained and what methods will be used to offset the shortage of practitioners. Simultaneously as the mental health parity act has passed and new movements toward integrated healthcare are coming on-line, we find that we need to consider the role schools will play in integrated service delivery systems for children and families. As these shifts happened, it became evident that we needed to dedicate the midwinter meeting to setting a strategic plan to reach our goals around influencing the national and international conversation on school psychology. With this in mind we set out to clarify how we will commit the efforts of the each of the Vice Presidents (VP) and budgetary resources around highlighting the importance of **science, school practice, and policy**.

The short-term goals we have set to accomplish over the next year include:

Increasing **membership** so that we have a stronger voice on school psychology matters. Thanks to the quick and coordinated work of our VPs (Membership, Jessica Hoffman; Publications, Linda Reddy; Public Relations, Shane Jimerson) we are now offering a **free membership** for 2009

to individuals who have never been a member of Division 16:

- New members who take advantage of the free membership offer will receive our APA journal *School Psychology Quarterly* (*SPQ*) and *The School Psychologist* (*TSP*) on-line at the Division web site (http://www.indiana.edu/~div16/index.html).

- With special attention to the needs of international colleagues, new members can now join Division 16 on-line at www.apa.org/divapp.

- Remember that you do not have to join APA to be a Division 16 member- however, there are several advantages to carrying both memberships (e.g., voice within APA).

Being at the table to influence the national conversation on how to solve children's social issues:

- The Division will send two representatives (in addition to myself who serves on the Task Force) to the Future of Psychology Practice Summit: Collaborating for Change held in May 2009. This working conference will bring together psychologists from diverse fields, potential community partners (e.g., national nursing association) and policy makers (e.g., representatives from the Obama administration) to discuss new opportunities for psychologists in integrated practice settings.

- Division 16 will participate in discussions around practices aimed at individuals (e.g., children, parents, teachers) and organizations (e.g., school systems, educational reform).

- The Division is working within the APA State Leadership to coordinate school psychology needs through state, provincial and territorial psychological associations (SPTAs).

- The Division continues to work with NASP and APA around training and professional practice standards.

President's Message: Solving Social Issues through Scientific Leadership

Maintaining the strength of our relationships both with constituent school psychology groups as well as within APA:

- We continue to reaffirm opportunities to work with NASP. I hope many of you participated in the NASP Presidential Strand sessions that highlighted the collaborative efforts between NASP and Division 16 at the NASP conference this year. NASP president Gene Cash has been central to showcasing our common goals and shared efforts around best practices for school psychologists, and we look forward to continuing this work together.

- The 2009 APA annual convention is set to highlight our work with the **Child-focused Divisions** (37, 43, 53, 54). Look for a series of sessions focused on Evidence-Based Practice with Children scheduled Friday afternoon through Sunday morning (Convention Within the Convention programming). Division 16 President-elect Bonnie Nastasi will present on Generating Culturally and Contextually Relevant Evidence-Based Practices in Schools and Communities Using Mixed Methods Research Designs.

- The 2009 APA annual convention is set to underscore our work with Divisions 2, 3, 5 and 25, highlighting the importance of sound **scientific methodology to inform practice**. This additional Convention Within the Convention programming highlights the translational nature of the work of the school psychologist – moving research findings into evidence-based practices.

Cutting costs by going green

- The Division is cutting costs and saving trees by delivering all three (winter, spring, fall) issues of *The School Psychologist* (*TSP*) **solely on-line** at the Division 16 website: http://www.indiana.edu/~div16/publications_psychologist.html. Additionally, a new Year in Review archival issue will be delivered as a hard copy once per year. We are informing members of the release of each new addition of the TSP via email. In order to reach all members, we are asking everyone to update their contact information by notifying Division Services at division@apa.org.

The goals that we have set to accomplish in the long-term include:

Recruiting the next generation of Division 16 members

- Student Affiliates in School Psychology (SASP) plans to develop YouTube recruitment tools to reach a broader and younger audience in an effort to attract the next generation of school psychologists. SASP is formalizing how to capture net geners so that we offer engaging and relevant services.

Increasing **support** for Minority groups, Early Career Psychologists (ECPs) and Training programs

- Look for video clips on the website tailored to address how these groups can better identify publication opportunities, negotiate the tenure process, and improve training.

The APA journal *School Psychology Quarterly* will be developing a **Science Briefs** section that will summarize state-of-the-art science that informs school practices and policy. These briefs are meant to be summaries useful for distribution to the public and professionals.

We welcome your feedback and look forward to updating you on our progress throughout the year(s). In addition to strategic planning, the executive board spent considerable time reviewing our efforts around MLA and preparing for the next round of public comment. At the time of this writing, I understand that the new draft of the MLA will be released in March 2009, there will be a 90-day public comment period, and then all APA boards and committees will review the changes before the Council of Representatives votes on the final version. We may be 1 – 2 years out from this vote. Below is a summary of how the Division has responded to MLA.

Division 16 Responds: MLA

Background:

2006: The Task Force on the Revision of the APA's Model Act for State Licensure of Psychologists (Task Force) was created by the APA Council of Representatives with the charge to revise and update the 1987 Model Act for State Licensure of Psychologists in line with current APA policies.

2007, July: A published draft of the MLA removed the exemption which allowed non-doctoral school psychology practitioners certified by a state

" …the executive board spent considerable time reviewing our efforts around MLA and preparing for the next round of public comment."

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department of education and working in a public school setting to use the term "Psychologist" in their title, in essence indicating that these practitioners should no longer be called "School Psychologists." (see p. 10, lines 510 to 517).

2007, October: *The Executive Committee of Division 16 strongly urged the Task Force to reinsert the exemption for school psychologists in the MLA*. This document is available on the Division web page http://www.indiana.edu/~div16/D16ML ADocument.pdf

2008, January: The Task Force agrees to add two Division 16 appointed liaisons to communicate the varied reactions of the school psychology community to the proposed removal of the exemption for school psychologists. (Note that Division 16 did not have representation for the previous years, as defined by the executive board, on the Task Force.) The Division 16 goal is to move toward a proposal that can bridge the divide between school psychology community and APA.

Major changes currently under consideration in the MLA:

I. Sequence of Training

1987 MLA – Two years (3,000 hours) of professional experience are required prior to being considered eligible for licensure. One year must be the pre-doctoral internship and the other year must be one year of post-doctoral supervision.

New Draft – Revised such that psychologist applicants must have two years (2,000 hours) of full time (or equivalent) professional experience, one year of which is an internship for applicants in the health service domain, and the other year may be completed pre- or post-doctorally, consistent with APA 2006 Policy.

II. Require Industrial-Organizational Psychologists be Licensed

1987 MLA – Typically, just graduates from programs in Clinical, Counseling and School Psychology (or their equivalent) have become licensed.

New Draft – Scope of practice now includes some activities typical of I/O psychologists; other language changes (education, etc.) incorporate those who practice psychology into license law and provide licensure opportunity for those psychologists.

III. School Psychology Title Exemption

1987 MLA – Exemption J (3) allows for individuals to use the title "School Psychologist" as long as they are credentialed by their state department of education and only practice in public schools.

New Draft – Limits this exemption to doctorally trained psychologists, keeping it in line with APA policy (only individuals with a doctoral degree are eligible to use any title which includes the word "psychologist").

Current Status:

Task Force is drafting new language and seeking APA legal staff review of new draft changes prior to the March 2009 public comment period.

Action Steps:

School psychology community should provide feedback to Task Force during the public comment period.

Join APA and Division 16 to increase our voice in this discussion.

Thanks to the MLA Division liaisons Deborah Tharinger and Randy Kamphuas, as well as input from former school psychology trainer Steve DeMers now at the Association of State and Provincial Psychology Boards (who provided consultation). My most recent contact with the Task Force suggests that they are aware of how difficult the removal of the exemption would be for the school psychology community and that we do not seek such a change.

The executive board continues to monitor the MLA progress closely, and we are prepared to move forward on the next set of recommendations. We are set with our eye toward the future. Although I have provided a developed strategic plan above, we recognize the future is possible because of the hard work from individuals that has come before us. As such, I wanted to summarize the good work that makes our efforts a reality.

Division at Work: Moving the Future

The Division is influencing the **national and international conversation** on school psychology.

• We have established networks with colleagues and leaders in the field who share your interest in School Psychology.
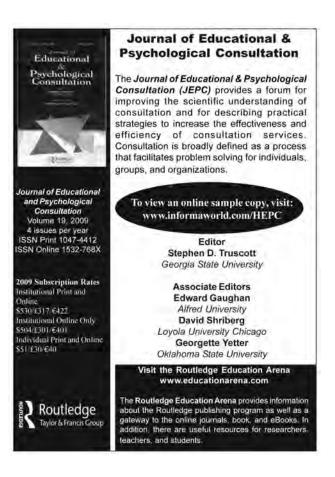
President's Message: Solving Social Issues through Scientific Leadership

The Division is committed to the development of the **next generation of serious scholars**.

- We deliver cutting edge publications such as *SPQ* and *TSP*.

- We provide professional opportunities at the APA annual convention via round table discussions, symposia, poster sessions, and at the Division 16 Hospitality Suite and Social Hour.

- We use the Division 16 listserv to keep up to date with current trends, professional opportunities and the on-going dialogue on school psychology matters.

The Division Vice Presidents **coordinate their efforts** to support all members in their professional development.

- We recognize and honor outstanding achievements by our Students (e.g., Paul Henkin travel awards, minority scholarships, AGS outstanding scholarship awards), Early Career Scholars (e.g., Lightner Witmer Award), and Members with substantial contributions to the field (e.g., Fellow, Senior Scientist, Jack Bardon Distinguished Service Award, Lifetime Achievement Award).

This is a year in which change has come to us via education and psychology, *and* school psychology is transforming. We hope that you take the opportunity to become involved in issues that may excite you (e.g., MLA), join committees that advance a cause you believe in (e.g., students, diversity, public relations), or participate at the national level through Division 16 governance. We need members to move the future.

Research Forum

A National Survey of Male and Female School Psychology University Trainers: A Qualitative Snapshot of the Employment Characteristics of the Profession in 2008

Laura M. Crothers, Ara J. Schmitt, & Tammy L. Hughes, Duquesne University
Lea A. Theodore, Queens College
John Lipinski, Robert Morris University

"…the growth of females in school psychology has been described as 'the most dramatic change in the field'" (Curtis, Grier, & Hunley, 2004)."

Abstract

One hundred ninety-one female and 115 male trainers (30% response rate) completed a survey designed for the study of the employment characteristics of United States' (US) university school psychology trainers, with particular attention paid to potential differences between males and females. The sample was predominantly Caucasian (89.0% female; 90.4% male), employed at public universities (71.1% female; 72.2% male), and have worked in their current position for 0-5 years (44.3% female; 37.4% male). The survey afforded participants the opportunity to provide elaborative responses to questionnaire items. Qualitative analysis was utilized to assess common response themes and explore: 1) if these themes may be used to understand gender disparity with respect to salary, and 2) themes regarding gender differences in perceptions of the salary and promotion negotiation processes.

Introduction

The field of school psychology has been undergoing a transformation since the early to mid-1990s. Since that time, women have steadily increased their representation to the extent that they now comprise a majority of the profession. In illustration of this, female membership in the National Association of School Psychologists (NASP) has reached 73% and 51% in Division 16 (School Psychology) of the American Psychological Association (APA) in 2003, respectively. As such, the growth of females in school psychology has been described as "the most dramatic change in the field" (Curtis, Grier, & Hunley, 2004). Although women have amplified their representation in the professional associations of school psychology, their contribution as faculty members in university school psychology programs, authors of peer-reviewed journal articles, editorial board members, and editors of school psychology journals has been somewhat slower to follow. Most women entering the profession of school psychology assume practitioner roles. For women who do choose a career in academia, there is a tendency to occupy positions in non-doctoral-granting institutions (Akin-Little, Bray, Eckert, & Kehle, 2004; Fouad et al., 2000).

In their review of trends in female authorships, editorial board memberships, and editorships in school psychology journals from 1991-2004, Roberts, Gerrard-Morris, Zanger, Davis, and Robinson (2006) concluded that in conjunction with females gaining a majority in terms of membership of professionals in school psychology organizations, women had also boosted their representation in journal authorship and editorial positions. Specifically, females in the first and second authorship positions in articles published in *School Psychology Quarterly*, *Psychology in the Schools*, *School Psychology Review*, and the *Journal of School Psychology* were in the majority, and two of the four editors of these journals were female by 2004. This finding was in contrast to zero editorial positions being held by females in 1991, and was thought by the authors of this study to be evidence of women making gains in terms of their full representation in the field of school psychology. However, much is still to be learned regarding women's experiences in academic positions in school psychology in order to determine whether females have truly reached their potential in the field.

In addition to the inherent interest in studying demographic trends, it is also important to examine the state of the profession at university settings for both men and women given the difficulty many graduate training programs have experienced in attracting faculty members to university positions. Nagle, Suldo, Christenson, and Hansen (2004) report, "An increasing number of vacancies in school psychology academic positions and the reduced number of applicants seeking to enter academia have created projected shortages in academe" (p. 311). Tingstrom (2000) hypothesizes that the increasing number of vacancies in academic positions in school psychology may be attributed

A National Survey of Male and Female School Psychology University Trainers

to multiple factors, including a greater number of school psychology graduates being attracted to practitioner roles instead of academic positions. Baker et al. (2008) suggest that, although this trend is not unique to school psychology, "the gathering storm of unfilled faculty positions in our profession is one that continues to warrant our attention and action" (p. 85).

In a previous study that is under review (Crothers et al., under review), quantitative data were gathered in order to provide updated information of the employment characteristics and conditions of U.S. university school psychology trainers with regard to potential differences between males and females. Research questions from this investigation included soliciting information regarding gender, race/ethnicity, years in current position, highest degree earned, credentials (licensure, national certification, state certification), length of employment contract, total annual salary, job satisfaction, negotiating for salary or promotion, preparing for such negotiations, the results of such negotiations, gender attributions for the results of such negotiations, feelings following negotiations, the ability to negotiate for other benefits aside from salary, and the likelihood of negotiating in the future. Data from the same questionnaire are used for the current study; however, in this paper, the qualitative responses generated from participants' elaborative responses to the questionnaire items are analyzed. The purpose of the present study, therefore, is to determine if common themes of responses were present within items and to explore: 1) if these themes may be used to understand gender disparity with respect to salary, and 2) themes regarding gender differences in perceptions of the salary and promotion negotiation process.

Method
Participants

The subjects used in this study were identified by reviewing the list of graduate school psychology programs in the U.S. listed in *Best Practices in School Psychology* (5th edition; Thomas & Grimes, 2008). The researchers then consulted the university websites of each of these graduate programs, obtaining the e-mail addresses of school psychology trainers listed as affiliated with these programs. Of the 1026 trainers identified, 353 responded to an e-mail solicitation to participate in the study, representing a response rate of 34%. After eliminating responses that were incomplete or inappropriate for the research based upon the

participant's primary work context, 306 subjects were found to be eligible to participate in the study, resulting in a response rate of 30% (191 females; 62.4% of the sample and 115 males; 37.6% of the sample). See Table 1 for a demographic description of the sample. Due to missing data, the numbers do not always equal 191 and 115, and thus the percentages do not always equal 100%.

Procedure

Prospective participants received an e-mail solicitation inviting them to complete a survey regarding the salary and negotiation practices of school psychology trainers (quantitative data is presented in Crothers et al., under review) by accessing a hypertext web address that linked the individual to the website, *SurveyMonkey*. The e-mail solicitation included a letter explaining the purposes and details of the study and the amount of time that would be involved in completing the survey questions, and also apprised subjects of the practices regarding confidentiality and withdrawal from the study in accordance with the principal investigator's university Institutional Review Board. Two additional solicitations were e-mailed one and two weeks, respectively, after the initial invitation to participate in the study in order to increase the response rate. Three reminder e-mails were also sent to the American Psychological Association Division 16 listserv for school psychology trainers.

Upon completing the survey questions, data from each participant were transmitted to an encrypted online database, where the data were protected from being accessed by those other than the researchers. If desired, subjects were compensated for their time by accessing a separate website in which they could leave their contact information to be entered into a drawing for a $50, $75, or $100 *Barnes and Noble* gift card. Upon completion, these data were also transmitted to an encrypted online database, where the data were protected from being accessed by those other than the researchers. Since the two databases were kept separate from each other, anonymity was ensured.

Instrument

For the purposes of this and another study, a survey was developed in which participants were asked to report on various demographic characteristics and information regarding their academic positions. Other survey questions posed to the sample were designed to assess issues such as job satisfaction and job negotiation procedures,

"The purpose of the present study, therefore, is to determine if common themes of responses were present within items and to explore: 1) if these themes may be used to understand gender disparity with respect to salary, and 2) themes regarding gender differences in perceptions of the salary, and promotion negotiation process."

A National Survey of Male and Female School Psychology University Trainers

> "As reported in Crothers et al. (under review), male faculty were found to earn higher salaries than female faculty, even when controlling for the effects of years employed in the position."

outcomes, and perceptions of the experience. In anticipation of differences (e.g., Akin-Little et al., 2004) existing between male and female trainers in their responses, participants were encouraged to elaborate upon their answers by offering additional information that would illuminate their replies. The survey was reviewed for pertinence, wording, and readability (Flesch-Kinkaid Grade Level = 12.4) by five school psychology university trainers and a business professor.

Results

Table 1 depicts the data compiled relevant to gender, ethnicity, highest earned degree, credentials, primary employment context, and years in position of the responding university faculty. While more female than male university faculty completed the survey, a chi-square analysis revealed no significant difference of sample size between the two groups. As reported in Crothers et al. (under review), male faculty were found to earn higher salaries than female faculty, even when controlling for the effects of years employed in the position. Based on previous research (Akin-Little et al., 2004; Levinson, Rafoth, & Sanders, 1994), and anticipating this result, the survey afforded participants the opportunity to provide elaborative responses to questionnaire items. Themes identified in participants'

Table 1

Demographic Characteristics of Surveyed, Full-Time School Psychology Faculty

	Female N (%)	Male N (%)
Gender	191 (62.4)	115 (37.6)
Ethnicity		
Arab-American	0 (0)	1 (<1)
African-American	7 (3.7)	4 (3.5)
Asian	3 (1.6)	3 (2.6)
Caucasian/Non-Hispanic	170 (89)	104 (90.4)
Hispanic	6 (3.1)	1 (< 1)
Self-Reported Multi-Ethnic	4 (2.1)	2 (1.7)
Other	1 (<1)	0 (0)
Highest Earned Degree		
Doctorate	189 (99)	115 (100)
Educational Specialist	1 (< 1)	0 (0)
Missing	1 (< 1)	0 (0)
Credentials		
Licensed Psychologist	97 (50.8)	62 (53.9)
Certified/Licensed School Psychologist	120 (62.8)	83 (72.2)
National Certified School Psychologist	82 (42.9)	50 (43.5)
Primary Employment Context		
Public University	135 (70.7)	83 (72.2)
Private University	54 (28.3)	32 (27.8)
Other/Missing	2 (1)	0 (0)
Years in Position		
0 – 5 years	84 (44)	43 (37.4)
6 – 10 years	49 (25.7)	19 (16.5)
11 – 15 years	31 (16.2)	12 (10.4)
16 – 20 years	12 (6.3)	10 (8.7)
21 – 25 years	7 (3.7)	7 (6.1)
Over 25 years	7 (3.7)	24 (20.9)
Missing	1 (< 1)	0 (0)

Note. Quantitative analyses regarding this sample are presented in Crothers et al. (under review).

qualitative responses revealed that where bias is perceived, participants reported a university culture that manifests in negative outcomes for women (identifying information in the following sections has been deleted to protect respondents' anonymity).

Salary and Promotion Negotiation

Crothers et al. (under review) reported that female (65%) and male (68%) faculty negotiate for salary increases at similar rates, although males (27%) are significantly more likely than females (17%) to negotiate for promotion. Therefore, it does not appear that willingness to engage in negotiation for salary explains salary differences. Prior to collecting data, authors anticipated that preparation for negotiation may positively impact outcomes. Surprisingly, prior to entering negotiations, the majority of faculty did not obtain nor study local (70%) or national (67%) faculty salary data or consult with colleagues (62%). Only a small number (13%) reported interviewing elsewhere to create bargaining leverage. Again, no gender differences were present in this regard; similarly, no clear theme emerged explaining limited preparation for bargaining.

General Perceptions of Negotiation

In the survey, general perceptions of the negotiation process were explored. Considering male and female faculty separately, over 70% of both men and women felt positively regarding the salary negotiation process and the majority were able to increase their salary. However, when salary increases were viewed as negative, both men and women reported that their effort did not result in substantive increases. For example, this group's salary gains ranged from $500 to $3,000 and were largely judged to be adjustments for responsibilities that individuals were already carrying out. Comments included, "I felt undervalued because I was told initially that it [my salary] was not negotiable. Had I not had the knowledge that new faculty had been hired at the salary I was requesting, I would have been shut out of any negotiation. I had to really push hard;" "I would really have to say [I feel] 'neutral' [about my salary negotiations] (neither positive nor negative). I was only able to negotiate a $500 salary increase. I had hoped for about $2,000 more…;" and "[I felt] positive that my compensation package was increased, but dissatisfied with the extent to which it was increased."

Perceptions of Likelihood to Engage in Future Negotiation

Linked to general perceptions of the negotiation process is whether or not respondents would choose to engage in negotiations in the future. Over 90% of respondents indicated they would choose to engage in future negotiations, and this sentiment was equally present between female and male faculty. Most respondents reported that it was an essential aspect of career maintenance. However, women overwhelmingly relayed that they would need to do a better job of negotiating in the future unless they were employed in unionized systems. One female faculty member stated, "You have no choice, they will never recognize work without negotiation," while another indicated, "Yes, I believe you don't get rewarded for good work without advocating for yourself, [and] you have to 'play the system' to get ahead." Yet another explained, "Absolutely [I would negotiate for salary]! If you don't negotiate you end up with a lower salary!" One university trainer reported that while she would not negotiate to increase her salary, she would do so to obtain other benefits: "I might negotiate for other things, but probably not for salary, at least not at this institution. This is based on the fact that I did not receive much of a salary increase when I initially negotiated, and based on the fact that pay increases are determined based on a merit/equity system that I think works reasonably well…"

Discontentment with Negotiation

Still, regardless of outcomes, themes of discontent were prominent for both men and women. Overwhelmingly, of those who provided qualitative responses, both genders perceived that the other demographic was receiving special treatment. Several respondents identifying as white males believed that women and minorities received special accommodations, with statements provided such as: "Results reflected bias against white males," "There is a distinct bias in favor of females, especially if they have racial minority status," "Whites have extremely limited negotiating power compared to everyone else," "Females get preferential treatment, including for salary and workload" and, "[It is] hard to negotiate a higher salary than I did given my status as a white male in a university context where there is a clear emphasis on recruitment and retention of females and persons of color."

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> "One noteworthy finding was that both men and women agreed that marital status (e.g., being married and/or focused upon family responsibilities) was problematic for women."

Some women of majority and minority status tended to feel powerless when judged against white males. One female faculty member reported, "In my initial negotiations I was compared to a non-tenure track white male. I was informed through another person that I should not be making more than that person. I am a tenured full professor and that did not help me either. I was also denied the raise that accompanies the full professor rank because of my negotiations. I believe my sex and ethnicity impacted my negotiations. The worst part is the HR person making the final decision was a Latina." Another female school psychology trainer stated, "I am quite sure that gender influenced my first appointment level salary, which has driven all future 'raises,'" while still another indicated, "I didn't get as much as the males did." A female professor posed: "I wonder if a male had negotiated whether it would have been successful. I also wonder if the offer would have been higher had I been male."

One noteworthy finding was that both men and women agreed that marital status (e.g., being married and/or focused upon family responsibilities) was problematic for women. Statements that support this theme include, "The university blatantly discriminated [against] married women as 'not needing as much' as men; I suggested this was not a good idea AT ALL…," "I was told informally that since I had a husband, my needs were not the same as the man who was trying to support a wife and new baby (I have no children)," "My marital status may have played a role," and "I feel that my salary is too low, but family circumstances were a factor in my taking this job, and my employer was aware of that."

Also, men and women both reported that stereotypical female characteristics such as poor assertiveness skills were problematic for women in negotiation efforts, such as "I really don't know how to negotiate at all," "It is a very uncomfortable process and it seldom has a positive outcome," "I don't feel that women take advantage of this at their annual reviews" and, "[I] didn't negotiate and should have," in comparison to strong skills in this area that seem to benefit males: "Men seem to negotiate for higher salaries in my institution," and "Because university salaries tend to run low and increases tend to be based on percentages of previous salary, it is very important to negotiate as high a beginning salary as possible. I was coming into the university from the private sector and was going to take a cut in pay. I used that information to negotiate a higher incoming salary than the university offered. My

department chair took a deep breath when I counter-offered. He said that my counter-offer was higher than some of the tenured faculty were making, but that he would take it to the dean anyway. He came back with a counter-offer of $1,000 less than I offered and I took it. At that point, he laughed and told me, 'Good job. You played that well.' He had to play a tough-guy role in the negotiation, but inwardly, he was hoping that I could start in a better position because 3-4% increases of low salaries don't maintain good faculty. He also knew that I had a better paying gig and could walk away. I would negotiate again." Some males indicated that low assertiveness and lack of tenacity resulted in less female work production. Females reported their own low assertiveness resulted in an unequal distribution of workload (e.g., course assignments, service obligations, access to graduate assistants).

Perceived Impact of Gender upon Salary Negotiation

The next line of inquiry of Crothers et al. (under review) explored perceived penalty and impact of gender upon salary negotiation. First, while female and male faculty taken as a whole (90%) did not believe they were penalized for engaging in salary negotiations, females (15%) were more likely than male (2%) faculty to report negative consequences in response to their efforts. For example, female salary negotiators described being ignored by both colleagues and administrators, and excluded from collegial interactions, while males in this sample did not report being the recipients of similar behavior.

Elaborative responses were analyzed and found to possess the common theme of extensive victimization via relational aggression (a form of bullying characterized by ostracizing, gossiping, and diminishing another's status), most often accompanied by no salary increase. A female university trainer explained, "The Provost was my enemy after I tried unsuccessfully to negotiate. He singled me out for unfair treatment." Another female school psychology faculty member stated that after trying to negotiate for a better salary, she "received [a] poor evaluation by [my] supervisor." One university professor who is a woman was "told that [my] salary was already 'high' for the department, had meetings end abruptly, [and] had promises of follow-up that did not occur." Still another commented, "The dean repeatedly made comments about my attempts to negotiate when I was first hired." Additionally, these women conveyed receiving explicit negative comments such as

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repeated references about the salary request being "inappropriate," reminders that colleagues "won't like you," and admonishments that such individuals had "singled [themselves] out" with this request. Many salary negotiators also felt that they were characterized by administrators or colleagues as selfish and were accused of being callous regarding other faculty (e.g., one superior explained that there is a limited pool of funds that needed to be distributed, and that meeting a request for a salary increase would be taking money out of the pockets of colleagues). Of note, relational aggression was not evident in the single case in which a female faculty was a plaintiff in a gender equity lawsuit. In the few cases where women were penalized for negotiations and still achieved a salary increase, the impetus for change was a union equity study that found all women were underpaid and a corresponding blanket increase was enacted.

Perceived Impact of Gender upon Promotion Negotiation

Likewise, significantly more respondents did not report being penalized for promotion negotiation (96%) than were penalized (4%), and no gender differences were found. However, the most common response regarding negotiating for promotion was that it simply was not possible due to strict university or union rules. From the limited respondents who did attempt to negotiate for promotions, the penalty was rebuke and castigation. For example, one female faculty reported, "The associate dean was scolding and seemed 'put out' by having to speak with me. She indicated that I was asking for more than other faculty members made, which may be true, but I also was aware of what new hire professors made and was asking for that salary. I [was] initially told a negotiation was not possible but I pushed forward anyway. My negotiation when I was hired was more favorable and met with appropriate professional behavior from the dean." Another university professor who is a woman described being "scolded, [and] told I was unprofessional."

Perceived Impact of Gender upon Negotiation Outcomes

Next, the role of university professors' gender upon the perceived impact of negotiations was studied. Overall, university school psychology faculty did not believe that their gender impacted negotiation outcomes (64% versus 36%). However, among those who did believe that gender impacted

outcomes, significantly more were women, and almost all indicated that their gender negatively impacted the negotiation result. Common themes regarding the impact of gender on negotiations were that their experiences were chronic and uniformly negative. For example, women reported a systemic culture within their department and university that did not support female faculty. Responders indicated that simply being a woman was viewed as an additional burden due to the perception that women were distracted by personal responsibilities. This group reported that when disparities existed, there were substantial salary differences (e.g., $4,000 to $12,000) and unequal distribution of resources (e.g., graduate assistants, research funds, course releases). Sample comments included: "I believe I was offered a lower salary to start with and even after negotiations, it was still lower that [sic] male counterparts in my department;" "When my male colleague 4 years my junior was making more money than I was, I petitioned to have my salary reviewed and upgraded;" "I was told years after working in the department that the then chair did not negotiate as strongly with the dean for women who had a husband since he felt that they were not the family 'breadwinner;'" "I was told that there was no flexibility in starting salary and that I could not negotiate for a higher salary. I later found out that a male colleague hired into my department the year before had been able to negotiate for a higher salary;" and "Minority woman ….with a very white male administration and faculty power base [have] had subtle but demeaning incidents and interactions such as non-tenure track designation of an otherwise essential and viable position and discouragement against 'upward' progress."

Discussion

The intent of this study was to examine themes of qualitative responses of school psychology university trainers with regard to salary and promotion negotiations, with particular attention to gender disparity. Although overall university school psychology faculty did not believe that gender impacted negotiation outcomes, women were more likely to believe that they were penalized for negotiation attempts, reporting clear, consistent and negative treatment by colleagues and administrators. When examining the qualitative themes for women who reported that they were penalized for engaging in salary negotiations, they reported being targets of relational aggression. When a salary increase was awarded, legal proceedings or union processes were

"Responders indicated that simply being a woman was viewed as an additional burden due to the perception that women were distracted by personal responsibilities."

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> "Both male and female trainers agreed that negotiation at the initial hiring stage was the best opportunity to acquire resources that would have a lasting impact upon their careers and lifestyles."

identified as the major impetus.

Female respondents described personal conditions such as marital and minority status, age, and ability to demonstrate singular focus upon career as subject to review in consideration of salary decisions. Some individuals perceived that those responsible for granting raises and promotions believed that women, and not men, were overly distracted by personal responsibilities (e.g., family) and that women did not carry the "breadwinner" status that demanded sustained salary increases. Similarly, women reported salary disparities across the board, with new faculty, non-tenured clinical track faculty, and senior faculty all enjoying higher salaries regardless of productivity.

Being able to negotiate was identified as an essential skill for incoming as well as longstanding faculty members. Both male and female trainers agreed that negotiation at the initial hiring stage was the best opportunity to acquire resources that would have a lasting impact upon their careers and lifestyles. For example, merit and cost-of-living increases are often based on salary; thus, higher salaries result in proportionally higher pay increases. However, more women than men reported that they planned to be more successful the next time they needed to negotiate. These findings may explain why women reported bigger salary disparities at the early career stage (Crothers et al., under review).

Taken together, some women reported acting in a manner that is consistent with the gender stereotype threat described by Kray (2007) and Robertson and Kulic (2007). Initially, some confirmed the stereotype that women are not as good at negotiation, regardless of their actual skills, by not engaging in this essential opportunity for maximizing benefits (although notably few women or men in this study reported preparing for negotiation). Additionally, if female school psychology faculty did negotiate for salary or promotion, some lowered their outcome expectations, although they recognized they would have to be better negotiators in the future. Similarly, the stereotyped behaviors were confirmed once female faculty were appointed to their positions, as many were the victims of relational aggression in response to assertive bargaining or negotiating behaviors. Thus, the stereotyped role was relevant not only at the hiring stage but also after years of service.

Recommendations for the Future

These results highlight opportunities for better preparation for school psychology faculty salary and promotion negotiations, for both males and females. The dearth of preparation for these processes suggests that training programs should pay attention to the business of acquiring an academic position. Successful negotiations reported by both men and women included not only salary but also ancillary benefits such as going up early for tenure and promotion, monies for travel, funding for research, books, computers, continuing education courses, and access to student research or graduate assistants. Although there are some real indicators of positive progress for women holding faculty positions (Curtis et al., 2004), training programs should also prepare students to address the occasional issues of systemic gender bias, the use of relational aggression in the workplace and ways in which to successfully navigate through employment opportunities in higher education. Certainly what may prove fruitful in negotiations at one location may not be as well received by another. Clearly, this issue warrants further investigation.

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School Psychology Graduate Students' Knowledge of Suicide: A Pilot Study

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The focus of this pilot project was to investigate school psychology graduate students' perceived knowledge regarding suicide prevention and intervention, and actual knowledge of risk factors and intervention steps. School psychology and business students (the latter used as a comparison group) from multiple programs completed a questionnaire about suicide risks and interventions, as well as confidence in helping a suicidal individual. The results indicate there is a need for students to learn more about this area. More specifically, on average, the students' ratings of the risk factors and interventions that concur with the professional literature were higher than the non-risk factors and non-supported interventions.

According to the Center of Disease Control (2004), approximately 130,000 individuals are hospitalized following suicide attempts each year. Of those individuals, under the age of 20, approximately 85% of suicides occur in 15-19 year olds (Center for Disease Control, 2004) the overall rates of suicide for children and teenagers have slowly decreased since the mid 1990's. Since 2001, however, rates for youth ages 15-24 have increased each year to a total of 1 per 10,000 in 2005 (Kung, Hoyert, & Murphy, 2008). The most recent official data prepared by the American Association of Suicidology (Kung et al., 2008) reports that in 2005, there were 4,212 suicides in children and teenagers –a rate equivalent to 11.5 suicides per day. Currently, suicide is the third leading cause of death in the school age population (American Association of Suicidology, 2008). As bleak as these findings are, suicide incidence is reducible as over 80% of people who attempt suicide give some type of warning before they make their attempt (Sattler, 1998).

For youth contemplating suicide, it is often school personnel who are the first to notice the signs of suicidality, in which case the school psychologist often becomes the person of first response (Poland,1995). Moreover, if a youth does attempt suicide, or a student knows a peer who attempted suicide, the school psychologist is often the de facto person within a school district that responds. However, specialized training in helping suicidal individuals is often overlooked or lacking in school psychology training programs (Bromley, 2000).

While many studies indicate that high percentages of psychology interns have worked with suicidal individuals (e.g., King, 2000; Kleespsies, Penk & Forsyth, 1993), the same literature indicates that they receive little or no formal training in assessment and management of suicidal individuals (Bongar & Harmatz, 1991; Brown, 1987; Dexter-Mazza & Freeman, 2003; Peach & Reddick, 1998). Historically, the majority of mental health professionals in the school system have great difficulty identifying students at risk for suicide (King, Price, Telljohan & Wahl, 1999; Popenhagen & Qualley, 1998).

The focus of this pilot project was to investigate school psychology graduate students' perceived knowledge regarding suicide prevention and intervention, and actual knowledge of risk factors and intervention steps. This project was developed as a result of a community-wide round table forum in which local leaders and agencies discussed current resources and critical gaps within the community when suicide occurs. The primary investigator of this study served as the moderator for the forum, the results of which indicated a need to assess school psychology students' skills and training prior to working with potential suicide situations in schools.

> "Currently, suicide is the third leading cause of death in the school age population." (American Association of Suicidology, 2008)

Methods

Participants

Eighty graduate students from three large universities in the state of Texas volunteered to participate in this study. All data were collected anonymously. Forty-seven of the participants came from a school psychology program and, for comparison purposes, thirty-three participants were graduate students in business. Business graduate students were selected because: (a) they have a similar level of education as school psychology students, (b) it is people-oriented program (as opposed to e.g., chemistry, math), and (c) few programs would be expected to have any course work involving working with people contemplating suicide.

Sixty-one percent of all respondents were female, although most females were enrolled in the school psychology program (41 vs. 8; $\chi^s_{(df=1)}=32.41$; $p < .00$). Forty percent of all respondents had some past experience with suicide (i.e., knew someone who attempted suicide), and the proportions did not significantly differ across disciplines ($\chi^s_{(df=3)}=5.94$; $p =.12$)

Instrument

The instrument used to assess knowledge of suicide was adapted from King and Smith (2000; see Table 1 for instrument questions). The original instrument was administered to school counselors in a large urban school district. For the current study the instrument was modified by only including items on the survey that addressed knowledge of suicide risk factors, knowledge of suicide intervention steps, and efficacy expectations regarding suicide prevention. The non-used items were all demographically-oriented items (e.g., how many years participants had been a counselor). The adapted instrument contains 29-items, all of which are on a 7-point Likert-type scale ranging from strongly disagree (1) to strongly agree (7).

The questionnaire items are divided into three different sections. The first section is *Perceived Knowledge of Suicide* (PKS; 5 items), which measures an individual's perceived knowledge of how to handle a situation with a suicidal individual. The second section is *Knowledge of Risk Factors* (KRF; 14 items), and is composed of factors that do and do not put an individual at-risk for a suicide attempt. The last section is *Knowledge of Suicide Interventions* (KSI; 10 items), and contains actions a psychological professional should and should not engage in when dealing with an individual who is contemplating suicide.

Analysis

The purposes of the analysis were twofold. First, assess suicide knowledge in the group of school psychology students. Second, compare the scores from the school psychology students with the graduate students in business.

Results

The numerical results are presented in Table 2. The first set of columns gives the mean and standard deviations for the school psychology students, the second set of columns gives the mean and standard deviations for the business students, and the third set of columns gives the p values for a test t-test between the school-psychology and business students and Cohen's (1988) d statistic (using a pooled variance). All d statistics were coded such that a positive value indicates a higher school psychology average score.

Perceived Knowledge of Suicide

For all items, the school psychology students perceived that they have average to above average knowledge of how to handle a situation with a suicidal student. The items' averages ranged from 3.91 to 4.91, with a grand mean of 4.37. When compared to the business school graduate students, the school psychology students perceived that they had more knowledge on every item. The p values were all below .00 except for the item *I can effectively counsel a suicidal student*, where the p value was .06 . The effect sizes for these items ranged from 1.54 (for perception of being able to recognize suicide warning signs) to .44 for the aforementioned counseling question.

Knowledge of Risk Factors

These items were made up of two types: risk factors and non-risk factors. The former are indicated in Table 1 with a + sign. For the actual risk factors, the school psychology students were more likely than average to agree that it actually was risk factor (average item score: 5.18). However, there was a range of agreement across the items, with items 14 (being homosexual) and 6 (recent relationship breakup) showing the least amount of agreement (average item scores: 4.26 and 4.66, respectively). Comparing the school psychology students' scores the business graduate students' scores, there was a wide range of differences. While the school psychology students had higher scores on all items, the t-tests' p values ranged from .75 (item 1, which is *being depressed*) to less than .00 (items 9 and 14, which are *having easy access to a handgun*

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and *being homosexual*, respectively).

Looking at the items that were not risk factors, the school psychology students' average score was 3.03. Using a paired *t*-test, the difference in average scores for the actual risk factors was significantly higher than their rating for the non risk factors (*t* =17.24. *df*= 79, *p* < .00). When comparing the item rating to those of the business school graduate students, there was no *p* value less than .05. Looking at effect sizes, they ranged from -.31 (indicating that school psychology students were less likely to believe that *having a tattoo* was a suicide risk factor of suicide) to .29 (indicating that school psychology students were more likely to believe that *entering puberty at a late age* was a risk factor).

Knowledge of Suicide Interventions

As with the Knowledge of Risk Factors section, this section also had two types of items: interventions supported and not supported by the suicide-intervention literature as defined by King and Smith (2000). The former are indicated in Table 1 with a (++) sign. For the supported interventions, the school psychology students' average level of agreement was 5.95, and were relatively high for all five correct intervention, with the lowest being 5.43 for *call the parents*. Looking at the business students' responses, the average agreement for the five supported interventions was 5.50. There were only two between group differences with *p* values less than .05: *asking for assistance from psychological and social services* and *referring the student to a community agency*. The effect sizes for the correct intervention items were relatively similar, ranging from .26 to .59.

Examining the interventions that are not supported by the literature, the average agreement for the school psychology students was 3.79. Using a paired *t*-test, the average scores for the supported interventions were higher than the average scores for the non-supported interventions (*t* =13.97, *df* =79, *p* < .00). When comparing the school psychology students' scores to the to the business students' scores, all the p values were less than .05. The effect sizes showed a wide range, going from .59 to -.63. For items 8 and 10 (*asking the student why he/she feels suicidal* and *contacting the police*, respectively), the effect size was positive, indicating that the school psychology students were more likely to think these were appropriate interventions than for the business students.

Discussion

The current study was designed to investigate

school psychology students' knowledge of suicide as well as their knowledge of suicide risk factors and possible interventions for suicidal students. The results are encouraging but indicate there is a need

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Table 1

Factor Loadings and Mean Item Scores from the Suicide Questionnaire

Items

Perceived Knowledge of Suicide

I can recognize the suicide warning signs of a student
I can effectively assess a student's risk for suicide.
I can effectively offer support to a student at risk of attempting suicide.
I can effectively counsel a suicidal student.
I can effectively use the crisis intervention model at my school.

Knowledge of Risk Factors

Being depressed +
Previous suicide attempt +
Having a tattoo
Low self-esteem +
Being an only child
Recent relationship breakup +
Coming from an abusive home +
Involved in drug use +
Easy access to a handgun +
Entering puberty at a late age
Being financially disadvantaged
Being obese
Low grades
Being homosexual +

Knowledge of Suicide Interventions

Taking the student home
Calling the parents ++
Promising to not tell the parents
Listening to the student ++
Notifying the principal ++
Asking for assistance from psychological and social services ++
Letting the student stay in class
Contacting the police
Referring the student to a community agency ++
Asking the student why he/she feels suicidal

Note. Taken from King and Smith (2000. p. 405)
+ Risk factors for suicide according to King and Smith (2000);
 ++ Intervention steps according to King and Smith (2000);

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for students to learn more about this area. More specifically, on average, the students' ratings of the risk factors and interventions that concur with the professional literature were higher than the non-risk factors and non-supported interventions. In addition, when comparing the school psychology students' knowledge with that of business school graduate students (a group of comparable age and education, but in a non-mental health related field), the school psychology students tended to: (a) perceive they had more knowledge of how to handle a situation with a suicidal individual; (b) agree more

Table 2

Average Questionnaire Scores for School Psychology and Business Students

	School Psychology		Business			
	X	_	X	_	p	d
Perceived Knowledge of Suicide						
Item 1	4.91	1.10	3.06	1.34	0.00	1.54
Item 2	4.28	1.38	2.91	1.28	0.00	1.02
Item 3	4.74	1.26	3.78	1.66	0.00	0.67
Item 4	3.98	1.39	3.33	1.59	0.06	0.44
Item 5	3.91	1.53	2.27	1.26	0.00	1.15
Knowledge of Risk Factors						
Item 1+	5.77	1.37	5.67	1.43	0.75	0.07
Item 2+	6.49	1.18	5.58	1.66	0.01	0.65
Item 3	1.57	1.12	1.97	1.45	0.18	-0.31
Item 4+	5.04	1.49	5.03	1.59	0.97	0.01
Item 5	2.17	1.29	2.30	1.65	0.69	-0.09
Item 6+	4.66	1.27	4.42	1.70	0.48	0.16
Item 7+	5.04	1.28	4.64	1.54	0.20	0.29
Item 8+	5.17	1.13	5.03	1.36	0.62	0.11
Item 9+	5.00	1.60	3.73	1.86	0.00	0.74
Item 10	3.30	1.44	2.91	1.23	0.21	0.29
Item 11	3.85	1.25	3.97	1.55	0.71	-0.09
Item 12	4.00	1.49	3.73	1.57	0.43	0.18
Item 13	3.30	1.53	3.06	1.39	0.48	0.16
Item 14+	4.26	1.70	3.06	1.62	0.00	0.72
Knowledge of Suicide Interventions						
Item 1	3.15	1.41	4.06	1.60	0.01	-0.61
Item 2++	5.43	1.41	5.06	1.46	0.26	0.26
Item 3	1.89	1.49	2.85	1.56	0.01	-0.63
Item 4++	6.68	0.98	6.42	0.87	0.23	0.27
Item 5++	5.40	1.73	5.00	1.50	0.28	0.25
Item 6++	6.55	1.00	6.00	0.83	0.01	0.59
Item 7	3.36	1.81	4.39	1.68	0.01	-0.59
Item 8	4.11	1.60	3.36	1.60	0.04	0.46
Item 9++	5.68	1.24	5.03	1.19	0.02	0.54
Item 10	6.45	0.83	5.79	1.43	0.01	0.59

Note. p: p value associated with an independent-groups *t*-test.
 d: Cohen's (1988) *d* statistic, using a pooled standard deviation.
 +: risk factors for suicide according to King and Smith (2000);
 ++: intervention steps according to King and Smith (2000).

with the actual risk factors and disagreed more with the non-risk factors; and (c) agree more with supported interventions and disagree more with the non-supported interventions.

University trainers may want to utilize the results of this pilot study to improve the curriculum in required courses for graduate students. Possible courses that can include suicide knowledge and crisis intervention topics may be a therapeutic intervention or a counseling course. In addition, practicum and internship students should investigate the crisis plan implemented in school districts.

Study Limitation and Future Directions

The major limitation of the current study is its small N and it being comprised of students in Texas, but these limitations are common with pilot studies. Future studies based on this study's model, however, should try to broaden the sample base from which they draw the students geographically.

In addition to sampling, future studies should look to specifically investigate the nature of the suicide instrument used in the current study. While King and Smith (2000) indicated the suicide questionnaire used for the current study has three dimensions, they did not investigate the factor structure of their instrument. The current study, which did use a factor analysis, indicated that a four factor structure fit the data the best. More research is needed to determine the reason for this discrepancy.

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Book Review

Child Anxiety Disorders: A Family Based Treatment Manual for Practitioners: A Book Review

C. Rick Ellis, Spectrum Psychological Services, Norfolk, Virginia

In my private practice, I sometimes receive calls from parents asking if I am a cognitive-behavioral therapist (CBT). I assume that these parents have searched the Internet in their attempts to obtain answers about their child's problem, and they find that the recommended therapy for the problem is CBT. In the broad sense, we all address cognition and behavior in any intervention we use even if the therapist is a Jungian analyst or strict behaviorist. However, a haphazard approach to implementing the wide variety of tools at our disposal can no longer be viewed as "good practice" given the advanced knowledge of our profession regarding intervention methodologies.

What is *happening* in this picture?

All present mental health practitioners surely view their efforts as effective and based upon their academic education, continuing education through workshops, or what they have obtained from the professional literature. As research in the behavioral sciences continues to address the success of therapeutic interventions, "evidence-based" is the current standard. Pucci (2005) of the National Association of Cognitive-Behavioral Therapists provides two definitions of this construct:

- an approach to therapy emphasizes the pursuit of evidence on which to base its theory and techniques, as well as encourages its patients or clients to consider evidence before taking action; or
- an approach to therapy is supported by research findings, and those findings provide evidence that it is effective.

It is the second definition that should be the standard in our profession. In *Child Anxiety Disorders: A Family Based Treatment Manual for Practitioners*, Wood and McLeod (2008) attempt to provide a concise treatment manual consistent with the Division 16 Evidence-Based Interventions in

School Psychology Task Force (Chamberlin, 2009). It is too frequent that training or professional materials provide too limited or too much background/theoretical information for a practitioner to utilize intervention materials in an optimal manner. This book provides a good balance of the two.

The authors note that anxiety disorders are among the most common psychiatric problems experienced by school-age children and can have a considerably negative impact upon their functioning. The first author's "Building Confidence" program at UCLA was developed and tested over five years and found to be superior to standard therapy when a child is suffering from a significant anxiety disorder. According to their research, about 80% of the clients achieved remission of their symptoms as a result of this program. The authors believe that familial patterns are important in the development and maintenance of the negative behavior pattern when anxiety disorders reach a critical level. However, through the program using structural and strategic family therapy practices, parents can become an important part of the intervention, according to the authors. One of the unique features of this program is that it attempts to target the maladaptive "communication styles and patterns of family boundaries" that are present in families where a child suffers from an anxiety disorder.

This book is organized into two sections. In the first section, a good review of foundational information regarding anxiety disorders is provided, in addition to clinical background/features of these conditions. Case vignettes are utilized to illustrate the typical features of anxiety in children. Chapter 1 describes the clinical features of anxiety disorders in children. The authors note that, "High anxiety can interfere with children's cognitive abilities in academic situations, partly because their attention is divided between the task at hand and their worried thoughts about feared events (e.g., failing, being away from parents, "embarrassing themselves")"(p. 5). Chapter 2 provides a good review of anxiety disorders and their relationship to genetic, familial and environmental factors, including the theories behind and research on how children become

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anxious. In Chapter 3, research specific to the intervention techniques utilized in part 2 of the book are detailed.

Part two provides session by session instructions for the intervention methodology utilized by the first author in clinical trials at UCLA. Systematic instructions are provided for each session. Session 1 has the goals of establishing rapport with the family and obtaining parent and child descriptions of the current anxiety symptoms. The authors provide recommendations for structured assessment materials such as the Anxiety Disorders Interview Schedule (Silverman and Albano, 1996) and how they have adapted materials to meet the needs and goals of the program. As a part of this first session, an evaluation is made of the characteristics the child manifests with regard to separation anxiety, social phobia or generalized anxiety. During the second session, a functional analysis of the maladaptive behavior is performed and rapport building is continued.

Throughout the second section of the book, recommendations are made with regard to the amount of time that should be spent on each of the varied activities, depending upon the session. Materials are provided for activities during the session, addressing areas such as confidence building. Homework is prescribed for both the child and parent. Cautions, recommendations and "therapist notes" are included throughout the program description in order to provide personalized adaptations for the child and/or family when necessary. Each of sessions 1 through 7 is outlined in detail. For sessions 8 through 15, a general description of the exposure therapy is provided, emphasizing in vivo, in-session and homework targeting the specific anxiety symptoms of the particular child.

Discussion of racial and cultural issues is provided to ensure that the program is appropriately adapted to varied populations. Additionally, given that not all family interaction patterns are the same, an optional family therapy module is provided on "family problem solving". Appropriate goals, materials and activities are outlined as with all session descriptions. Another family module highlights the importance of "finding new roles". Regarding other supplemental treatment modalities, the authors point out that while anxiety symptoms decreased with appropriate medication, they have found that once the children learn coping skills and family issues are adequately addressed, some

children require less of a given medication or no longer require medication at all.

This book would be an excellent resource for any school psychologist engaged in family therapy with children and their parents. While the method emphasizes the family component for treatment, if necessary, the activities could be easily adapted for individual therapy or therapy with a small group of children experiencing anxiety disorders. The parent component could also be adapted to a parenting class model when the school psychologist's time resources are limited. However, these modifications are not discussed in the book.

In my private practice role, I personally believe that this program would be very beneficial when working with children who experience behavioral or academic problems as a result of a primary anxiety disorder. I also believe that the program, activities and materials could be easily adapted for children who suffer from Asperger's Syndrome (AS). The program addresses all of the anxiety-related symptoms I observe in the children with AS, particularly social anxiety that is a primary deficiency for these children. My only negative comment is regarding the large number of handouts and written activities that are contained within the book itself. I would have preferred that a CD containing the materials accompanied the book or that there was a web site where the materials could be downloaded. This would reduce the amount of clerical time required to obtain the correct materials when the given activity is scheduled. Despite this possible inconvenience, I believe this book would be a valuable asset to anyone wishing to learn more about childhood anxiety disorders, treatment issues with this population, or to easily develop a family-based treatment program for those suffering from this disorder.

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American Psychological Association Convention

Thursday, August 6, 2009 –
Sunday, August 9, 2009
Toronto, Canada

Division 16 Schedule at a Glance

Thursday, August 6

11:00-11:50 AM
Invited Address
(session 475)

12:00-12:50 PM
Poster: Disability/Mental Health
(session 489)

1:00-1:50 PM
Symposium 7492
(session 460)

2:00-2:50 PM
Short; Current Issues in Professional School Psychology: Respecialization MLA and Blueprint III

4:00-5:50 PM
Executive Committee Meeting
(session 480)

Friday, August 7

8:00-8:50 AM
Symposium 7561
(session 459)

9:00-9:50 AM
**Sotelo-Dynega;
The effect of culture and language on intelligence tests**

11:00-11:50 AM
Invited Address
(session 478)

12:00-12:50 PM
Posters: Methods/Psychometric/ Assessment
(session 487)

1:00-1:50 PM
Posters: Academic/Behavioral/ Social Emotional Assessment
(session 488)

2:00-2:50 PM
Symposium 7228
(session 458)

3:00-3:50 PM
Chafouleas: Review of Methods for Formative Assessment of Child Social Behavior

4:00-4:50 PM
Award Symposium
(session 481)

Saturday, August 8

8:00-8:50 AM
Symposium 7523
(session 461)

9:00-9:50 AM
Shapiro & Berninger: Translating the Science of Literacy to Psychology

10:00-10:50 AM
Symposium 7105
(session 457)

11:00-11:50 AM
McIntosh Beyond Efficacy: System levels variables in adapting and sustaining school wide PBS

12:00-12:50 PM
Invited Address
(session 477)

2:00-2:50 PM
Presidential Address
(session 482)

3:00-4:50 PM
Business Meeting
(session 483)

5:00-5:50 PM
Social Hour
(session 484)

Sunday, August 9

9:00-9:50 AM
Posters Consultation/Prevention/ Intervention
(session 914)

10:00-10:50 AM
Symposium 7561
(session 463)

11:00-11:50 AM
Terjesen: School-wide interventions: Screening, Implementation and Outcomes

12:00-12:50 PM
Posters: Professional and Related Issues In School Psychology
(session 491)

The winners of the 2008 awards were presented at the annual APA convention business meeting in Boston. Each award winner was recognized for his or her outstanding work that benefits our field and the public we serve. The winners will give a presentation during a special symposium to be held at the 2009 convention in Toronto. In this issue, Bruce Bracken and George DuPaul, co-recipients of the Senior Scientist Award, Theodore Christ, winner of the Lightner Witmer Award, and Brandy Clarke and Milena Keller-Margulis, co-recipients of the Outstanding Dissertation Award, share their comments. The comments of Elaine Clark, recipient of the Jack Bardon Distinguished Service Award, will appear in the fall 2009 issue.

Reflections on Jobs and Careers in School Psychology

Bruce A. Bracken
The College of William and Mary

Being selected as one of two recipients of the 2008 Division 16 Senior Scientist Award has been a great personal and professional honor and a very humbling experience. This unique tribute has caused me to reflect on my 30 years in school psychology and take stock of my many good fortunes. The award has also allowed me to crystallize, at least in my manner of thinking, the difference between a job in school psychology and a career.

I am currently employed at The College of William & Mary, a job with modest faculty expectations and a comfortable, "country club" lifestyle. In contrast to my job, it was my career that brought me to The College and it is my career that would allow me to move to another job whenever I so choose. My career started long before my current employment and has preceded me and followed me since I declared an undergraduate major and knew I wanted a career as an active life-long student of psychology.

In an era that emphasizes living a "balanced life" and finding "family-friendly employment" (Mason, 2009), today's school psychology graduates have a widening choice between taking a job, with its minimal institutional expectations, and pursuing a more demanding, but also more rewarding, lifelong career. Whether a school psychologist is employed as an academic, administrator, or a practitioner the choice between job and career still must be reckoned with. For reasons of personal and professional reward, I encourage today's graduates and junior faculty to pursue a career that is rich and filled with rewarding opportunities, experiences, and challenges.

My Career

After being granted a Ph.D. in 1979, I began an exciting, yet uncharted academic career – a calling that was guided as much by intellectual curiosity and seeking and seizing opportunities as by invitation, recognition, or academic ladder-climbing. Throughout my career, I was fortunate beyond imagination to have had the opportunity to partake in virtually every activity an academic psychologist would wish to experience – publish articles, chapters, books, tests, curricula, training CDs, videos; co-found and co-edit a journal, as well as serve more than a score of well-known journals; co-host conferences; review dossiers for peers seeking tenure and/or promotion; obtain millions of dollars in federal grants; hold a variety of teaching, research, administrative, and national and international organizational leadership positions; travel broadly; and address educators and psychologists in all but a few states within the U.S. and in countries on several continents.

Reflecting on such an abundant academic

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Senior Scientist Award**

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career, I've asked myself time and again, for my own understanding and for younger colleagues who aspire to such copious career opportunities, "How is it that my life unfolded as it had?" The answers to that question are both simple and complex. Simply said, my life was guided by: *a Midwestern, blue-collar work ethic; willingness to risk, sacrifice, and endure; a continual acceptance of, without rumination, the cards I've been dealt; and, most importantly, an early understanding that my job was where I was employed but my career transcended the job.*

The more complex answer to the question of how my life and career unfolded, though, follows a winding chronological sequence of synchronistic events – some planned and some happenstance. Before my wife Mary Jo (i.e., planned event) and I were discharged from the Air Force during the Vietnam War, we learned that Mary Jo was pregnant (i.e., happenstance event). We had planned to attend college after we had completed our respective military tours, but we recognized that this new happenstance gift of ours was going to challenge our well-laid post-service plans. Nevertheless, we decided to not alter our goals. We stepped away from the military and began our undergraduate degrees three months after Mary Jo delivered Bruce Junior. Throughout our educations, we worked part-time jobs, carefully coordinated our class schedules, and passed a baby/preschooler between us as we pursued undergraduate and graduate degrees and an assortment of educational opportunities and challenges.

After finishing our bachelor's degrees, I applied to a number of desirable graduate schools and Mary Jo began working as a registered nurse. My eventual choice of graduate program and university (i.e., school psychology at the University of Georgia), was made not because Paul Torrance, Bert Richmond, or Alan Kaufman were on faculty, which I admit was a spectacular bonus, but because we three Brackens could afford to move from South Carolina to Georgia, and no farther! Ironically, I had applied for a graduate program at UGA, unaware that the program had been discontinued. Without my knowledge or request, my application was redirected to the school psychology program for consideration.

I received a letter of acceptance from UGA in school psychology, but wasn't offered an assistantship that incoming year, and Mary Jo decided to discontinue nursing and pursue a degree in education, without funding. So, between loans, the G.I. Bill, painting houses, and scoring *Torrance*

Tests of Creative Thinking for fifty-cents per test we managed to keep our young family fed, housed, and in school (preschool costs for Bruce Jr., by the way, exceeded his parents' combined tuitions). Things improved financially after my first year in graduate school, when I was offered a teaching assistantship; later, I was invited to work with Alan Kaufman as his graduate assistant and later still I was employed as a staff psychologist in a local school-affiliated center serving emotionally disturbed preschool children (The Rutland Center). Aside from painting houses, each of the other employment opportunities availed me during my doctoral program contributed immeasurably to my career, far beyond my understanding at the time. Also, several among my UGA cohort of peers remained close friends throughout my career (e.g., Steve McCallum, Jack Naglieri).

Soon after taking my first academic position, influenced by Torrance's concepts of creativity as well as the focused but scant content assessed by the *Boehm Test of Basic Concept* (Boehm, 1971), which I often administered as a psychologist in the Rutland Center, I conceived of and proposed a comprehensive measure of basic concepts appropriate for a broader age range of examinees than the Boehm. *The Bracken Basic Concept Scale* was published by Charles Merrill just a few years after it was proposed (Bracken, 1984a, 1984b). I had conceived of the BBCS while working at the Rutland Center and completing my Ph.D., before *Functional Assessment* became a watchword in school psychology.

I made the case to the publisher for the importance of assessing the entire universe of pre-academic basic concepts, not just sampling from that universe, and remediating young children's deficiencies in functional language concepts – concepts children must understand in order to comprehend and describe the world in which they live. Similarly, before *Curriculum-Based Assessment* was bandied about, I published the *Bracken Concept Development Program* (BCDP; Bracken, 1987) – a comprehensive early childhood curriculum that provides a theoretically supported, broadly scoped, and carefully sequenced set of instructional principles, units, and lessons designed to teach young children the universe of basic language concepts assessed on the BBCS. Moreover, before *Direct Assessment* became the drumbeat, I had linked the BBCS and the BCDP to provide early childhood educators and psychologists a functional, curriculum-based, and direct assessment/interven-

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tion linkage.

Unfortunately, my new publisher Harcourt/ PsychCorp never fully realized the potential power of this pair of tools when combined or how the two fit into the developing zeitgeist of functional, direct assessment, CBA, Response to Intervention, or the early childhood state standards movement (Bracken & Crawford, 2009). With the BBCS and BCDP, I learned that not all twists of fate are equally advantageous as I watched the BBCS promoted year after year as a highly successful stand-alone speech and language product and its lonely step-sister the BCDP largely ignored by a monolithic publisher too large and comfortable to adapt to changes occurring in the field and too shortsighted to distribute the curriculum with an early childhood curriculum publisher.

A fellow UGA graduate Kathy Paget and I talked soon after completing our doctorates about having been tasked with teaching preschool assessment at our respective universities. Over a beverage at APA we bemoaned the limited availability of quality texts and recognized the need for a more current treatment of early childhood assessment than was available – the result of that casual meeting was another great idea sketched out on a bar napkin. After that APA conference Kathy and I proposed and began laying the plans to co-edit the book, *Psychoeducational Assessment of Preschool Children.* The text was soon in print and quickly became accepted as one of the primary resources on the topic; a quarter-century later the book has undergone three revisions (Paget & Bracken, 1982; Bracken, 1991, 2000; Bracken & Nagle, 2007) and continues to serve the field admirably.

It seems that the converging synchronistic experiences of having worked with Alan Kaufman in his preschool assessment class and later as a post-master's staff psychologist in a center for emotionally disturbed young children, while simultaneously raising a preschool child of my own, started me down a trail that led to co-editing a long-lasting preschool text; authoring a preschool test, an early childhood curriculum, and a fair number of articles and chapters in the preschool area. These early experiences cemented my youthful professional credentials in preschool assessment and elicited scores of invitations from school districts and state organizations to conduct preschool assessment workshops.

Why had all of these accomplishments in preschool assessment occurred? In large part,

because as a family we simply were too poor to move more than a couple hundred miles from where we finished undergraduate school to attend graduate school and because some prescient person at UGA redirected my application to the school psychology program. That fortuitous combination of poverty, chance, and willingness to make the most of opportunities availed provided me a base upon which to start not just my first job at the University of Wisconsin - Milwaukee, but a career in school psychology.

While in graduate school, Steve McCallum, Terry Ledford, and I had completed a study based on Torrance's scale, *Your Style of Learning and Thinking* (Torrance, Reynolds, Riegel, & Ball, 1977), and we sought a suitable publisher for our manuscript. After our manuscript was rejected by a leading school psychology journal, we lamented how few outlets existed for publishing articles related to educational or psychological assessment.

That lamentation led to publication. Not only did we publish our manuscript in another journal, but shortly after obtaining our doctoral degrees, Steve and I converted our perceived need into an academic journal. We proposed the concept of a new journal focused solely on psychological and educational assessment to a publisher (Grune and Stratton), and shortly thereafter we co-founded the *Journal of Psychoeducational Assessment.* Founding a new journal was an audacious venture for us at the time; in retrospect, it feels even more so today. When we embarked on this endeavor we were only three years out of graduate school, had published little, and had never reviewed for or edited a journal previously. But we built an outstanding editorial board and began editing our new journal just the same.

Successfully co-founding and co-editing a non-organizationally supported journal for more than 20 years was no easy feat, especially in the early days of the journal. But we quickly earned the respect of renowned authors and journal editors, and we soon found ourselves with a steady flow of quality manuscripts and invitations to join an ever-increasing number of journal boards.

Progressing from graduate students to journal editors, journal editors to journal owners, and on to becoming editorial board members of a half-dozen journals within five or so years was accomplished by having the initial audacity to approach a publisher requesting a sizeable, long-term investment into the dreams of two relative unknowns, as well as the foresight for having requested from that

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publisher "first rights of refusal" to purchase the journal should the publisher ever sell it. When our publisher divested itself from its psychological publications, Steve and I purchased the journal and continued on as owner/editors. Importantly, at the onset of founding the Journal in 1982 the term *psychoeducational assessment* was not in wide use, but we helped create a viable platform for its growth and an outlet for hundreds of scholars seeking to publish psychoeducational assessment-related research.

Another synchronistic series of events with a lasting effect on my career again began shortly after graduate school. A colleague in counseling psychology at the University of Wisconsin – Milwaukee and I shared an interest in test translation and cross-cultural adaptation. We synthesized key aspects of the literature related to test translation and adaptation, and coalesced procedures for conducting state-of-the-art test translations, including producing initial translations using a multinational committee and blind back-translations; employing bilingual item piloting; developing a Chi Square-based item analysis procedure to test the quality of test items in both languages; parenthetically inserting nation-specific words into test items (e.g., auto, carro, coche for automobile), and we did so in an effort to render quality test translations even more meaningful for children, regardless of not just their language of origin, but their nations of origin (Bracken & Fouad, 1985, 1987; Fouad & Bracken, 1986).

Shortly after completing our Spanish translation and piloting of the BBCS, several collaborators and I followed up by conducting a multinational validation of our translation that addressed cross-national/cross-language statistical comparisons of mean scores, technical adequacy, and developmental sequence and rank order of items, all the while considering the broader issue of the universality of basic concept acquisition across languages, cultures, and countries (Bracken, Barona, Bauermeister, Howell, Poggioli, & Puente, 1990). Ironically, as a multinational team we were ahead of our time and our manuscript was rejected for publication, *without review*. According to the opinion of the journal editor "…test translation and validation are not of interest to school psychologists." Again, we found a more receptive venue to publish our work.

This multi-year cross-cultural research effort sensitized me to the difficulty of creating, validating, and implementing high quality test translations. Fully aware of the vast number of languages spoken by students in the United States public schools (i.e., more than 200) and the negligible number of languages spoken by practicing school psychologists, I considered, "How is it possible to test students in their native languages when there aren't translated tests in existence for the vast majority of the languages spoken in the schools?" And, "What good are quality test translations without psychologists who are fluent in the multitude of languages needed to administer the translated tests?"

When my friend from graduate school and colleague Steve McCallum and I discussed the ever-increasing influx of non-English speaking students throughout U.S. public schools, we envisioned the need for a high-quality, 100% nonverbal test of intelligence – a test that would provide fair and equitable assessments for a culturally and linguistically diverse student body. A totally nonverbal test with culturally universal content, we believed, would effectively circumvent the issue of second language proficiency in and the cultural experiences of either the examinee or the examiner.

We constructed and published the *Universal Nonverbal Intelligence Test* (UNIT; Bracken & McCallum, 1998), and the test has provided a unique and valuable service to English Language Learners since. After the UNIT was published, a number of additional language-reduced, performance-based tests were published under the nonverbal moniker. Yet, virtually all of these tests employed verbal instructions and at least one such "nonverbal" test required both verbal instructions and verbal responses (Bracken, 2005). I learned that in test development, authors and publishers can apply virtually any name to a test, subtest, or cluster of subtests (e.g., remember the WISC Freedom from Distractibility factor?), regardless of whether the name fits the content or processes subsumed by the test.

The history of nonverbal assessment is as deep and as rich as the history of verbal-oriented intellectual assessment, dating back to at least 1907 with the *Seguin Form Board* (Seguin, 1907) and the many notable assessments developed during the early 20th Century (e.g., the *Arthur Point Scale*, Arthur & Woodrow, 1919; *Healy Picture Completion Test*, Healy, 1914, 1918, 1921; *Knox Cube Test*, Knox, 1914; *Kohs Cubes*, Kohs, 1919; *Portius Mazes*, Portius, 1915), and more recent times (e.g., the

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Leiter International Point Scale; Leiter, 1979). The primary difference between those historical tests, the UNIT, and the multitude of nonverbal tests that followed the UNIT is our insistence on employing a totally nonverbal administration and our emphasis on developing a test based on a model of fairness. For too long, the primary approach to evaluating test fairness was to investigate item bias (e.g., Differential Item Function); we investigated bias after having developed our test using a model of fairness that recognized and honored the differences between the growing populations of linguistically and culturally diverse students in the U.S. public schools.

From where did my sense of cultural sensitivity originate? In part from growing up in a post-WWII new micro-home suburban neighborhood populated with returning veterans and immigrants from Eastern Europe, Mexico, and Asia. In those homes and mine, parents and grandparents often spoke native, nation-of-origin languages. My cultural awareness also sharpened during my brief post-master's career as a staff psychologist where I employed several first-generation tests in my assessments, tests such as the original *Peabody Picture Vocabulary Test* (PPVT; Dunn, 1965). The early PPVT, like many contemporary measures, was normed on white individuals from Nashville, Tennessee. Of all of the artwork in the PPVT item plates, only two pictures included people of color – a Black train station porter and a native carrying a spear! Also, the PPVT artwork represented only able-bodied individuals, without corrective devices, engaged in gender-stereotyped activities. As I developed the BBCS and later co-developed the UNIT and all of my tests thereafter, I strove to be fully inclusive in terms of the normative sample and artwork representation by being careful to depict people of all races/ethnicities in a non-stereotypical manner and engaged in gender-universal activities.

Again, using first generation tests early in my career highlighted my awareness of the psychometric history of social insensitivity and abuse, which led me to emphasize improving test translation methodology, developing socially sensitive tests, and co-creating a culturally-reduced, language-free measure of intelligence.

My later career has been devoted largely to developing multidimensional, ecologically-oriented, context-dependent, developmentally-appropriate measures of psychosocial adjustment for examinees across the life-span (i.e., childhood

through geriatrics). Ironically, once more my brief stint as a practicing psychologist during graduate school significantly influenced my later career. Having worked at the Rutland Center, which promoted a developmental/ecological approach to social-emotional maladjustment, stimulated within me questions of whether there are meaningful developmental differences in important psychological constructs, such as *self-concept* (Bracken, 1992), *behavior* (Bracken & Keith, 2004), and *interpersonal relations* (Bracken, 2006) or psychosocial disorders, such as *depression* (Bracken & Howell, 2004) and ADHD (Bracken & Boatright, 2005a, 2005b), As part of publishing this latter series of instruments, I regularly examined developmental and demographic trends within these constructs or disorders (e.g., Bracken & Reintjes, 2008; Bracken & Crain, 1994; Crain & Bracken, 1994).

My bent as a test author and editor of *The Handbook of Self-Concept* (Bracken, 1996) was to emphasize the multidimensional nature of adjustment and propose six life-domains in which people are differentially adjusted (i.e., *social*, *family*, *physical*, *affect*, *academic/occupational*, *competence*). I've long recognized the complexity of personal adjustment and the influence of the environment on one's development, and my goal was to apply ecologically and developmentally strong approaches to the assessment of individual adjustment. My reason for doing so was to help broaden the definition of psychosocial adjustment, assist others better understand the developmental characteristics of adjustment, and improve the ecological/developmental sensitivity of instruments used to assess psychosocial adjustment across the age-span.

I also learned in this endeavor of developing quality measures that timing is everything. Some instruments I have developed were timed "just right" relative to the needs of the field, others were not. While several of my co-authors and I have managed to develop measures that are psychometrically and clinically superior to extant scales, the adoption of new instruments by school psychologists is slow, and loyalty to instruments learned in graduate school is high. The *Clinical Assessment of Behavior* (CAB; Bracken & Keith, 2004), for example, was carefully crafted to provide psychologists with a high quality brief behavior rating scale with exceptional floors, ceilings, and internal consistency, and an item gradient that is appropriately sensitive to minor fluctuations in students' behavior. In

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these efforts, we did considerably better than many popular existing behavior rating scales on the market. We added a powerful dimension of distinguishing emotional disturbance from social maladjustment as a truly unique feature, and we provided scoring software with the basic instrument to allow psychologists easy, unlimited no-additional-cost scoring to make the instrument especially economical and user-friendly.

We thought, given the time required to administer extant scales and the cost of multiple record forms and scoring software, who could reasonably pass on an opportunity to employ a higher quality, user-friendly, relatively inexpensive new instrument? Despite these outstanding features and others, we found that the CAB was shadowed by scales published and adopted earlier – another twist of fate. Had the CAB been published a decade sooner, when the need for a quality behavior rating scale was most obvious, it may well have dominated the field. Instead, other authors pursued the need when it was most obvious and saturated training programs and the schools, and as a result the CAB's considerable qualities and benefits are less well known within the field than otherwise might have been – which reminds me of the old adage and admonition featured on the Binet L-M, "Strike while the iron is hot."

Conclusion

My career has been formed by the synchronistic melding of opportunity, good fortune, timing, and hard work. That is, by perceiving need and aggressively pursuing availed opportunities, without regard for immediate benefit, limited experience, lack of name recognition, or fear of failure, I have been able to sample from the full smorgasbord of opportunities that any academic would like to sample. Such abundant allowances, however, come with abundant expectations, and I have found during my career that if I committed to doing more than I thought possible, I'd somehow manage to fulfill those commitments and learn a lot in the process – thereby continuing to pursue my early career aspiration of being a life-long student of psychology. I found that with full commitment abundance naturally follows.

As a result of honoring those many commitments during my 30-year career, I aspired that at a minimum I would be viewed by fellow school psychologists as a colleague who has consistently emphasized the development of

thoughtful, theoretical, fair, socially-sensitive, high quality, and technically-sound psychoeducational assessment instruments – whether those instruments were introduced at the time of optimal need and are widely employed in the schools or were introduced when the instrument's need was less obvious and whose qualities have yet to be fully discovered. Also, I very much would like my diverse incremental contributions to the field to have brought benefit to students and psychologists alike. An ongoing, continuous research agenda, such as I have had, with its resulting incremental contributions is a standard that most academics strive for. A fruitful and rewarding career, as I've been blessed to experience, is the penultimate of what many academics hope for.

I have been extremely fortunate to have had many professional successes, but I have been doubly fortunate to have accumulated a broad collection of outstanding mentors, colleagues, friends, and students, with whom I have published, presented, edited, traveled, taught, served, and shared this wonderful 30-year work/love journey. Among the greatest blessings a person can receive in life is to have good friends, a contented marriage, and healthy children. And in those areas I have been abundantly blessed.

During the final ten years or so of my career as I write its final chapters I will continue to appreciate that my greatest fortune was to have married Mary Jo and for us to have had Bruce Junior *before* we began our educational and professional careers. For it has only been with the love, support, and sacrifice of my wife of nearly 40 years and our son that I was motivated to not simply work a job, but to develop a rewarding career that has taken us on a gratifying journey with many exciting, challenging, and synchronistic twists and turns.

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Improving School Outcomes for Students with ADHD

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DIVISION 16 2008

AWARD WINNER *Statement*

Co-recipient of the Senior Scientist Award

It is very gratifying and humbling to receive the Senior Scientist Award from Division 16. There is no greater honor than to be recognized by one's peers, and for that I am extremely grateful. I also am thankful for the opportunity to reflect on my research career. I will briefly describe my research activities and then offer my thoughts on factors that have contributed to my scholarly productivity.

Assessment and Treatment of Students with ADHD

Research examining treatment for students with attention-deficit/hyperactivity disorder (ADHD) has focused primarily on the degree to which psychotropic medication (primarily stimulants) and/or behavioral strategies reduce symptomatic behaviors. The assumption has been that so long as ADHD symptoms are reduced, then enhancement of functioning will follow. Unfortunately, even when medication significantly reduces problems with inattention, impulsivity, and overactivity, this does not necessarily lead to notable improvements in school performance. Thus, over the course of my career, my colleagues and I have attempted to design, implement, and evaluate the degree to which psychosocial and academic interventions enhance behavioral and educational functioning (beyond symptom reduction) in children and adolescents with ADHD. Further, most of the extant ADHD treatment literature has examined outcomes in highly controlled, clinical venues thereby raising the question of whether obtained findings will translate to "real world" settings. Again, my colleagues, students, and I have endeavored to evaluate treatment effects in school and home settings under conditions that more closely resemble typical practice.

When I began graduate school at the University of Rhode Island in the 1980's, very few investigations had examined the impact of treatment on school outcomes for students who displayed developmentally inappropriate levels of inattention, impulsivity, and overactivity (then referred to as attention deficit disorder with hyperactivity). I was fortunate enough to work with Mark Rapport, who, as my advisor, served as a wonderful role model for the development of a clinically relevant and highly focused line of research. At URI, we developed an objective, controlled methodology for assessing the effects of methylphenidate (i.e., Ritalin®) on school functioning among children with ADHD.

Following the receipt of my doctoral degree, I was able to continue this line of investigation at the University of Massachusetts Medical Center where I was fortunate to work with Russell Barkley and colleagues. At UMASS I was able to broaden my research focus to the development of reliable and valid assessment measures as well as examination of psychosocial and academic interventions with the ADHD population. Although I was employed in a medical setting, my heart remained with the schools and so much of my research activity was conducted in the local public schools. It was during this time that I developed the primary focus of my research that has carried through to the present time; development and evaluation of strategies that can augment or replace psychotropic medication in enhancing the school and home functioning of children and adolescents with ADHD.

Joining the faculty of the school psychology program at Lehigh University in 1992 allowed me to grow this ADHD treatment program in several important directions including examination of academic interventions, development of an early intervention protocol for young children at-risk for ADHD, and assessment of school-based strategies to improve organizational skills for secondary students with this disorder. Although it has been very challenging to conduct controlled research studies in "real world" conditions, this work has been very rewarding, particularly because of the collaborative relationships developed with families, school personnel, and medical professionals.

Through this line of research, several important conclusions have become evident regarding the treatment of ADHD. First, behavioral and academic strategies provide clinically significant benefits above and beyond medication-induced symptom reduction. In fact, in some cases, psychosocial and educational interventions can obviate the need for medication. Second, if we design interventions that focus on important areas of functioning (e.g., academic performance), we may accomplish two

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goals: (a) improvement in functioning and (b) reduction of ADHD-related behaviors. Third, individualized interventions based on collaborative consultation with teachers are needed for some, but not all, students with ADHD. Stated differently, clinically significant outcomes can be obtained with relatively simple behavioral and academic strategies for some children with this disorder, while others will require a more individualized and intensive approach. Finally, early intervention may alter the trajectory of the disorder, at least in the short-term. Implementing strategies to address burgeoning conduct problems and academic difficulties in young children with ADHD may lessen the severity of the disorder and also delay the use of psychotropic medication.

Lessons Learned

Although rewarding, conducting treatment outcome research in home, school, and preschool settings is not for the fainthearted. There are a number of factors that have been extremely helpful to me in taking on this challenging line of investigation. First, I am extremely fortunate to have worked with very talented and capable collaborators throughout my career. I have been blessed with outstanding mentors, colleagues, and students who have sharpened my thinking and honed my skills as a researcher. The critical importance of being on a highly productive and creative team cannot be underestimated.

Another factor that has been an important thread to my career is a consistent focus on developing interventions that not only are potentially effective but also are feasible and acceptable to research "consumers." For example, my colleagues, students, and I have tried to incorporate resources that are readily available (e.g., peers, computer technology) in "real world" settings so that interventions are less costly in terms of money and/or time. This emphasis on feasibility and acceptability presumably increases the chances of wider dissemination and adoption of treatment strategies by teachers and parents.

One must also be willing to "roll with the punches" that inevitably arise when conducting research in applied settings. Unexpected events (e.g., snow days, unscheduled assemblies), vehicular breakdowns, lost data, unreturned assessment measures, and teacher resistance to recommended strategies are among the myriad of challenges faced on a regular basis. Thus, you have to be both proactive and resilient. Proactive in planning for the most likely snafus that could arise in the course of a research project, while remaining resilient in the face of resistance and/or unplanned circumstances that temporarily sidetrack the investigation.

Finally, it is important to be willing to listen and open to change as a result of what you learn. Some of the best research ideas come about as a result of listening and responding to the needs of those we work with; in my case, being responsive to children, families, and teachers. Further, as scientists we are sometimes wedded to our preconceived ideas and hypotheses even in the face of contradictory data. I know that I constantly have to remind myself to let the data lead me to conclusions rather than my pre-ordained conclusions leading me to see the data in narrow ways. This is not easy but is critically important to the conduct of research that is actually going to make a difference in peoples' lives.

Acknowledgements

In closing, I want to emphasize how grateful I am to my colleagues in Division 16 for the receipt of this Senior Scientist Award. I can think of no higher honor than receiving this award. I also want to thank my mentors and colleagues as well as my current and former students who have helped me to pursue a productive research career. The support that I have received from the administration and faculty at Lehigh University has been unbelievable and I cannot imagine working at any other institution. I wish I could name all of the colleagues and students who I have been fortunate enough to work with over the years; however, this would make for an exceedingly long article and I'd be afraid of experiencing a "senior moment" by overlooking an important collaborator's name. Suffice it to say that my success is shared with dozens of intelligent, talented, and extremely supportive individuals. I also would be remiss if I didn't acknowledge the many children, families, teachers, and other school personnel who have participated in some way in one or more research investigations. Their goodwill, openness to new ideas, and, most importantly, helpful advice has been essential to the conduct of my research. Finally, I want to thank my wife, Judy, and my two sons, Jason and Glenn, for putting up with my long work schedule and periodic absences over the years. Their tolerance, understanding, and support have made me a very fortunate man indeed.

Reflections of a Lightner Witmer Recipient: Contributors to Early Career Successes

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DIVISION 16 2008

AWARD WINNER Statements

Lightner Witmer Award

The following is a description of early career contributors. That is, it is a description of people and events that helped to shape my career to this point. There were many people and many events – and many more than I could describe here. I hope I captured a representative sample of the contributing persons and events. I hope my descriptions provide lessons of imperfection, resolve, good fortune and sincere gratitude for the opportunities and persons that contributed to my career to this point.

Graduate School

I first considered graduate school after an undergraduate professor inquired whether I intended to pursue a Ph.D. I told him that I perceived my professors were very bright and that my intellect might shine with less brilliance. He responded, "Those who earn Ph.D.s are not necessarily the smartest. They are just willing to work the hardest." I will note that his response did not refute my description of his or my own intellect, but he did seem to think I could work my way past it. That message of hard work made all the difference and I relied on those encouraging words throughout graduate school and into my initial years as an early career researcher.

I was trained at the University of Massachusetts in Amherst between 1996 and 2002. Dr. Gary Stoner just recently arrived in 1995 having hailed from the School Psychology Program at the University of Oregon. Dr. John Hintze, who was trained at Lehigh, arrived to UMass in 1997, one year after I arrived. It was Gary and John who provided the foundation for my work and the manner in which I grew to understand school psychology as a discipline. If there were more space, I would surely dedicate it to both John and Gary whose influences on my work are immeasurable. One day, as I was following John down the hall – nattering at him about my interest in research – he stopped short, turned and said, "If you want to be a researcher then study measurement and methods – there are too few in our field with expertise in those areas." And so I did and it made

all the difference. I continue to repeat John's words to my own students. It was good advice then and is good advice now.

I learned as much in my internship year at Heartland Area Educational Agency 11 (AEA 11), under the supervision of Randy Allison and Dr. Kristi Upah, as I did the previous four years in graduate school. For those of you in graduate school, a quality internship makes all the difference. AEA 11 was, and continues to be, a national leader in the implementation of problem solving and response to intervention – and it has long benefited from the leadership of Dr. Jeff Grimes, Dr. Dave Tilly, and Dr. Marti Ikeda (along with Randy and Kristi). As a profession, both researchers and practitioners could benefit from extended lessons from the folks AEA 11. I often wince when I listen to (self) reputed experts in problem solving and response to intervention – and I think how much the field would benefit if AEA 11 could package and reproduce what they created. Those at AEA 11 stand out in their persistent pursuit to improve childhood outcomes and their clarity of thought in how to get it done.

As I approached the time when my Ph.D. was conferred, I thought seriously about practicing for a couple of years before I entered academia to do research (to avoid the ivory tower stigma and establish street credentials). It was Dr. Ed Shapiro who, at a NASP symposium aimed at emerging researchers, clarified for me that academia is a tough gig and the applicant loses marketability as a researcher for each year they are in practice. Well, I knew – as some readers of this piece might also know – that research was my passion. It was Ed's gentle nudge (in combination with John's persistent nudging) that led me directly to academia. It was the right choice for me.

My first university position was in 2002 at The University of Southern Mississippi (USM). I sent out 11 applications, received 5 interviews, and – eventually – received one offer. Although it was discouraging, I guess a 10% hit rate on applications worked out for me – any less and I would have been jobless. I was pleased at the prospect of working

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at USM for two reasons: it was a behaviorally oriented program, which I liked, and the folks that advised me on such matters assured me that I would have excellent colleagues (it was only later that I discovered that folks outside of Mississippi frequently confused Mississippi State and USM; moreover, many did not realize that State and USM were two distinct programs). Indeed, given the confusion, folks that advised me thought that I might have had the opportunity to work with Dr. Stuart Watson, Dr. Christopher Skinner, Dr. Ron Edwards, Dr. Dan Tingstrom, Dr. Joe Olmi and, the up and comer, Dr. Heather Sterling-Turner. As it was, there are indeed two programs and I had the pleasure to work with Ron, Dan, Joe and Heather. It was at USM that I realized that a program is comprised of the people; and the quality of a program is defined by their hard work.

Early Years in Academia

I suspect that most incoming academics often have incomplete and inaccurate perceptions of the job. In my second week at USM, after I finished my course preparation, I was bold – and naïve - enough to go down the hall and proclaim that I was done. I went on to ask "What do academics do with their time?" (I have since learned). My tolerant colleague smirked … then laughed … and then, with tolerance, informed me that it is my job to think and engage in research. Indeed, that might have been the moment when I first recognized the luxury and privileged position of the university (assistant) professor; however, I had yet to fully understand the "holy trinity" of the academic career: research, teaching and service. They, along with politics, define the success and the work scope of university professors. My perception of the privileged professor was later curtailed; especially after I emerged from behind the protective wing of my more senior colleagues and was exposed to service responsibilities to the program, department, college, university and profession (on a national level).

It was in the first semester of my first year at USM that my colleagues provided a social skills intervention. As a (recovering) New Yorker who was transplanted in Mississippi, my social graces required shaping before they were functional within the southeast. My colleagues, in their caring way, communicated to me that my aloof ways could be misconstrued by others as impolite or, worse, as (unintentional) snobbery. At the time, I moved around quickly from task to tasks with my head

down. I barely uttered a hello to my department colleagues – but not because I was a snob, but because I was wholly intimidated. I since learned through discussions with colleagues that many of us feel like frauds for the first couple of years because we can barely grasp the fact that we get to do the job of a university (assistant) professor. I suspect many of us owe a debt of gratitude to those who first took a chance on us. Thank you Dan, Heather, Joe and (the late) Ron Edwards. I also appreciate the patience of my students –- both then and now.

It was astonishing when the University of Minnesota (UMN) contacted me (after I submitted an application) and communicated "What can we do to get you here?" That, of all the fortunate turns in my professional life, was perhaps the most dumbfounding: "Why me?" I later found out that generous professionals (e.g., Dr. Amanda VanDerHayden) helped the committee identify promising early career researchers, and I was among them. Just four short years after my graduation, I found myself as an Assistant Professor at UMN working alongside of Dr. Jim Ysseldyke, Dr. Sandy Christenson, Dr. Stan Deno, Dr. Jay Samuels, and many others. Moreover, I had the opportunity to work with Dr. Matt Burns who was an up and comer back then, and has since established himself as a leader in our program and in the field of school psychology. I often miss my family, who reside in the Northeast, but I cannot imagine a better set of colleagues or higher quality students than those I work with here.

There were a few folks whose contributions that I have yet to recognize. Dr. Tanya Eckert took an early interest in my work. Many action/associate editors (AE) were kind to me over the years, but Tanya was remarkably understanding and nurturing of my work as an AE for *School Psychology Review*. She contributed substantially to shape many scholarly papers and deserves partial recognition for at least half of my publications in *School Psychology Review*. The position of an AE requires a nurturing temperament – AEs often invest substantial time and effort to make researchers/authors look better than they might otherwise (to put it lightly). Tanya later helped me make connections with Dr. Sandy Chafouleas and Dr. Chris Riley-Tillman, who are ongoing collaborators. It was Sandy and Chris who invited me to participate in a new exciting research line (to develop and evaluate the method of Direct Behavior Rating), which provided my first success with Institute for Education Sciences (IES) funding.

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Later, Tanya provided a bridge for me to work with Dr. Scott Ardoin, who, like Sandy and Chris, is a generous and valuable collaborator. I am very fortunate to work with such folks.

Well, those are (some of) the people and places. It should be clear that hard work, good people and good fortune were the primary contributing factors to my fortune and early success in academia (good people might account for 60% of the variance). This is my thank you to all those that I mentioned herein. Despite my many missteps, folks were tolerant. I hope that I am as generous to those who come after me as those who came before. At this point, I would be remiss if I did not recognize Dr. Chris Skinner, Dr. Ed Shapiro, Dr. Lynn Fuchs, Dr. Dave Weiss, Dr. George Sugai, Dr. Tom Power, and Dr. John Hintze for their excessively kind letters of support for tenure and promotion and the Lightner Witmer Award. Most of all, I appreciate the substantial consideration and effort put forth by Dr. Sandy Christenson who coordinated the efforts so I might receive both tenure and promotion along with the Lighnter Witmer Award.

Tactics for Early Career Success

I use the story of Charles Darwin as an analogy to guide my own scholarly development, to reflect with colleagues, and to provide guidance to my students. I present this story because it provides insight into my trajectory as a scholar, mentor, teacher and member of the social sciences community.

Darwin was a young yet-to-emerge scholar when he returned from the Galapagos Islands in 1836. On that trip, he collected numerous observations and detailed records that he would later use to support the theory of natural selection. He did not set out to immediately present the theory. Instead, Darwin spent decades presenting detailed studies and descriptions of his many observations. His writings established him as an expert in geology and – of all things – the biology of barnacles. Darwin did not publish The Origin of Species until 1859 despite the fact that by many accounts the book was substantially complete almost a decade before its publication. Although there are a variety of speculative explanations for the delay in publication, some historical accounts suggest that Darwin thought it wise to establish himself as a scholar before publishing his major work so to ensure that would not be ignored.

Although the analogy is an imperfect fit, it illustrates how incremental contributions to the scientific literature establish scholars in their respective fields. In the absence of Darwin's status as an expert on the biology of barnacles and a premature publication of his seminal work, it might have garnered less immediate consideration and attention. Darwin's story provides a worthwhile lesson for developing scholars. That is, we should establish ourselves with incremental contributions while we focus and persist to develop those big ideas and major contributions. We demonstrate our potential early on with, what I have come to call barnacle studies, so that we might position ourselves for great contributions in the future. Much of my work to this point is comprised of barnacle studies. I hope to make more substantial contributions in the future, which might serve as seminal works in the field of school psychology and education in general.

Barnacles: My Past and the Pursuit of Tenure

Much of my early work revolved around the procedures and instrumentation associated with Curriculum-Based Measurement (CBM). Although I do believe that my early research made important contributions to guide the use and interpretation of CBM, I believe that work will prove to be my barnacle studies. They are my early contributions that have established my potential as a researcher. My goal is not to be a career CBM researcher per se, but is to build on the principles of CBM and problem solving to enhance service delivery within a (what we now describe as) response to intervention framework.

My dissertation work examined the likely magnitudes of unexplained variance associated when CBM of oral reading (CBM-R) is used for progress monitoring (Christ, 2003; Hintze & Christ, 2004). My review of the literature, along with the results of my dissertation work, led me to conclude that CBM-R might yield useful data for routine classroom decisions; however, it might have more limited application for use to guide high-stakes diagnostic and eligibility decisions. The advent of RtI establishes a context whereby CBM outcomes will likely guide high stakes diagnostic and eligibility decisions. I worked as an intervention focused school psychologist during my internship year at Heartland AEA 11. That system functioned within an RtI model. Diagnostic and eligibility decisions hinged to a large extent on CBM data. My observations and case examples provided sufficient evidence for me to become concerned with large scale

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implementation of RtI in the absence of improved assessments. As a researcher, I am engaged to examine the potential limitations of alternative academic assessments (e.g., CBM, CBA, CBE, IRI). Simultaneously, I am engaged to enhance the state of assessment and evaluation as it is carried out within systems of problem solving and RtI.

The guidelines of testing in education and psychology clearly established two principles that are commonly overlooked: (a) the reliability and precision of test scores should be contextualized for interpretation by presenting scores along with confidence intervals; and (b) psychometric evidence should be presented for each likely interpretation of test scores (AERA, APA, & NCME, 1999). I tried to address these issues in a series of research studies and publications. I yielded estimates for the standard error of measurement (Christ & Silberglitt, 2007) and the standard error of the slope (Christ, 2006). The results of those studies provide initial evidence and guidelines to promote the use of confidence intervals when interpreting CBM-R outcomes. I tried to disseminate that information in a less technical format within a series of paper presentations at national meetings (Christ, 2007, 2006; Christ, Ardoin & Poncy, 2007; Davie & Christ, 2007) and peer reviewed publications that were written for practitioners (Christ & Coolong-Chaffin, 2007; Christ, Davie, & Berman, 2006). As a researcher in the applied science of school psychology, I believe my responsibility is to both discover and disseminate useful information that will improve the profession.

I was required to learn more about the foundations of psychometrics as I followed my programmatic line of research. I continue to develop skills and a more thorough understanding of classical test theory, generalizability theory and item response theory. I employ and promote the use of generalizability theory. This is evidenced by a series of studies that examined the CBM procedures (Christ, Johnson-Gros, & Hintze, 2005; Christ & Schanding, 2007) and instrumentation (Christ & Vining, 2006). More recently, I was a Co-PI on a project funded through the Society for the Study of School Psychology that yielded potential solutions to reduce extraneous (error) variance when progress monitoring (Christ & Ardoin, 2007).

Building on Barnacles: Post Tenure and Promotion

My first two federally funded projects came in 2005. After five revisions and resubmissions, the project entitled *Computer-Based Assessment System for Reading* (*CBAS-R* ; Christ & Weiss, 2005) was finally funded through the Office of Special Education Programming (OSEP). That project will conclude August 2009 – unless we receive continuation for funding. The purpose of that project was to overcome the many limitations to progress monitoring and screening that seem inherent to CBM. The project examined applications of item response theory and computer adaptive testing to establish linked and equated forms of assessment. There were many unforeseen challenges associated with the project. Companies like Renaissance Learning with the *STAR early literacy, STAR reading* and *STAR math* along with that of NWEA with the *Measures of Academic Progress* (*MAP*) have all come to viable solutions using similar IRT and CAT approaches. I believe that contemporary psychometric methods have the potential to supplement and/or replace many of the paper and pencil measures of the past. I hope to contribute to those solutions as I believe they fit well within response to intervention frameworks for service delivery.

That same year, in 2005, the project entitled *Validation of Instruments for Assessing Behavior Longitudinally and Efficiently* (*VIABLE*; Chafouleas, Riley-Tillman, Christ & Sugai, 2005) was funded through the IES. Project VIABLE supports research to develop and evaluation progress monitoring methods to assess social behavior within the school and classroom setting. It was from that project that the method of Direct Behavior Rating (DBR) emerged. I am looking forward to co-editing my first book, and write many of the chapters, on the topic of DBR. It is a novel approach to assessment that fits well within a response to invention framework.

After submitting five proposals for federal funding in 2008, the project entitled *Formative Assessment Instrumentation and Procedures for Reading* (*FAIP-R*; Christ, Ardoin & Eckert, 2009) was funded through IES. I look forward to developing and evaluating an optimal set of progress monitoring CBM-R passages along with an empirically support set of interpretive guidelines.

I have every hope that the future will be as inspiring as the past. Although I focused on my barnacle studies in the past, I hope to think bigger in the future and take more chances so that I might make a more substantial contribution to the field of

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school psychology.

In Summary

Although this space could be filled with my treatise on the state of school psychology, the future of response to intervention, or the need for future research (to improve the dependant variables that we use in both research and practice), I think the brief history of one Lightner Witmer Award recipient might confer the most value to the readership. The history is less about me as a professional and more about the professionals and conditions that contributed to my career. Aside from the lessons of hard work, barnacle studies, humility, collaboration and interdependence – I hope there is a lesson of gratitude herein. These are the values that I have come to appreciate.

I have every hope that the future will be as inspiring as the past. I am humbled to be included among the list of Lightner Witmer Award recipients. I hope my future contributions are worthy of the honor.

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Parental Self-efficacy as a Protective Factor for Single Parents with Low Income

Brandy Clarke

My interest in early childhood development and early intervention was cultivated at the beginning of my college career and has since become a strong focus of my research pursuits. My dissertation developed out of a federally-funded randomized clinical trial conducted by Drs. Sheridan and Edwards focused on parent engagement for children birth to five. It has been a springboard for what I hope to be an interesting and enlightening career in the field of early intervention. Below is a brief description of my dissertation findings.

Low-income and Young Children

The detrimental effects of poverty on the overall development of young children have been well established (Brooks-Gunn & Duncan, 1997). One pathway by which poverty is thought to influence the developmental outcomes of young children is through the parent-child relationship. Adverse economic conditions (i.e., low-income, high debt relative to assets, job disruptions, or income loss) negatively affect individual levels of stress and family relationships through the daily strains they place on the family (e.g., Conger et al., 1993). For single parents, this relationship is even more profound (McBride Murry, Bynum, Brody, Willert & Stephens, 2001). Yet many single parent families continue to thrive. It is important to understand the mechanisms that support positive outcomes for families living in the midst of financial hardship and protective factors that promote family strengths and resilience.

Parental Self-efficacy

One possible protective factor is parental self-efficacy. Parental self-efficacy beliefs inversely relate to levels of parenting stress (Machida, Taylor, & Kim, 2002; Raikes & Thompson, 2005) and predict parenting behaviors. Parents with higher self-efficacy beliefs engage in more adaptive parenting practices, such as nonpunitive caretaking (Izzo, Weiss, Shanahan, & Rodriguez-Brown, 2000; Shumow & Lomax, 2002), and report fewer child behavioral problems (Johnston & Mash, 1989). On the other hand, parents with low self-efficacy use more punitive parenting techniques (Donovan, Leavitt, & Walsh, 1990) and have greater child

behavioral issues (Halpern, Anders, Coll, & Hua, 1994). Furthermore, single mothers who believe that they are able to be good parents are likely to engage in competence-promoting parenting behaviors (Brody, Flor, & Gibson, 1999). Given these relationships, it appears as though parental self-efficacy may serve to mediate the relationship between parental stress and behavior.

The purpose of this study was to evaluate the potential protective influence of parental self-efficacy for single parents of low-income with young children. Specifically, the mediating role of parental self-efficacy between parenting stress and parenting behavior constructs (warmth and sensitivity, support for autonomy, and engagement in learning and literacy) was investigated. Comparisons were made between single parent families and those with more than one adult in the household to determine if there were any differences based on household composition (McBride, Murry, Bynum, Brody, Willert & Stephens, 2001).

Methods
Sample/Setting

The sample included 152 parent-child dyads of children 2 to 51 months of age living in the Midwest. Seventy one of the participants were single parents and eighty one lived in households with two or more adults. Participants in this study were part of a larger federally-funded randomized clinical trial ("Parent Engagement and Child Learning: Birth to Five," Sheridan & Edwards, NICHD Grant # 1 R01 HD046135). Only those families meeting the eligibility requirement of low-income (150% of 2004 poverty index based on income to needs ratio) were included in this investigation.

Measures

Data were collected from parent report measures of demographic information (income, family composition), stress [*Parent Stress Index-Third Edition Short Form* (PSI-SF; Abidin, 1995)], and self-efficacy [*Parenting Sense of Competence Scale* (PSOC; Johnston & Mash, 1989) – Efficacy Scale], as well as coded parenting behaviors [*Parent/Caregiver Involvement Scale* (P/CIS;

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Faran, Kasari, Comfort, & Jay, 1986)] displayed in videotaped parent-child interactions. Confirmatory factor analysis was conducted for this study of the P/CIS to determine the potential use of the observational measure in assessing the parenting behavior constructs of warmth and sensitivity, support for autonomy, and engagement in learning and literacy. Confirmatory factor analysis supported this three-factor model, demonstrating that the quality dimension of the 11 observed behaviors of the P/CIS reliably measured parenting behaviors along the three proposed constructs.

Procedures

Parent-child interactions were video-taped at the time the child was enrolled in the Parent Engagement study. These interaction sessions lasted approximately 15-30 minutes, depending on the age of the child. Random inter-rater reliability checks were conducted for 25% of all coded video sessions. Percent interrater agreement was 94.6% for all codes and ranged from 94% to 100% across the three constructs.

Results

Analysis of the mediational model was tested with structural equation modeling using Mplus, v 4.2 software (Muthen & Muthen, 2006). Sobel's method of approximation (1982) was used to determine the fit of the proposed models. In the single-parent model, SEM analyses revealed that stress had a significant negative direct effect on all of the behavior constructs, as well as parental self-efficacy. Two indirect effects were found to be significant for parental stress on engagement in learning and literacy (Sobel = 2.009, p = .04) and parental stress on support for autonomy (Sobel = 2.02, p = .04). No direct or indirect effects were found for the model with two or more adults in the household.

Discussion

Structural equation modeling revealed significant negative direct effects for parental stress on the three parenting behavior constructs and parenting self-efficacy in single-parent households. Significant indirect effects were also found for parental stress through parental self-efficacy on support for autonomy and engagement in learning and literacy.

These findings indicate that parental self-efficacy serves to mediate the relationship between parental stress and parents' support of their child's

learning and autonomy. As such, strengthening parents' beliefs in their ability to parent may serve to protect the parent-child relationship from the negative effects of stress experienced under financial strain for single-parent families. Additionally, no direct or indirect effects were found when two or more adults were in the home. The relative lack of negative effects of stress in households with two or more adults indicates that adult support in the home may also serve to buffer against the negative effects of stress. However, this study did not evaluate the role of the adults in these homes nor the type of support they provided. Thus more research is needed to determine how adult support in the home may serve as a protective factor for families of low-income with young children.

Future Research

The possible protective influence of parental self-efficacy in promoting resilience for single-parent families experiencing great stress deserves continued investigation. This study contributes to a growing body of literature that seeks to expand beyond the knowledge of the harmful effects of low-income and identify possible ways to combat these negative influences. Continuing research along this vein will aid in the identification of protective and resilience factors and effective interventions that help to combat the effects of poverty on children and families.

Further examination is needed to investigate the effects of various levels and types of support available, such as social networks, financial aide, and links to community services (e.g., mental health providers, social services), as well as how adult support in the home serves to buffer against the detrimental effects of stress on parenting behaviors. Research identifying possible protective factors may provide valuable insight guiding intervention services for families with low-income experiencing parental stress.

Implications/Conclusion

The single-parent families in this study experienced a high level of parenting stress that was negatively related to their beliefs in their ability to parent, as well as their parenting behavior. For service providers that work with families under financial strain, it is important to recognize the detrimental effects that stress plays on caregivers and provide supports that will effectively address their needs. Supporting parent's self-efficacy beliefs

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and positive parenting practices may promote more positive parent-child interactions and greater outcomes on behalf of the child.

A plethora of research exists identifying the negative pathways by which poverty affects parents and children. A shift is now needed to try and identify possible protective and resilience factors that reduce the harmful effects of socioeconomic disadvantage. This work will serve to identify evidence-based practices that will guide program development and public policy designed to effectively promote strengths and resilience for families in need. Identifying and understanding the supports necessary to assist caregivers in successfully navigating the parenting role despite financial hardship is important for school psychologists in their endeavors to promote the healthy growth and development of all children.

*References available upon request.

Division 16 News!!

The School Psychologist is Going Electronic

Effective immediately, the three regular issues of *TSP* (winter, spring, fall) will move to an electronic-only format. Issues will be available on the Division 16 website: http://www.indiana.edu/~div16/publications_psychologist.html. As each issue is published, members will be notified of its availability via an email to addresses in the APA record. If you would like to change or add an email address, please email your request to division@apa.org.

In addition to the three electronic issues, a fourth "Year in Review" archival issue will be published each fall. Hard copies of this issue will be mailed to all Division 16 members and subscribers.

Division 16 Listserv

To stay current on Division 16 news and issues, please join the Division 16 listserv by contacting Vinny Alfonso at alfonso@fordham.edu.

Apportionment Ballots

Division 16 requests your assistance in maintaining school psychology's three seats on APA's Council of Representatives. Please be sure to send in your apportionment ballots, and to allot all 10 of your votes to Division 16! Look for your ballots in November!

Curriculum-Based Measurement: Diagnostic Accuracy and Beyond

Milena A. Keller-Margulis, Ph.D., NCSP

DIVISION 16 2008

AWARD WINNER Statements

Co-recipient of the Outstanding Dissertation Award

My first exposure to the field of school psychology was through a career exploration practicum as a senior in college at Susquehanna University under the direction of Dr. Thomas Martin. It was Dr. Martin who suggested that my interest in both psychology and education may make school psychology a fulfilling career choice, and he arranged for a practicum shadowing a school psychologist in rural Pennsylvania. From that point forward I was focused on developing my career path as a school psychologist and began my graduate training at Lehigh University.

The focus of my work to date has been on issues related to curriculum-based measurement (CBM). My interest in CBM developed early in my graduate career through research and coursework with my mentor Dr. Edward Shapiro, whose enthusiasm for academic assessment and connecting research to practice is unparalleled. Quickly I became intrigued by the nature of CBM and the value of this type of assessment, as well as the notion of approaching academic skills from a behavioral perspective. Several projects followed shortly thereafter that further shaped my interests related to CBM.

Using a local CBM normative project as the foundation, the first scholarly work in which I was involved examined the nature of the relationship between CBM benchmarks collected in the fall, winter, and spring and the statewide achievement assessment in Pennsylvania, the Pennsylvania System of School Assessment (PSSA) within one academic year (Shapiro, Keller, Lutz, Santoro, Hintze, 2006). The results of this study indicated a moderate to strong relationship between mid-year reading and math CBM and standardized assessments including statewide assessments, and added to the existing literature base suggesting that CBMs, particularly in reading, are related to statewide and standardized assessments administered within the same academic year (Shapiro et al., 2006). One of the resulting questions from this work was whether there was a long-term relationship between CBM and standardized and statewide achievement assessments. My qualifying project examined the degree to which CBM in

reading and math was related to standardized assessments one and two academic years later (Keller & Shapiro, 2005). The results indicated a moderate to strong relationship between reading and math CBM and statewide and standardized tests both one and two years later. In addition, diagnostic accuracy analysis suggested that CBM could be used as a screening tool to identify students who are at risk of failure on statewide assessments in future academic years (Keller & Shapiro, 2005). Although the results were promising, questions remained regarding the nature of the long-term relationship between CBM and statewide and standardized assessments.

My dissertation focused on the relationship between CBM and standardized academic assessments even more intensely by examining the relationship between these measures while also considering the nature of growth over the course of the year for reading, math computation and math concepts/applications (Keller-Margulis, Shapiro, & Hintze, 2008). The results indicated that there was a moderate relationship between not only fall, winter, and spring CBM screenings but also the rate of growth across the year and statewide and large scale achievement assessments. In addition, rate of growth in first grade was significantly and moderately correlated with performance on the statewide achievement test at the end of third grade, with the relationship decreasing to non-significance by grade three. Math computation rates of growth were also related to statewide achievement test performance and overall diagnostic accuracy screenings indicated that CBM provided adequate accuracy for screening for performance on statewide and other standardized achievement measures both 1 and 2 years later (Keller-Margulis et al., 2008). This was one of the first studies to examine math concepts/applications in the same way that many have examined reading.

Overall, my research thus far has further supported the use of CBMs as a way to screen for and identify students who are at-risk for poor performance on other measures several months to several years later. The importance of this function is that if students are identified early and intervention provided, the trajectory of their

academic performance can be changed to point towards success instead of failure. CBM fits well within a response to intervention (RTI) framework for addressing student needs.

My research in CBM and what Dr. Shapiro refers to as the "2 degrees of separation" that seems to exist in the field of school psychology, both paved the way for me to join the staff at Galena Park Independent School District in Houston, Texas. As luck would have it, my advisor, Dr. Edward Shapiro, went to graduate school at the University of Pittsburgh with Dr. Carol Booth, now the Director of Evaluation and Intervention Services at Galena Park ISD. It was this connection that brought me to Galena Park ISD, where I have spent the last several years providing psychological services and working on RTI implementation while broadening my research interests. It has been a pleasure working with Dr. Carol Booth, a true scientist-practitioner, who is ever focused on the current literature surrounding RTI and its implications for our work in schools. The trials and triumphs of RTI have been a part of everyday life at Galena Park and have deepened my interest in this model of service delivery and the promise it has for improving student performance. What has also become apparent, however, is the need for ongoing research regarding many areas of RTI implementation.

Currently, my interests are a blend of my past research in CBM and my practical experiences regarding RTI implementation and service delivery. Recent literature surrounding RTI and academic assessment has indicated that research is needed across many areas of RTI including measurement and data-based decision making (Glover & DiPerna, 2007). In my practical experience, understanding progress monitoring and making individual data-based decisions about student progress is one of the most challenging dimensions of implementing RTI. The rates and levels of performance that would make a student be considered at risk are not clearly defined and require further exploration within the context of local norms. In addition, recent literature suggests that student growth as measured by CBM is not consistent across the school year (Ardoin & Christ, 2008) which has implications for goal setting and understanding student progress.

There are many other RTI implementation issues which are of significant interest, including fidelity of implementation, which is essential for the success of a RTI model of service delivery; however, it is my opinion that ongoing research to link CBM and the impact of RTI on state accountability outcomes is necessary. As a result of legislation such as No Child Left Behind (NCLB; 2001), each state must have a system by which they assess student mastery of grade level objectives. Much time and effort is devoted to preparing students for these assessments, and often the tools used to assess student skills lack efficiency and cannot be used in a dynamic manner. CBMs offer a high degree of efficiency in assessment and function as dynamic measurement tools, essential to an RTI model of service delivery. The utility of CBMs across states continues to be a relevant research question and a way to provide meaningful data regarding the utility of CBM.

Above and beyond the issue of accountability, I find myself interested in the emotional and behavioral functioning of students and the impact of that functioning on academic skills. We are able to provide highly structured and effective academic interventions in schools, however for some children, academic skills should not be the only area of focus. Addressing emotional and behavioral functioning within a RTI model is a growing issue that I hope to pursue.

As I join the faculty of the school psychology program at the University of Houston this fall, I look forward to devoting my efforts to producing research that makes meaningful and relevant contributions to the advancement of the field of school psychology with a focus on RTI service delivery models and academic skills assessment.

I want to take this opportunity to thank the Division 16 Awards Committee for bestowing this honor upon me and thank those who were influential in shaping my career and research interests. Special thanks to my mentor Dr. Edward Shapiro, who provided me with opportunities to challenge and expand my skills and whose example of linking research to practice I will strive to emulate in my own career.

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EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 President
Vincent C. Alfonso, Ph.D.

Nominee

2009 DIVISION 16 ELECTION

Vincent C. Alfonso, Ph.D.

I am very flattered and of course pleased to be selected as a nominee for president of Division 16. As former Coordinator of the school psychology programs at Fordham University, former Executive Director of two University-based assessment centers, and current Associate Dean for Academic Affairs, I believe that I have the leadership skills to be an active, valuable member of the Executive Committee of Division 16. In addition, I have served as an elected officer in several regional and local school psychology organizations. I would like to continue serving the field of school psychology on the national level by being elected president of Division 16.

In the past I have served the Division in various capacities, including my combined six-year term as Associate Editor and Editor of *The School Psychologist* (*TSP*). I learned much about publishing during that time and believe that, with the help of many other individuals, we produced one of the highest quality newsletters within the American Psychological Association (APA) that continues under the editorship of Michelle Athanasiou. I remain an advisory editor of *TSP* and have been serving as Secretary of the Division for the past two years. As Secretary of the Division I have worked closely with the Executive Committee maintaining the records of all meetings, issuing notices of meetings and the election of officers, receiving and expediting correspondence with Division Services of the APA, and updating and maintaining the Operations Handbook of the Division.

My major goal as president would be to help make Division 16 the most visible and active division within the APA. The Division has so much to offer through its newsletter, journal, videos, executive committee, council representatives, and general membership that I would do my best to "get the word out" about everything we do that has a positive, healthy influence on children of all ages, races, cultures, and religious affiliations. Of course getting the word out would be no easy task given several factors such as the global economic crisis, continued deliberations regarding the Model Licensure Act, and the national shortages of practicing and research school psychologists.

Nevertheless, the Division has been actively engaged in promoting science, practice, and policy in school psychology for decades and recently affirmed its leadership role in producing and disseminating the science of psychology in schools and other educational settings. I believe that I have the organizational and personal skills to assist the Division in advancing science in school psychology.

In sum, I am honored to be a nominee for president of Division 16 and will work with due diligence to fulfill my responsibilities. I look forward to working with the entire Executive Committee of the Division. I welcome your support!

Background Information:

Vincent C. Alfonso, Ph.D. received his doctoral degree from the combined program in clinical/school psychology at Hofstra University in 1990. After graduating, he spent several years in the field as a school psychologist in the Carle Place school district on Long Island and in several special education preschools. At the same time, he worked as an Adjunct Assistant Professor at Hofstra and at St. John's University. Currently, Vincent is Professor and Associate Dean for Academic Affairs in the Graduate School of Education at Fordham University. He is former Coordinator of the specialist and doctoral level School Psychology Programs at Fordham, former Executive Director of the Rosa A. Hagin School Consultation Center and the Early Childhood Center, former editor of TSP, and current Secretary of Division 16. His research interests include psychoeducational assessment, early childhood assessment, training issues, and psychometrics. In November 2003 Vincent received the Leadership in School Psychology Award from the New York Association of School Psychologists. More recently, he was elected Fellow of Division 16. He is a certified school psychologist and licensed psychologist in New York State and has provided psychoeducational services to individuals across the lifespan for more than 20 years.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 President
Karen C. Stoiber, Ph.D.

Personal Statement:

I am honored to be selected by the Nominations Committee as a candidate for the position of President and member of the Executive Committee. I feel prepared to assume this important leadership role. I have a strong commitment to the profession in its emphasis on scholarship and advancement of effective psychological practices and policies. From my current position of Vice President of Social and Ethical Responsibility and Ethnic Minority Affairs (VP-SEREMA), I have had the opportunity to participate on the Executive Committee, which has deepened my understanding of the diverse, and often complex, operations and activities undertaken by Division 16. I look forward to the possibility of continuing my participation on the Executive Committee and moving the Division forward through active advocacy, collaborative partnerships, and productive engagement with colleagues within the Division and across other psychology and education organizations.

As VP-SEREMA I have realized the essential role Division 16 plays in advocating for the mental health, academic, and ethical concerns of all children and families. Perhaps as important, I have come to understand that for the Division to remain vital and relevant to its constituents, it must construct innovative pathways and partnerships so that its intentions are recognized and heard by those we hope to impact. Division 16 has made many important contributions within the structure of APA and externally through its collaborative connections with other psychology and education organizations. I believe that one of the most significant contributions of Division 16 stems from its mission of promoting effective and ethical practices and policies for the profession and the children and families we serve. If elected, I will remain steadfast in pursuing thoughtful dialogue through organizational partnerships aimed at enhancing the unique expertise and qualities of school psychology professionals, and in particular, the members of Division 16. I believe my personal and professional passions are consistent with our Division: to promote the development and dissemination of scientifically-minded practices

aimed at improving the welfare of children, youth, and families; to explore mechanisms for expanding and enhancing the profession of school psychology; and to advocate both within APA and within other mental health and education organizations the value of psychological services, research, and policies that are responsive to needs faced by children, families, schools, and our society. As President I will commit to being actively involved in providing leadership to these shared goals of our Division.

At the 2007 Mid-Winter meeting of Division 16, the Executive Committee crafted the motto of "Science, Practice, Policy" to capture the priorities of our Division. An important next step of our Division is to solidify this motto through concrete actions that can be taken to mobilize efforts toward pursuing exemplary science, practices, and policies. We need to keep a concerted focus on what matters most to the livelihood of our members and the children, families, and schools we serve. If elected, my primary goal as President will be to formulate plans and carry out interactions and activities both within and external to the Division so that intentions of our membership are not only articulated, but heard across stakeholders so as to best benefit our profession. Through serious attention to developing and implementing exemplary science, practices, and policies, our Division will be known for its explicit commitment to promoting psychological services aimed at assuring the well-being of children, families, and society. If elected to this office, I would be honored to contribute to the dialogue and decisions regarding how our profession can best service its membership and society.

As VP-SEREMA I have coordinated the undertakings of four committees (i.e., Ethics Committee; Committee on Children, Youth, and Families; Committee on Ethnic Minority Affairs; and Committee on Women in School Psychology), and thus would bring this experience to overseeing committees and other vital groups as part of my role as President. As VP-SEREMA I have become more acutely aware of a wide array of issues and needs, ranging from social justice and cultural competence to training needs of individuals in education and psychology, including those within

Karen C. Stoiber, Ph.D.

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EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 VP-SEREMA
Janine M. Jones, Ph.D.

Janine M Jones, Ph.D.

What a thrill it is to be nominated for such an important leadership position within Division 16! I am grateful for the potential opportunity to share my passion for multiculturalism and infuse it into the leadership role.

Serving as Vice President for Social and Ethical responsibility and Ethnic Minority Affairs (VP-SEREMA) would be a dream. Reason being, it is the one leadership position that perfectly aligns with my professional practice, research, and passion. The major goals of the position include having a focus on the fundamental problems of social justice, paying close attention to the aspects of school psychology that relate to culture and ethnicity, and promoting goodwill among school psychologists and between other professional groups. These are all consistent with my personal and professional goals as well as my daily work as a Professor and Licensed Psychologist. Since I am a member of both APA and NASP, it is a natural fit for me to work collaboratively between the organizations and support initiatives that enhance the sustainability of both organizations.

I believe that the practice of school psychology is growing immensely in the area of multicultural research and practice. This is partially out of necessity as the demographics of children in schools are becoming increasingly diverse. However, this growth is also due to the evolvement of human beings. I am finding that more and more school practitioners have an openness to the unique qualities of others and they wish to adapt their skills to serve "other" populations well. As a result, I believe it is imperative to provide as many growth opportunities for our skilled practitioners as possible. These opportunities should not begin at the professional development level, but at the initial training level in university programs. For example, I believe it is essential for training programs to integrate culturally responsive models when shaping the knowledge base of school psychologists. In addition, I believe that the practitioners of our profession should look more like the population we serve, so I would support initiatives that enhance recruitment of culturally diverse practitioners into training programs. After licensure, continued

professional development will then enhance the skill set of our school practitioners.

The VP-SEREMA position includes leadership with four committees: Ethics Committee; Committee on Children, Youth and Families; Committee on Ethnic Minority Affairs; and the Committee on Women in School Psychology. By having the opportunity to work with such important committees, there is no question that an impact can be made with our children. The constructs of social and ethical responsibility will be infused into the all of the work that is done within such committees. I would commit to supporting the work of the committees and encouraging infusion of culture and ethnicity in all goals and initiatives.

Background

I currently serve as an Assistant Professor of School Psychology at the University of Washington. I am also a Licensed Child Psychologist with a private practice called For A Child, LLC. I received a doctoral degree in school psychology from the University of Texas at Austin and a Masters degree in Marriage, Family, and Child therapy from the University of Southern California. I have been involved in research, teaching, and clinical work since 1992. My professional settings include community mental health centers, private practice, schools, and universities. My professional experiences include providing child and adolescent therapy, psychological assessment, and teaching and supervision of graduate students. My specialty in clinical work is the treatment of children of color who are suffering from depression, anxiety, exposure to violence, and trauma. My research focuses on resilience in children and adolescents from a cultural perspective.

Currently, my research projects have focused on two primary areas: 1) spirituality as a form of resilience in African American children and 2) multiculturalism in the practice of school psychology. I recently received a grant to complete a one-year study of the efficacy of multicultural treatment approaches in counseling children and adolescents of diverse backgrounds. This study includes analysis of the client-counselor relationship

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 VP-SEREMA
Amanda M. VanDerHeyden, Ph.D.

Background

I am a private consultant and researcher. Currently I work as a national trainer and consultant assisting states and districts to implement data-based decision making and improve intervention implementation in their Response to Intervention (RTI) efforts in schools. My research is focused on RTI systems that create sustainable effects on child achievement, improve equity and accuracy of identification of disability and service outcomes, and improve system efficiency. Since completing my Ph.D. in 2001, I have worked in public school systems and in academia. In Vail Unified School District, I led a district effort to implement an RTI model from 2002 to 2005. In this district, identification of children as having specific learning disabilities was reduced by half within 2 years, test scores increased, and the district was nationally recognized as a success story related to No Child Left Behind by the US Department of Education. These data were reported in a journal article that received article of the year from *Journal of School Psychology* in 2007. I have authored over 50 related articles and book chapters, co-edited *The Handbook of Response to Intervention* published by Springer and special issues of *School Psychology Review* and *Assessment for Effective Intervention*. In 2006, I received the Lightner Witmer Early Career Contributions Award from Division 16 (School Psychology) of the American Psychological Association in recognition of my scholarship on early intervention, RTI, and models of data-based decision-making in schools. Since 2006, I have served as a consultant and advisor on the RTI action network through the National Center for Learning Disabilities. I believe that editorial work is an important way to give service to the field by working with authors to present the highest-quality work possible in our scholarly journals. Hence, I have served as an associate editor for *Journal of Behavioral Education* from 2005 to 2008 and currently serve as an associate editor for *Assessment for Effective Intervention*. I am an editorial board member for *School Psychology Review*, *School Psychology Quarterly*, *Journal of School Psychology*, *Topics in Early Childhood Special Education*, *Journal of Early Intervention*, and *Journal of Learning Disabilities*. It has been my honor to chair a number of committees over the last several years. I co-chaired the School Psychology Research Collaboration Conference sponsored by the Society for the Study of School Psychology in 2005 and 2007. As a co-chair I was responsible for all aspects in planning the conference including logistics, selection of early career scholars and senior scholars for participation, fundraising, and tracking outcomes. Data collected to track the outcomes of these conferences indicated that more than half of the participants reported conducting a research project and/or co-authoring a paper following their participation in the conference. In 2008, I chaired the Lightner Witmer Committee for Division 16 and the writing committee for the Early Childhood Care and Education Position Statements for the National Association of School Psychologists. I am a frequent presenter at state association meetings and am scheduled to give a keynote at the Early Learning and Economic Development Conference in Garmisch, Germany in May 2009.

Amanda M. VanDerHeyden, Ph.D.

Statement

I am pleased to be nominated for the position of Vice President of Social and Ethical Responsibility and Ethnic Minority Affairs (VP-SEREMA). As a researcher working in the public schools, I have a very privileged window into the world of teaching and opportunity to improve child learning. I am passionate about helping children and teachers in schools, particularly children who are vulnerable or at-risk in some way. I embrace this opportunity to give service to the field in this particular role which intersects well with my background. I look forward to working with the committees under this office and representing D16 in the broader community of APA to consider social justice particularly for underrepresented groups in research and practice, to improve equity in educational opportunity and outcomes, and to facilitate this focus among school psychologists and other professional groups.

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Secretary
Barbara A. Schaefer, Ph.D.

Barbara A. Schaefer, Ph.D.

I would be honored to serve as Division 16's Secretary, as the Division provides an invaluable voice for children, youth, educators, and school psychologists across the country. Division 16 needs to continue to advocate strongly for how we as a professional organization and as individuals can best support families and meet the needs of children in schools, especially considering the economically uncertain times and the fact that potential influences of the revised Model Licensure Act are imminent.

I am excited about this opportunity to expand my involvement in Division 16 from my recent roles of chairing awards committees and reviewing conference proposals to serving as Secretary. As a member of the Executive Committee, the goal of my service as Secretary will be to support the elected leadership in these advocacy efforts both within and outside APA.

I am confident I would succeed in this role as my other professional service to date has largely been at the regional level. I served for six years as Educator Delegate to the Association of School Psychologists of Pennsylvania (ASPP), where I prepared testimony in support of the abolishment of corporal punishment in Pennsylvania public schools. Presently, I chair the ASPP Crisis Prevention and Intervention Committee, organizing and providing crisis intervention training across Pennsylvania.

At the local level, I have taken a leadership role with the Nittany Area Families for Children, a chapter of the national Stand for Children organization, to improve access to high quality, affordable child care in central Pennsylvania. In addition, I volunteer as a disaster mental health service associate and trainer with the American Red Cross. At the university level, I chaired the Annual Penn State School Psychology Conferences for three years, and am presently active on the Commission for Women, focusing on child care and family leave issues. These experiences in coordinating activities and managing information will be beneficial in serving the Division.

Finally, as Secretary I would encourage the Executive Committee to reach out internationally to expand our vision for school psychology. Two years ago, I had an extraordinary opportunity to contribute to a large-scale nutrition project in southern Nepal. As an extension of this project in 2008, I moved with my two children to Kathmandu for several months to start a small research project to investigate whether learning behavior and psychopathology teacher rating scales and a nonverbal IQ measure could be utilized cross culturally. Beyond the potential research findings, these experiences have sharply focused my awareness of the contributions that school psychologists can make in developing countries, not only to benefit children and educators, but also to further the development of our profession where it is only in its infancy.

I look forward to contributing to the work of the Division, and welcome your support in my candidacy for Secretary.

Background

Barbara A. Schaefer received her doctorate from the combined School, Community, and Clinical Child Psychology program at the University of Pennsylvania in 1996. After completing a post-doc with a developmental psychologist, she joined the APA-approved School Psychology program at Penn State University. She has served as Director of Training for Penn State's doctoral program in School Psychology, and CEDAR School Psychology Clinic Coordinator. Along with colleagues James DiPerna and Beverly Vandiver, she received a U.S. Department of Education leadership training grant for the Specialization in Culture and Language Education (SCALE) program to train school psychologists to best meet the needs of culturally and linguistically diverse student populations.

Barb's research interests include applied psychometrics and psychoeducational assessment, as well as gender and cultural differences. She serves on the editorial board for the *Journal of Psychoeducational Assessment*, and has completed ad hoc reviews for the *Canadian Journal of Behavioural Science*, *School Psychology Review*, and *Developmental Psychology* among others. She is a licensed psychologist and certified school psychologist, and presently an associate professor of education at Penn State.

"I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do!"

- Leonardo Di Vinci

EXECUTIVE COMMITTEE ELECTION

Nominee for Division 16 Secretary
Susan M. Swearer, Ph.D.

I am honored to be selected by the nominations committee as a candidate for the office of Division 16 Secretary. APA and Divisions 16 and 53 have been my professional homes since graduate school. Improving the lives of children, youth, and their families is integral to our identity as school psychologists. Our collective mission is seen in the excellent work and publications sponsored by Division 16 and its membership. I hope to support the mission of Division 16 by serving on the executive committee as Secretary.

Background

I am an associate professor of School Psychology at the University of Nebraska – Lincoln (UNL); the co-director of the Nebraska Internship Consortium in Professional Psychology (NICPP); and a supervising psychologist in the Counseling and School Psychology Clinic at UNL. I received my Ph.D. in school psychology in 1997 from the University of Texas at Austin and completed my pre-doctoral internship at Boys Town in the NICPP. Prior to my doctoral training, I completed a Master's degree in Special Education from the Pennsylvania State University and taught high school BD students. It was during that experience working with special education students that I experienced first-hand the vital contributions of school psychologists to improving the lives of children, youth, and their families!

My research interests are in the areas of bullying and peer victimization in youth; the comorbidity of psychological disorders in children and adolescents; developmental issues in psychopathology; the relationship of internalizing psychopathology on externalizing behavior; and cognitive-behavioral interventions with youth and their families. I have written and presented extensively in the areas of bullying prevention and intervention; cognitive-behavioral interventions; and internalizing problems in youth. I am currently on the editorial reviews boards for the following journals: *School Psychology Review; Journal of Anxiety Disorders;* and *Journal of School Psychology.*

I would welcome the opportunity to serve Division 16 in this capacity. Thank you for your consideration.

Susan M. Swearer, Ph.D.

EXECUTIVE COMMITTEE ELECTION

Nominee for Div 16 Council Representative, Slate I
Beth Doll, Ph.D.

Beth Doll, Ph.D.

I appreciate this opportunity to be a candidate for Division 16's APA Council Representative. I know that this is an essential role for the Division, with the potential to influence the profession's interface with the larger domain of psychology, and I believe that I am well-prepared to represent Division 16 in this way. I have participated in the Division's leadership in a number of different capacities since 1995: as the Vice-President for Social and Ethical Responsibility and Ethnic Minority Affairs; the Division 16 President; and an Associate Editor of the *School Psychology Quarterly*. Within the larger system of APA governance, I have been the liaison to the APA Committee on Children, Youth, and Families, and later, a member and chair of that committee. As a Chair of CDSPP, I represented School Psychology on the Council for Chairs of Training Councils. I am quite certain that I have not mastered all of the acronyms that paper APA's governance, and I know that I will have much to learn about the unique governance role played by the Council. At the same time, I do have a broad conceptual understanding of the procedures underlying the Council and am well-acquainted with many of the issues and their history.

I have just finished reading through last year's candidate statements for Division 16 offices, and I notice that most of them mention the challenges and hard times that the Division faces. I agree – if anything, the times have gotten even harder in the past year; but I am having difficulty remembering a year out of the past 15 years when times were not hard. Because we work at the nexus of psychology and education, we are almost constantly engaged in important and intricate interchanges about the place of school psychology within the larger disciplines. Inevitably, some of these discussions convey threats to marginalize the profession, and we must frequently become advocates for the essential worth of our discipline and our work. Because we are a diverse profession, the Division's members will never fully agree on the correct course of action. The APA Model Licensure Act is only the most recent example of these issues, and once it is resolved, there will be other issues that engage us in urgent discussions within the Division and the discipline, and critically important professional advocacy with those from outside the profession.

If I were elected as an APA Council representative from Division 16, I would be responsible for casting my council vote consistent with the stated positions of the Division on the Model Licensure Act or any other not-yet-anticipated issues that might emerge during my time in office. Still, it will not always be possible to clearly identify Division positions on some issues that come before the Council, so I have identified certain guiding values that would govern my representation of the Division. (1) I believe that it is critically important that we work towards parity for the specialty of school psychology – within the broader realm of professional psychology, in work settings, within educational institutions, and as represented in statutory and regulatory language. (2) In many instances, parity is part of a larger goal of equity – for those who practice school psychology and the clients or students that they serve – but also for other specialties within psychology and other communities and families who are the beneficiaries of psychological services. I believe that equity must be a guiding principle of our actions. (3) Although I recognize the importance of staying vigilant to the impact of different council actions on the specialty of School Psychology, I believe that our interests are almost always better served when we work in partnerships with other divisions and specialties. (4) Ultimately, the best course of action will be the one that is in the best interest of the children and families that we serve, and that makes it possible for us to do our jobs well.

Nominee Background

Beth Doll earned her PhD in Educational Psychology (School Psychology) from the University of Kentucky in 1983. Since then, she has worked as a school-employed school psychologist for 5 years, as a clinic-based school psychologist for 5 years, and as a university faculty member for 18 years. She is currently Professor and Director of the APA-approved School Psychology program at the University of Nebraska-Lincoln. She teaches courses in school psychological interventions, children's

EXECUTIVE COMMITTEE ELECTION

Nominee for Div 16 Council Representative, Slate I
Randy W. Kamphaus, Ph.D.

Nominee

2009 DIVISION 16 ELECTION

R.W. Kamphaus, Dean and Distinguished Research Professor, Georgia State University

Division 16 has long been at a crossroads, but the emergence of the Model Licensure Act (MLA) revision process has forced us to choose a direction for moving forward. I have been impressed by the leadership of everyone on the Executive Committee who has assisted with these necessary and promising choices. I have agreed to run for another three years of Council of Representatives service in order to help see these important decisions through to their next level of completion.

I have been particularly impressed with the work of Division leadership, especially Deborah Tharinger, Tammy Hughes, Cindy Carlson, Frank Worrell, and many others who have worked effectively, tirelessly, creatively, and collaboratively to influence the MLA process and outcomes. The MLA process is not unlike other long struggles in that it has been underway for some time, it will continue longer than anyone had envisioned, setbacks and achievements will occur, the outcome will be uncertain, individuals and groups will engage in acrimonious debates and accusations, and some relationships will be harmed permanently. I am reassured that my many fine colleagues in the Division are working tirelessly to serve human welfare regardless of the outcome. In fact, this is my selfish reward for serving the Division past and future; the opportunity to work with fine people pursuing well-meaning goals.

I am also pleased to see the Division take a strong stance in support of enhancing the scientific, primarily intellectual, infrastructure of the school psychology discipline. Division 16 cannot serve all goals of our discipline, nor can NASP, SSSP, or other important organizations. We have finally chosen and, I think, chosen well. I look forward to seeing the new Division initiatives rolling out that will serve our scholars and scholarship. Some organization has to be the beacon for breakthroughs that move service delivery and policy to new enlightened levels. I am confident that the Division will do just that through many creative means. This will be an exciting future for the Division, its members, and the discipline.

My job, if elected, will be to continue to find creative and common ground for ensuring that school psychology has maximum influence of the outcome of the MLA process. I will perform similar duties in other areas of APA policy that are relevant to the Division. There is no disputing the fact that APA is the largest and most influential psychological organization in the world. We cannot ignore APA, and we must use its size and might to advance our agenda for school psychology and related child service, research, and policy fields.

Second, I will help the Division pursue its new scientific agenda aimed at making breakthroughs that push service and police forward more quickly and in enlightened ways. I have enjoyed the many discussions surrounding these issues, collaborating with others to launch activities, and look forward to more. Thanks to all for reading and for allowing me to serve in the past.

R.W. Kamphaus, Ph.D.

Nominee for Div 16 Council Representative, Slate I
Beth Doll, Ph.D.

mental health, developmental psychopathology, and an international study course in immigration and migration. Dr. Doll's principal research interest is the natural systems in schools and communities that support the mental health of children and adolescents. She is especially interested in the emotional and social aspects of classroom systems and school playgrounds, and the contributions that these make to children's psychological health and well-being.

EXECUTIVE COMMITTEE ELECTION

Nominee for Div 16 Council Representative, Slate II
Cecil R. Reynolds, Ph.D.

Nominee
2009 DIVISION 16 ELECTION

Cecil R. Reynolds, PhD

Every year since the National Institutes of Mental Health have provided a list of underserved populations, children have appeared on this list. Children have no vote and little voice in setting the priorities of government and other organizations. I open my candidate statement with this reminder because APA, as well as the Division of School Psychology, has as a focus of its primary mission to improve the psychological well-being of individuals within our population. There is no better place to start than childhood. APA has the resources to impact Federal government and foundation spending on the mental health of children, as well as to alter policy at a federal level that can improve the psychological well-being of children and youth throughout our nation. My goal as a member of the APA Council of Representatives would be to ensure the representation of the voice of children through the voice of Division 16.

In these times of controversial educational reform, the mental health of children and youth will be easy to neglect. Educational reform, as currently envisioned at the federal level, is impacting the discipline of school psychology at every level. School psychology is the key point of interface in the recognition of need and provision of mental health services to children throughout the educational system. It is crucial that Division 16, along with other cooperating child divisions, ensure that APA brings to bear the full influence of its resources during this crucial time of reform. This level of coordination and influence is best created through work with the APA Council of Representatives.

Having served on the executive boards of three APA divisions (5, 16, and 40), most recently in the role of president and past president of the Division of School Psychology, and having served on various APA committees and as chair of a Board of Directors' task force, I believe I have garnered the appropriate experiences and knowledge of the workings of APA as a complex social system that can be brought to the forefront of support for the profession of school psychology as a profession that is dedicated to improving the psychological status and overall development of children and

youth throughout the public and private schools of our country. It is by representing the goals and mission of our Division to the APA Council of Representatives that I believe I can best continue to serve school psychology at this time, and believe that our goals and mission are consistent with facilitating the development of all children in all psychological and educational domains. It is to these ends that I ask your support in my election to the office of division 16 representative to the APA Council.

I would close by indicating that I am particularly flattered that following three years on the Executive Committee of Division 16, the EC would have the confidence to place my name on the ballot for the office of Council Representative. If chosen to represent the Division, I can but promise to work hard to ensure this confidence has not been misplaced.

Brief biography:

Cecil Reynolds earned his doctoral degree from the University of Georgia in 1978 with a major in School Psychology and minors in Statistics and in Clinical Neuropsychology. Prior to joining the Texas A & M University faculty in 1981, Dr. Reynolds was a faculty member at the University of Nebraska-Lincoln, where he served as Associate Director and Acting Director of the Buros Institute of Mental Measurement, after writing the grants and proposals to move the Institute to Nebraska following the death of its founder, Oscar Buros. His primary research interests are in all aspects of psychological assessment with particular emphasis on assessment of memory, emotional and affective states and traits, and issues of cultural bias in testing. He is the author of numerous scholarly publications and author or more than 50 books including *The Handbook of School Psychology*, *The Clinician's Guide to the BASC*, the *Encyclopedia of Special Education*, and the *Handbook of Clinical Child Neuropsychology*. He is the author of several widely used tests of personality and behavior including the *Behavior Assessment System for Children*, the *Revised Children's Manifest Anxiety Scale*, and the recently published revision of Koppitz' Bender-

EXECUTIVE COMMITTEE ELECTION

Nominee for Div 16 Council Representative, Slate II
Frank C. Worrell, Ph.D.

Nominee
2009 DIVISION 16 ELECTION

Background Information

I am currently Professor and Director of the School Psychology program at the University of California, Berkeley. Before moving back to California in 2003, I was on the faculty in the School Psychology program at Penn State from 1994 to 2003, where I also served as Practicum Coordinator. My research interests focus on the psychosocial development of adolescents in several populations, including academically talented youth, African American youth, and at-risk youth. I am particularly interested in the relationship between psychosocial variables and academic achievement, and my research focuses on several constructs, including racial identity, ethnic identity, and time perspective.

I have been actively involved in service to school psychology and to Division 16 for the past 10 years. I have served as the Chair of Division 16's Committee on Ethnic Minority Affairs, Vice President for Education, Training, and Scientific Affairs, and, most recently President in 2007. I will be completing my term as Past President of Division 16 at the end of this calendar year. Some of the offices that I held in the Division have allowed me the opportunity to represent the Division at the consolidated meetings of the American Psychological Association (APA), and I have been the Division 16 liaison to APA's Committee on Ethnic Minority Affairs, Board of Scientific Affairs, and Board of Educational Affairs. I have also served on APA's Committee on Division-APA Relations and am currently in my last year on the Committee on Psychological Tests and Assessment, and my first year on the Joint Committee tasked with revising the Standards for Educational and Psychological Testing. Although these latter three are not Division 16 appointments, my presence allows me to bring the unique perspective of Division 16 to the deliberations of these groups.

I have been privileged to serve Division 16 for several years, and I am honored to be nominated as a Division candidate for a seat on the Council of Representatives, which is the body that deliberates and sets APA policy. It is in this arena that the broader constituency of APA gets to interact with Division 16 and see what the Division stands for. It is important to have council members who know their division and the APA structure, as knowledge of both of these constituencies will be important in advocating for children, youth, families, and more broadly, psychology in school settings.

Position Statement

School psychology is one of the most important specialties in APA for several reasons. First, we are the only specialty that has the school as a major focus—whereas educational psychology is focused primarily on research, school psychology is focused on research, practice, and the interaction between the two. School psychology is also unique because we stand at the nexus between psychology and education; we span the intersection of clinical and psycho-educational practice; we manage the paradox of dealing with and responding to psychopathology alongside promoting psychological well being. School psychologists understand that competence in reading, writing, and arithmetic are as important to mental health as behavioral, social, and emotional competence.

Finally, school psychologists must maintain their professional identity as psychologists in places where the primary power brokers are educators with little knowledge of psychology. They must be able to function effectively in the complex interacting systems of classrooms, schools, and districts. They must be able to diagnose and intervene with academic, behavioral, social, and emotional concerns, consult with teachers and administrators and groups, provide counseling services and therapy, and work with students, teachers, parents, administrators, and outside agencies. They must be able to assess system functioning and provide workshops for teachers and interventions at the classroom and building level. In short, school psychologists are general practitioners with a unique knowledge base that no other psychology professionals possess.

Why is delineating our uniqueness important? There are several reasons. First, as the smallest of the group of professional psychologists who are subject to accreditation, it is important to know what we are and be able to communicate this to

Frank C. Worrell, Ph.D.

Nominee for Division 16 President
Karen C. Stoiber, Ph.D.

school psychology. I am committed to advocating for the role of school psychologists in supporting the academic and mental health needs of those served through our research, practice, and policies, including underrepresented and at-risk groups and in the use of culturally sensitive approaches in our service delivery. I came to understand as VP-SEREMA the need for a workgroup focused on fostering cultural competence and knowledge of ethical and social issues among school psychology professionals, and I have initiated its development. I look forward to maintaining active liaisons within Division16 and exploring additional venues for furthering an awareness of the important functions and contributions of Division 16. If elected, I also would ensure that all the responsibilities linked to the role of President would be carried out in a responsive manner. I would plan to draw on the knowledge and skills represented among our profession, including individuals who function as researchers, trainers, and/or practitioners.

I regularly collaborate with schools and school districts in promoting school reform, the development of early literacy, and mental health promotion. My work in school reform has made me aware of the new three R's: Relationships, Rigor, and Relevance. I believe that these new three R's hold particular importance to our Division at this time. First, for our Division to remain vital it must engage in productive relationships with other organizations within the field, including NASP, CDSPP, SSSP, ISPA, TSP, ABPP, ABSP as well as the other child coalitions in APA. For our Division to excel in its impact, professional rigor is needed to maintain the highest standards of training and promotion of practice competencies. And only by having relevance will the Division be able to maintain current members and to attract new members, which is essential for creating and sustaining positive, creative, and energized momentum.

My participation on the Executive Committee during the past three years has given me a profound respect for the office of President. It is my intent to do my best as President in moving school psychology toward agendas that hold the greatest impact in strengthening our profession. If elected, I also would ensure that all the responsibilities linked to the role of President would be carried out in a responsive manner. I plan to draw on the knowledge and skills represented among our profession, including our diversely-talented individuals who function as researchers, trainers, and practitioners.

A primary goal will be to continue to foster cohesion and clarity along with the leadership needed to remain vital and to successfully move our Division forward.

Candidate's Background:

Karen Callan Stoiber, PhD (University of Wisconsin-Madison) is Professor and Director of the School Psychology program at the University of Wisconsin-Milwaukee. She currently serves as Vice President of Social and Ethical Responsibility and Ethnic Minority Affairs (SEREMA) for the Division of School Psychology of the American Psychological Association. Karen completed a pre-doctoral internship in the Department of Psychiatry at the University of Wisconsin Parent-Infant Clinic. She was a faculty member at Northern Illinois University and the University of Wisconsin-Madison prior to joining the faculty at UW-Milwaukee.

Karen has served the profession of school psychology in a number of roles, including being an Associate Editor of *School Psychology Review* and Evidence-Based Intervention Special Section Editor of *School Psychology Quarterly* and has served as editorial board member on several other journals (*Journal of School Psychology*, *Journal of Applied School Psychology*, *Topics in Early Childhood Special Education*). Currently, Karen is an Associate Editor of the *Communique*. She also served as a consulting editor of the *Encyclopedia of Psychology* and *Encyclopedia of School Psychology*. She previously co-chaired the Division 16 and Society for the Study of School Psychology Task Force on Evidence-based Interventions. Karen held the position of chair and co-chair of the Division 16 Task Force on Women in School Psychology from 1998 - 2005. Dr. Stoiber was an invited participant in The Future of School Psychology Conference and is the Task Force Chair of the Children's Social-Emotional and Mental Health Strand. Karen currently directs a multi-million dollar Early Reading First grant and several federally-funded grants (with Maribeth Gettinger) focused on implementation of evidence-based practices to improve the outcomes of high risk minority children attending Head Start. Karen is the 2001 and 2003 recipient of outstanding article in *School Psychology Quarterly* awarded by the Division 16 fellows (with Thomas Kratochwill) and 2006 recipient of outstanding Journal of School Psychology article awarded by members of the Society for the Study of School Psychology (with Maribeth Gettinger). She is co-author of the book

Nominee for Division 16 President
Karen C. Stoiber, Ph.D.

entitled *Handbook of Group Intervention* and a comprehensive manual and protocol for improving school use of evidence-based practices, called *Outcomes: Planning, Monitoring, Evaluating* (both with Thomas Kratochwill). Dr. Stoiber also is author of the *Social Competence Performance Checklist*

and Functional Assessment and Intervention System (PsychCorp, 2004), which is an assessment leading to evidence-based interventions package for addressing the needs of children with challenges.

Nominee for Division 16 VP-SEREMA
Janine M. Jones, Ph.D.

as it is impacted by ethnic incongruence, client satisfaction, and reduction of emotional and behavioral symptoms.

As a researcher, a Nationally Certified School Psychologist, and Licensed Psychologist, my publications bridge research and clinical practice. My published work is relevant to school psychology as well as clinical psychology and has implications for research and practice in both disciplines. I have published in the areas of multiculturalism, resilience, and language development. I am the editor and an author of the book, *The Psychology of Multiculturalism in the Schools: A primer for practice, training, and research*. My chapter on intentional multicultural counseling expands on the content of my previous publication in *Best Practices in School Psychology- Fifth edition (BP-V)*. The BP-V chapter provides an introductory guide to providing counseling services with multicultural populations. Similarly, I have another chapter in *Alternative Approaches to Counseling and Psychotherapy* that also addresses multicultural counseling. The target audience for all three of these publications includes practitioners who provide counseling services in schools. A few years ago, I published an article about resilience in African American children. This article, *Exposure to Chronic Community Violence: Resilience in African American Children*, is based on an empirical study I completed in a large urban school district. This study highlighted culturally-related strengths in African American children who were in violent communities. Language development was an initial area of interest of mine. As a result, I also have two research-based publications on language development in children that are published in

Developmental Neuropsychology.

I am actively involved in school psychology groups at the national, state, and local levels. In terms of national participation, I have been a member of Division 16 (School Psychology), Division 45 (Society for the Psychological Study of Ethnic Minority Issues), and Division 36 (Psychology of Religion) of the American Psychological Association. Additionally, I am completing the third year of my first term as a member of the Publications Board of the National Association of School Psychologists. I am editorial board member for both the *Communique* and the journal *Psychology in the Schools*.

My long-term career objective is to analyze culturally-related factors that promote resilience in multicultural children and adolescents. My area of interest contributes to the emerging sub-discipline of multicultural school psychology by enhancing theoretical development from a cultural perspective and applying the constructs to clinical practice. I believe that having a better understanding of the cultural constructs that relate to resilience will lead to preventive interventions that are likely to reduce the negative impact of life's unavoidable stressors on the well-being of multicultural children and adolescents. I strive to be one researcher that contributes to the development of a research foundation for culturally-related, strengths-based interventions.

Nominee for Div 16 Council Representative, Slate II
Cecil R. Reynolds, Ph.D.

Gestalt scoring system. He maintained a clinical practice treating trauma victims and individuals with traumatic brain injury for 25 years before retiring from clinical work at the end of 2003.

Dr. Reynolds holds a diplomate in Clinical Neuropsychology from the American Board of Professional Neuropsychology, of which he is also a past president, and was a diplomate in School Psychology of the American Board of Professional Psychology, prior to retiring his diplomate in 2004. He is a past president of the National Academy of Neuropsychology, APA Division 5 (Evaluation, Measurement, and Statistics), APA Division 40 (Clinical Neuropsychology), and APA Division 16 (School Psychology). He is a Fellow of APA Divisions 1, 5, 15, 16, 40, and 53. For 30 years, Dr. Reynolds taught courses primarily in the areas of psychological testing and diagnosis and in neuropsychology, in addition to supervising clinical practica in testing and assessment. He served as Editor in Chief of *Archives of Clinical Neuropsychology* (1990-2002), the official journal of the National Academy of Neuropsychology, Editor of *Applied Neuropsychology* (2004-2008), and in January of 2009 began a 6-year term as Editor in Chief of the APA journal *Psychological Assessment*. He serves on the editorial boards of 11 other journals in the field. He has served as Associate Editor of *School Psychology Quarterly* and of the *Journal of Special Education*. Dr. Reynolds has received multiple national awards recognizing him for excellence in research, including

the Lightner Witmer Award from Division 16 and the early career awards from APA Divisions 5 and 15. He is a co-recipient of the Society for the Psychological Study of Social Issues Robert Chin Award and a MENSA best research article award. In 1999, Dr. Reynolds received the Senior Scientist Award from APA Division 16 (School Psychology). In 2000, he received the National Academy of Neuropsychology's Distinguished Neuropsychologist Award, the Academy's highest award for research accomplishments. He received the NASP 2003 Lifetime Achievement Award in Neuropsychology. He received the Buros Institute Distinguished Reviewer Award in 2006. His service to the profession and to society has been recognized as well through the President's Gold Medal for Service to the National Academy of Neuropsychology as well as the Academy's Distinguished Service Award, and the University of North Carolina at Wilmington 50th Anniversary Razor Walker Award for Service to the Youth of North Carolina. He is currently an Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A & M University.

Division 16 2008 Award Winner Statement
Curriculum-Based Measurement: Diagnostic Accuracy and Beyond

Keller-Margulis, M. A., Shapiro, E. S., Hintze, J. M. (2008). Long term diagnostic accuracy of curriculum-based measures in reading and mathematics. *School Psychology Review, 37*(3), 374-390.

No Child Left Behind Act of 2001. Pub.L. No. 107-110, 115 Stat. 1425 (2002).

Shapiro, E. S., Keller, M. A., Edwards, L., Lutz, G., & Hintze, J. M. (2006). General outcome measures and performance on state assessment and standardized tests: Reading and math performance in Pennsylvania. *Journal of Psychoeducational Assessment, 42*(1), 19-35.

Nominee for Div 16 Council Representative, Slate II
Frank C. Worrell, Ph.D.

our peers in clinical and counseling psychology who command larger voting blocks that we do. As accreditation becomes more prescriptive, it is important for school psychology to have a voice that is cordial and cooperative, but also clear about what school psychology is and is not. For example, the Commission on Accreditation is now requiring that we report how many of our faculty and graduates are licensed, when licensure is not the appropriate credential for school-based practice in the majority of the states. Why are they not asking school psychology programs about the number of faculty and graduates who are credentialed for practice in schools?

Another reason for delineating our uniqueness has to do with the growing recognition in some quarters of APA that schools provide a unique place for prevention and early intervention. The January issue of *The Monitor*, APA's monthly magazine, had an article entitled "Schools Expand Mental Health Care." In this article, which discussed the growing number of school-based health clinics and the important need for mental health in the schools, school psychologists "who conduct testing for the school" were mentioned in one of the sidebars as a source of referrals for the clinical psychologist. In this article on psychological practice in the schools, Division 16 was not mentioned or consulted. Instead, the author commented that only 19% of the mental health professionals are PhD level clinical or counseling psychologists. Whether due to oversight or ignorance, for a reporter on the staff of APA to be unaware of one of the longstanding APA divisions speaks to a problem that Division 16 needs to address.

And most importantly, let us turn to the issue of the Model Licensure Act. As most of you probably know, a task force appointed to revise the Model Licensure Act recommended in its first draft the removal of the exemption for non-doctoral school psychologists to use the term, "psychologist," in their title. I believe that where I stand on this issue is clear, but my position is not what I want to highlight here. Rather, I want to highlight something that I find particularly disturbing for the Division, but also for APA as an organization. Because Division 16 did not support the removal of the exemption, there have been attempts to marginalize the Division as well as threats made to Division 16 representatives by members of the APA community.

This is unconscionable. In the last decade,

I have seen some polices in APA pass and some policies fail. In the course of making a decision, members of APA on both sides of the issue engaged in vigorous debate—consider the issue of the organization's position on torture, for example. However, at the end of the process, a decision was made and the individuals involved moved on to work together on other matters. Division 16 and its members have made tremendous contributions to psychology and to APA over the years, and Division 16 continues to do so. The Division cannot allow itself to be defined in terms of its position on the Model Licensure Act, and it can serve as a role model for those who have forgotten that it is possible for people of good faith to have genuine disagreements on one issue but continue to work together on other issues.

This willingness to work in good faith is and has always been at the heart of APA, and is a cornerstone of how Division 16 operates. If elected, I will do my best to serve Division 16, school psychology, and APA, with guidance from the Executive Committee and the membership. I will not allow fear or threats of disfavor stop me from supporting the policies that the Division leadership decides we should follow, and I will never refuse to work with other individuals because we happen to disagree on an issue. The Division is extremely fortunate, because the other candidate in this election will be a wonderful representative for the Division. If either of us can be half as effective as Deborah Tharinger has been during her term representing Division 16 on Council, the Division will be well represented indeed.

SASP Student Corner

Increased Involvement of School Psychology in General Education: An Opportunity for Student Promotion of the Profession

Kristin Rezzetano, SASP President-Elect, and Sara House, SASP President

"A school psychologist is a professional who knows education better than any other psychologist, and a school psychologist is a professional who knows psychology better than anyone else in the schools"

-Gene Katz

School psychology students are faced with an abundance of information and skills they must learn, practice, and master during the course of their training. Undoubtedly, students are focused on the profession they will soon join. Unfortunately, students are left with little time to consider the perceptions held by general educators toward school psychology, and how these perceptions can either enhance or restrict the services school psychologists are able to provide to schools. This article will highlight research suggesting that a lack of understanding exists amongst general educators regarding the role of the school psychologist. Opportunities for school psychologists' involvement in issues pertaining to the general education population will be discussed, including ways in which students can work to expand the impact of school psychological services to all students and educators within the school system.

Recent research suggests that general education teachers continue to hold limited perceptions of school psychologists' roles. Gilman and Medway (2007) examined the views of regular and special educators toward school psychologists to determine if the limited amount of time regular educators spend with school psychologists (in comparison with that of special educators) has an effect on teacher attitudes. Surveys were completed by 1,533 educators in rural, suburban, and urban districts. Comparisons between regular and special education teachers' responses indicated that regular education teachers had significantly less knowledge about school psychological services than special education teachers, perceived school psychologists as less helpful than did special education teachers,

and reported to be less satisfied than special educators with services from school psychologists. An additional analysis revealed that, compared to special educators, regular educators perceived recommendations from reports written by school psychologists as less helpful.

Additional findings regarding the frequency with which both types of teachers request various school psychological services indicated that crisis intervention, individual counseling, group counseling, and curriculum development were all requested infrequently by both regular and special educators. Even though results indicated that special educators are more frequent users of school psychological services and are more appreciative of and compliant with the recommendations given by school psychologists, these findings suggest that both types of teachers continue to focus primarily on the role of the school psychologist in assessment services (Gilman & Medway, 2007).

This research supports the need for school psychologists to reach out to all teachers regarding the various services that they are able to provide. Furthermore, this research highlights the need for school psychologists to increase their interactions with and outreach to general educators, and make careful efforts to work with regular educators in terms of the roles school psychologists can assume in addressing the needs of all children (e.g., crisis prevention, Tier I services). There is also a need for school psychologists to increase communication with regular educators regarding warning signs of emotional, behavioral, and academic issues. Finally, after making recommendations in reports, school psychologists should ensure that recommendations are explained to regular educators, and questions about implementing recommendations are answered. The facilitation of positive and productive relationships between school psychologists and general educators is vital to the mental health and academic success of students as support for inclusive practices continues.

Increased Involvement of School Psychology in General Education

Research conducted by Nelson et al. (2006) lends support to the increased role of the school psychologist. The authors describe a model for broader school psychological services implemented in the Greeley-Evans public school district in Greeley, Colorado. Working to expand and complement the roles of the school psychologist and other professionals working in schools, a "mental health professional" was assigned to each school building. This role reflected a combination of the school psychologist, school social worker, and on occasion, school counselor positions, all of which serviced each school on an itinerant basis. It was believed that the consistent presence of a mental health professional in each building could better address the social and emotional needs of students.

Survey data collected from school psychologists, regular education teachers, special education teachers, principals, and other support personnel revealed important changes in the provision of school psychological services, as well as overall effectiveness. Compared to a national sample of school psychologists, school psychologists in the Greeley-Evans district spent significantly less time engaged in assessment, and significantly more time completing intervention or administrative tasks following the implementation of the model. Administrative duties of school psychologists included leading groups such as IEP teams or discipline teams, or providing in-service presentations. School psychologists' increased time in delivering direct interventions included providing counseling, crisis response, behavioral interventions, and prevention programs.

Comparisons of school employees' perceptions between years one and three of the project indicated that school psychologists were considered significantly more available to provide a wide range of services three years after the model was implemented. Furthermore, the services provided by school psychologists were viewed as more consistent, comprehensive, and integral to the entire school building. Other findings indicated a decline in the number of students identified as having an emotional disturbance, despite increased enrollment and increased rates in neighboring districts (Nelson et al., 2006).

These findings support an integrated approach to service delivery that aims to address issues faced by all students and educators in the school system. There are many ways in which school psychologists can increase their involvement with students enrolled in general education, as well as their teachers. Perhaps one of the most prevalent topics in school psychology is the use of the Response to Intervention (RTI) model (Hollenbeck, 2007). The use of the problem-solving, multi-tiered intervention process in RTI supports the decreased role of the school psychologist in assessment and special education placement, and increased engagement in Tier I and II interventions aimed at students enrolled in general education. Research by Nelson and Machek (2007) indicates that school psychologists report moderately high knowledge of assessment techniques to identify reading difficulties at the Tier I level. However, school psychologists indicate no, or very limited, involvement in consultation with teachers to address reading difficulties. Considering school psychologists' in-depth understanding of the combination of emotional, behavioral, and cognitive factors that may impact academic performance, it is likely that school psychologists' active participation in pre-referral interventions would enhance the quality of services received by those children in need of such remediation.

School psychologists can play a valuable role in services to all students and educators in several other ways as well. In light of recent acts of violence, natural disasters, and other tragedies that have transpired in or affected schools, Adamson and Gimpel Peacock (2007) supported the involvement of school psychologists in crisis support planning and intervention. Surveys of 228 school psychologists revealed that 91.4% were involved on their school's crisis response team. It is not clear, however, to what extent school psychologists are involved in the planning of crisis response, and how this rate reflects the involvement of school psychologists nationwide.

School psychologists can also work with teachers to understand and meet the needs of children suffering from chronic illness. Neither special education nor regular education teachers report that they are well informed about common medical conditions, including allergies, asthma, cancer, diabetes, HIV, epilepsy, sickle cell disease, cerebral palsy, spina bifida, hemophilia, cystic fibrosis, rheumatoid arthritis, and renal failure. Additionally, regular and special education teachers do not feel confident that they are able to meet the academic and social needs of students diagnosed with conditions other than asthma and allergies (Nabors, Little, Akin-Little, & Iobst, 2008). School psychologists, with training in meeting the needs

Increased Involvement of School Psychology in General Education

of diverse learners, as well as understanding of the implications of chronic conditions, can provide integral consultation services to general and special education teachers in addressing the needs of these students. This is especially important as more children are maintained in regular education classes despite identification of chronic medical conditions (Nabors et al., 2008).

Yet another area that warrants the increased involvement of school psychologists is addressing the needs of children in early childhood education. Research by Gilliam (2005) indicates preschool students are expelled at rates that triple expulsion rates for students in grades K through 12. These expulsions are due largely in part to teachers' difficulties in addressing behavioral problems that are disruptive and detrimental to classroom functioning. Through consultation with early childhood educators, school psychologists can help identify the nature of behavioral problems, and assist educators in managing current and future behavioral concerns (Green, Everhart, Gordon, & Gettman, 2006).

Together, this research suggests that although school psychologists' roles are changing and expanding, there are many misconceptions about the roles, functions, and effectiveness of school psychologists in the school system. Current school psychology students are in a unique position to view (and analyze) the field from afar during coursework, while simultaneously engaging directly with the field in practicum experiences. Through this position students have the opportunity to promote the profession of school psychology within their practicum sites and also their universities. School psychology graduate students are learning the most up-to-date practices for school psychology in their coursework, while also receiving direct practicum and internship experiences. It can often be frustrating for graduate students to work in educational settings that do not have a full understanding of the roles and functions of school psychologists. Students often feel helpless when working in these educational settings, because they do not have a lot of influence or power to change the perceptions of school personnel and administration. Even with this helpless feeling, it is important for school psychology students to recognize that there are some small things they can do to that may have a considerable effect on the perceptions of school psychologists within educational settings.

School psychology students can make a great

impact in their practicum setting by adhering to the best practice standards that they have learned in their coursework. No matter what activity the student is being asked to perform (e.g., assessment, consultation, intervention), there are guidelines for the best way to practice these roles. School psychology students should strive to set the example in their school systems for following best practices. These best practices should include using evidence-based interventions for students and making data-based decisions about the students' educational needs. It is critical that school psychology students begin developing these best practices as practicum students to not only set the example at their schools, but also develop habits of professional best practices.

In addition to setting the example of best practices and developing their own best practice habits, students can also be actively involved in informing and promoting the profession of school psychology at their practicum sites and universities. Research supports the notion that there is a need for more understanding of the roles and practices of school psychologists (Gilman & Medway, 2007). Perhaps the best place to start promoting school psychology may be at the pre-service teacher level. Most teacher training programs include very little information about the roles and functions of school psychologists and other professionals in the school setting. Current school psychology students can contact the college of education at their university and offer to develop informational packets or presentations about the roles and functions of school psychologists. If pre-service teachers have a better understanding of the role of school psychologists, then they may be more likely to utilize the school psychologist when they become full-time teachers.

Furthermore, school psychology students can promote the profession among current teachers and school personnel. Students may consider contacting their local school districts and offering to develop a weekly or monthly newsletter that highlights different aspects of school psychologists' roles and functions. For example, one newsletter could outline crisis preparedness and the roles of the teachers, counselors, administrators and school psychologists for developing crisis plans. Another issue could define the tiers of RTI and give information about data collection and decisions at different levels of intervention. School psychology students can also develop a professional in-service training that

Increased Involvement of School Psychology in General Education

includes information about pre-referral teams, tiers of intervention, and data-based decision making for teacher's professional development credit. Yet another way school psychology students can get involved is to participate in their schools' local events, such as carnivals and book fairs. Ultimately, the more involved school psychology students are in their local education system, the more likely the teachers will be to utilize the services offered by school psychologists.

School psychologists have a unique position in school settings as professionals who understand the social, emotional, and behavioral aspects of students' learning and development. Unfortunately, general educators and administrators do not always understand the competencies of school psychologists. School psychology students can evoke an organic change in the way in which school administrators, teachers, parents, students, and the general public view the role of the school psychologist and utilize school psychological services to benefit all students. As students, we must constantly look to our training and our experience in a comparative manner, which asks, how am I being trained to meet the needs of today's learners? What areas of practice are not being addressed at within my coursework or practicum experiences? What can I do to promote the profession of school psychology within the local education system and at the university setting?

Do you have other ideas about promoting school psychology, or want to know more? Share your suggestions or get ideas from other students by contacting SASP at saspweb@saspweb.info, or locate resources at saspweb.info.

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2009 SASP Annual Mini-Convention Call for Presentation Proposals

Student Affiliates of School Psychology (SASP) is pleased to announce the "Call for Proposals" for the 2009 SASP Mini-Convention, which will be held during the 117th annual APA Convention, August 6 – 9, 2009 in Toronto, Canada. Mini-Convention activities this year will include a keynote address, student paper and poster presentations, and various networking opportunities. All SASP members and graduate students in school psychology are eligible to submit presentation proposals.

Paper or poster proposals will be considered for presentation at the Mini-Convention if they are received by April 15, 2009. Selected presenters will receive travel assistance to attend the APA Convention. Students may submit proposals for paper or poster presentations. Submissions may reflect empirical research or theoretical arguments, but should have clear applications/ implications for the practice of (or training in) school psychology. For more information, visit the SASP website at www.saspweb.info or e-mail Kelly Barker, SASP Convention Chair at Kelly.ann.barker@gmail.com

People and Places

- On January 1 of this year, **Bob Clark** was appointed Department Chairperson for the newly created Department of International Psychology at The Chicago School of Professional Psychology at its main campus in Chicago. The Department grants the PhD Degree in International Psychology and is now accepting applications for the first class to start in fall, 2009 (www.thechicagoschool. edu). The three year-long program admits post-masters students into one of two concentrations, Trauma Services or Organizations & Systems. Courses are offered in online and blended formats. Two field experiences are required, both of which are located outside the United States and in conjunction with partner organizations and training sites. Dr. Clark has served as the Executive Secretary of the International School Psychology Association (ISPA) since January 2007. The ISPA Central Office is located on The Chicago School's campus and administers all the member services and incorporates graduate students in the activities of the association. Dr. Clark can be reached at rclark@thechicagoschool.edu.

- **Tony Wu** has been named coordinator of the Child Clinical Psychology Internship program at the Los Angeles Child Guidance Clinic. Dr. Wu also maintains a private practice in Diamond Bar and Pasadena, California and will be teaching at Walden University.

- **Tim Hartshorne** (Central Michigan University) will be presented with the CMU President's Award for Outstanding Research on March 18. Dr. Hartshorne's main research focus for the past 15 years has been to better understand the behavioral phenotype of CHARGE syndrome.

- **Dennis Valone** is leading an innovative school-based mental health program in Pennsylvania. Pennsylvania's Department of Public Welfare, Office of Mental Health and Substance Abuse Services is piloting the High Fidelity Wraparound Program in six counties in the Commonwealth. High Fidelity Wraparound is a research-based program that provides social supports to families with youth who have significant mental health problems (http://www.rtc.pdx. edu/nwi/). These supports are designed to increase family and youth self-efficacy and reduce their need for formal services, and to also promote better coordination of care and service integration. Five of the pilot counties are implementing High Fidelity Wraparound through traditional mental health agency service providers. Because of the history of his leadership in school-based mental health program development in Erie county (e.g., see Valone in Exemplary Mental Health Programs, 2002, NASP), Dr. Valone was asked to lead Erie county's High Fidelity Pilot as a school-based initiative through the regional public school service agency for which he works (called an Intermediate Unit).

- The American Board of School Psychology elected **Clifford Hatt** President, **Barbara Fischetti** Secretary, **Rosemary Flanagan** Treasurer, **Shelley Pelletier** Director of Mentoring, **Thomas Huberty** Director of Examinations, **Hedy Teglasi** Credential Reviewer, and **Giselle Esquivel** Practice Sample Reviewer. **Shelley Pelletier** is completing her term as Past-President.

- The American Academy of School Psychology elected **Michael Tansy** President, **David McIntosh** President-Elect, **Judith Kaufman** Secretary, and **Shawn Powell** Treasurer. **Bill Erchul** is completing his term as Past President.

Announcements

ACADEMY
american academy of school psychology

Michael Tansy, PhD, ABPP
President
4111 East Valley Auto Drive, Suite 201
Mesa, Arizona 85206

Call for Nominations:
Irwin Hyman Memorial Scholarship
Nadine Lambert Memorial Scholarship

A limited number of scholarships will be awarded by the American Academy of School Psychology to deserving doctoral students in school psychology in 2009. The scholarships are named in honor of two professionals who have contributed significantly to the AASP: Irwin Hyman and Nadine Lambert. The scholarships will be in the amount of $1,000 each, and may be used by students to help defray the costs of tuition, books, etc. or to subsidize attendance at the convention of the American Psychological Association or the National Association of School Psychologists.

Over the past four years, $1,000 scholarships have been awarded to sixteen outstanding doctoral students. This year, it is expected the AASP will award two to four scholarships, depending on available funds. Some of the scholarships will be given to honor the memory of Irwin Hyman and others to honor the memory of Nadine Lambert.

Each scholarship applicant should submit **three copies of**:
1) A letter of recommendation from his/her advisor,
2) A graduate school transcript,
3) A copy of his/her curriculum vitae,
4) A letter detailing present and future professional interests in school psychology and indicating how the scholarship will be used, and
5) Copies of convention papers or publications.

Applicants are required to submit all information by mail to the AASP President at the address below by **June 15, 2009**. A committee consisting of three Academy Fellows will select scholarship recipients. Awards will be announced at the annual meeting of the AASP at the convention of the American Psychological Association in Toronto.

Michael Tansy, PhD, ABPP
President
4111 East Valley Auto Drive, Suite 201
Mesa, Arizona 85206
mtansy@cox.net

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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