



APA Division 16 School Psychology  
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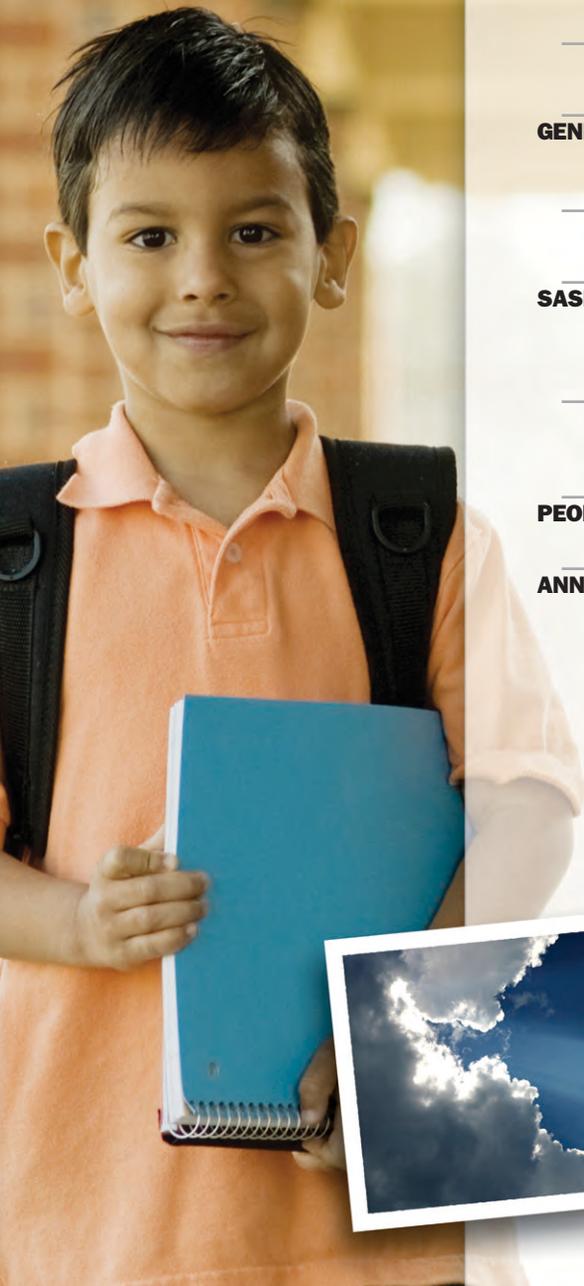
# The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

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## Requirements

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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*

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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

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

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](http://www.indiana.edu/~div16/publications_psychologist.html)

### 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.

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 President's  
Message


Tammy Hughes

## Division Matters

**Tammy L. Hughes, Duquesne University**

“It is true that there are old narratives that run unchecked in both organizations that highlight conflict. However, it is equally true that school psychologists from these organizations have come together to fight for children’s issues, and these common grounds have brought us through these difficult times.”

Although the last two years have presented many challenges for the Division and we have spent much of our time in discussions around MLA, we have certainly benefitted from the challenge. Many suggest I frequently see the glass as ‘half-full’ (it is true that I trend toward optimism), but I believe that while MLA has opened old wounds and exposed the weaknesses of our professional agreements, it has also caused the Division to dedicate effort toward building, rebuilding and fortifying relationships within the field and especially those with NASP. It is true that there are old narratives that run unchecked in both organizations that highlight conflict. However, it is equally true that school psychologists from these organizations have come together to fight for children’s issues, and these common grounds have brought us through these difficult times. Any splits that are perceived by members are likely idiosyncratic to small groups of members, as the leadership of the Division and NASP has worked together and independently for our shared dedication to the field; as such, there are some successes in the areas of relationship building and maintenance as we move toward a resolution to MLA.

Similar efforts were also made in reshaping our standing within APA. Although we have long enjoyed good relations and shared goals with the child-focused Divisions (37, 43, 53, 54) within APA, the fact that the school psychology piece of MLA was initiated without Division 16 leadership involvement is evidence that our standing within the larger APA organizational structure was not where it should have been. Today we have moved to a better place where liaisons Deborah Tharinger and Randy

Kamphaus (and I was added later in my role as President) have had input that has been consequential toward affecting the Task Force’s positions around school psychology in the MLA. MLA Task Force Chair Melba Vasquez has dedicated the time to fully consider the position of the Division and the school psychology community. Likewise Steve DeMers (former school psychology trainer and Executive Officer of the Association of State and Provincial Psychology Boards; ASPPB) has provided an additional perspective that has proven useful in deliberations. At the time of this writing I am cautiously optimistic that we will not find ourselves with the current version of the MLA (e.g., where the school psychology exemption is completely out, questions about [potential] problems with scope of practice are unanswered) in the next draft. That said, it is not yet clear where MLA will end up, and as such, the Division is steadfast in our position to retain the exemption for school psychologists. If you have not seen the Division’s response to the current version of MLA, our June 2009 comments are available on the Division website <http://www.indiana.edu/~div16/>.

In addition to dedicated labor around MLA, the Division’s work at the *Future of Psychology Practice Summit: Collaboration for Change* has reenergized me and provided a much needed pivot toward the possibilities a career in psychology offers. I am hoping that the impact of the *Summit* will do the same for Division members as we are included in the national conversation around where psychology can best be used to impact the health of children and adults alike. There were many outcomes of the *Summit*, and the Task Force is busy with presentations, recommendations and drawing road maps

## President's Message: Solving Social Issues through Scientific Leadership

both to sustain and increase the success of APA members. I addressed some outcomes in my 2009 Presidential address at APA including how Child Divisions and school psychology in particular can respond to the clear call from physicians, insurance companies, and legislators to showcase psychology's role in institutions of primary impact (e.g., schools) where support for adequate (academic and social) development can positively improve quality of life (e.g., grades, social success, citizenry) for all individuals (i.e., children, teachers, parents). Further, the *Summit* highlighted a strong movement toward increasing flexibility to provide psychological services across settings (e.g., telemedicine) and jurisdictions (e.g., state lines) that may be useful when considering the delivery of school psychology services in rural and isolated areas. Interestingly, there were two tracks in the *Summit*, one focused on the role psychology plays in helping the individual and the other focused on the role psychology plays in helping the organization. Division 16 was the only division to have representatives in both tracks. As you know, school psychology requires facility with both child and systems issues, and we have long trained our graduates to be competent in both arenas. As the health care system changes and prevention, screening and intervention services are needed from and through organizational structures, there was a clear call from *Summit* participants for training programs to increase the scope of training to address both issues. Division participants at the *Summit* and I found ourselves not at issue with school psychology training practices, but rather able to discuss how we have integrated system and individual matters in our training programs. Of note, was the school psychologist propensity to embrace seemingly peripheral literatures (e.g.,

public health, developmental psychology), roles (e.g., RTI, neuropsychology) and leadership (e.g., supervision, higher education administration) opportunities that the *Summit* participants were calling for in reforming psychology training. I am convinced more than ever that school psychology offers the best philosophical approach to understanding and helping children. In contrast to the difficulties the Division has faced with MLA, it was refreshing to see that school psychology training is where other areas of psychology are now looking toward to chart their courses. In this regard, I believe that the Division needs to take up the opportunity to lead in this developing movement.

MLA is one difficult issue and there will be others to come. Success of our Division and its members is not tied to an issue but rather how we conduct ourselves given the difficulty and complexity in reaching for multiple goals. I am certain that the Division Executive Committee has the stamina for the on-going efforts needed to reach our goals with regard to MLA, the vision to capitalize on the opportunities that the *Summit* has highlighted and the balance to be judicious with our resources both financial and human. As you know, being President is about occupying a role. My goal was to leave this role intact (no additional damage from MLA or other land-mines) and if possible better than I found it (improve APA-Division16 relationships and NASP-Division16 relations). I am satisfied that these were the right efforts and am thankful to the Division Executive Committee for their support over the last two years. There have been many great people who have held the role of Division President before me, and I can see there are two great people to follow. I look forward to continued work on behalf of the Division as Past-President and

“As you know, being President is about occupying a role. My goal was to leave this role intact...”

will support Bonnie Nastasi during her transition in January. As I move to a new position I want to thank Vinny Alfonso, Randy Kamphaus, Karen Stoiber, Deborah Tharinger and Frank Worrell who are rotating off the board in December. We all appreciate their dedication and energy over their years of service. I also want to welcome new officers Susan Swearer

(Secretary), Amanda VanDerHeyden (VP-SEREMA), Beth Doll (Council of Representatives), Frank Worrell (Council of Representatives), and Karen Stoiber (President-Elect) who will join the board in January.

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## *Editor's Message*

**Michelle S. Athanasiou, University of Northern Colorado**

I am pleased and proud to have been associated with *The School Psychologist* over the last 6 years. I have learned a great deal and enjoyed my work as *TSP* Editor. I would like to thank the many individuals who have assisted me in my role as Editor. First, I am deeply indebted to Linda Reddy, whose shoes I attempted to fill as I took over as Editor. Linda has been extremely generous with her time and ideas, and I will miss working so closely with her. I am also grateful to other members of the Division 16 Executive Committee with whom I have worked during my tenure as Editor, including Tammy Hughes, Frank Worrell, and Jean Baker. Each has provided consistent and much appreciated support during their Presidencies. Next, the Division is lucky to have Amanda Clinton, current Associate Editor of *TSP*, take over editorship in 2010. Amanda has been a pleasure to work with, and the Division will benefit tremendously from the creativity and talent she will bring to the newsletter. I look forward to seeing the direction in which she will take the newsletter! Amanda will be joined by our new Associate Editor, Rosemary Flanagan, whom I welcome aboard and pledge my assistance to. Thank you to Ara Schmitt, for his work coordinating the People & Places section of the newsletter, as well as taking photos at APA Conventions. Thanks also to Jack Cummings, who has been consistently helpful with ensuring that all things *TSP* are quickly posted on the Division 16 website. In addition to school psychology professionals, I have been fortunate to work with talented and dedicated individuals who have helped with newsletter production, especially Heidi Jess-Buser, our graphic designer. The visual appeal of our newsletter is solely her doing, and we are fortunate to have her. Finally, as I said in my message when I took over as Editor, the quality of the newsletter depends on members' sharing their great work with the Division. I am so grateful to be part of such an inspired and talented group. It has been a pleasure working with the many authors who have contributed to the newsletter.

I hope Division 16 members were pleased with the quality of the newsletter during my editorship. I believe the newsletter has continued to evolve, most notably due to the recent switch to a mostly electronic newsletter with interactive features. This change was made to save the Division money and be environmentally friendly. Please let us know what you think of the new format!

Thanks again for everyone's support. I look forward to continuing to serve Division 16.

Best,  
Michelle



## Biological Insights on School-Based Aggression

**Oscar Vázquez**

**Amanda Clinton**

**University of Puerto Rico**

**“Given the high levels of violence in American society and the way in which children and adolescents learn through observation, the unfortunate frequency with which aggressive acts occur in schools should come as little surprise.”**

In the most recent complete publication of Federal Bureau of Investigation’s (FBI) annual Uniform Crime Report (2007), data indicated the occurrence of nearly 1.5 million violent crimes in the United States. As defined by the FBI, violent crime involves force or the threat of force and includes murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault. According to information garnered by the FBI, 61% of all violent acts fell into the aggravated assault category and, in the case of murder, nearly 70% of homicides incorporated the use of a firearm.

The Uniform Crime Report (FBI, 2007) and its staggering statistics regarding violence in the United States provide insight into increased aggression in school-aged children. The awareness that children often copy behavior without understanding its implications is clear to most educators and parents. Some 100 years ago, for example, American popular culture recognized this tendency with the catch phrase, “Monkey see, monkey do” (Dalzel, 2008). Later, Bandura (1976) documented social learning through modeling in a scientific manner and further confirmed the process through which human beings learn through observation.

Given the high levels of violence in American society and the way in which children and adolescents learn through observation, the unfortunate frequency with which aggressive acts occur in schools should come as little surprise. On

April 20, 1999, 15 people – including the gunmen - died when two students opened fire on teachers and peers at Columbine High School in Colorado (Brooke, 1999). In March of 2005, a student at Red Lake High School in Minnesota shot and killed 10 of his schoolmates (Wilgoren). Since then, numerous violent acts including, but not limited to, the pre-meditated murder of a 15-year-old by a 14-year-old classmate in California (Cathcart, 2008) and the fatal shooting of a 15-year-old by a classmate in the hallway of her Fort Lauderdale School (Almanzar, 2008) have occurred.

School violence at these tragically lethal levels is relatively rare. However, children can be victims of threats, teasing, or physical aggression by peers as early as preschool and elementary school (Batsche & Knoff, 1994). These data are particularly worrisome, because aggressive behavior at a young age is associated with continued aggressive behavior throughout childhood and adolescence, quite often increasing in degree of severity (Crick, Ostrov, & Werner, 2006; Huesmann, Eron, Lefkowitz, & Walder, 1984). In fact, early conduct problems can predict later anti-social behavioral problems, such as abuse toward humans and animals and a lack of respect for authority (Amesty & Clinton, 2009; Harachi et al., 2006). As such, the young child who is verbally aggressive (e.g., calling names) and physically aggressive (e.g., pushing or taking objects) is the same child who may later escalate to cruel verbal insults, threats and physical attacks and even to assault,

## Biology of Aggression

rape, or steal in adulthood (Moffitt, Caspi, Dickson, Silva, & Stanton, 1996).

Violence and aggression in varying forms appear so pervasive and frequent at its varying levels that psychologists who work with school-aged children must possess a broad understanding of its etiology. To achieve this, comprehending the way in which aggression is inherent in human biology in general is important. In school psychology, professionals tend to focus largely on external variables as to the exclusion of the interactions between nature and nurture. The better science understands the brain through technological advances, the more neuropsychological – or both brain and behavior - components of aggression are acknowledged. Thus, this perspective gains importance for practicing psychologists in school settings.

Naturally, one's biology does not occlude environmental impact. In fact, the interdisciplinary nature of modern science aims toward exploring ways in which environment might mold biology and, in turn, how behavior impacts further biological development (Siegel, 2001). To better understand this process in students who demonstrate aggression at varying degrees of severity, school-based psychologists should possess fundamental knowledge of the biology of aggression. The present article delineates key biological aspects of aggression and reconciles this information with important environmental considerations in an effort to help school psychologists further their work in cases of aggression in children.

### The Nature of Aggression

Diverse studies have identified the neural circuitry involved in aspects of affective style and emotion regulation (Bush, Luu, & Posner, 2000; Davidson & Irwin, 1999; Davidson, Jackson, & Kalin, 2000; Davidson, Putnam, & Larson, 2000). Some of the brain structures that have

been implicated to such aspects include the prefrontal cortex (PFC), amygdala, hippocampus, hypothalamus, anterior cingulate cortex (ACC), insular cortex, and the ventral striatum, along with the shared connections between them (Bush et al., 2000; Davidson & Irwin, 1999; Davidson, Jackson, et al., 2000; Davidson, Putnam et al., 2000; Hariri et al., 2005; Maren & Quirk, 2004; Rosenkranz, Moore, & Grace, 2003).

The aforementioned structures play roles on a hierarchical dynamic employed by the brain. This hierarchy is necessary in order to appropriately sustain homeostasis within the body and mediate interactions with external stimuli, including social behavior. Within this hierarchy, lower echelon components, like the group of nuclei referred to as the amygdala, facilitate memory acquisition of emotionally arousing stimuli, especially in the context of aversive events, and dictate the behavioral responses to such events (Davidson, Putnam et al., 2000; Hariri et al., 2005; Holland & Gallagher, 1999; McGaugh & Roozendaal, 2002; Pelletier, Likhtik, Filali, & Pare, 2005; Pitts, Todorovic, Blank, & Takahashi, 2009; Roozendaal, McEwen, & Chattarji, 2009). On the higher end of this hierarchy, structures found in the cerebral cortex mediate more complex functions that enable human cognition, and are therefore involved in facilitating environmental perception, language acquisition, memory, initiation of voluntary movements, and the regulation of expressed emotions (Davidson, Jackson et al., 2000; Kandel, Schwartz, & Jessell, 2000; Marieb & Hoehn, 2007). Neuroimaging studies using human subjects have demonstrated that the amygdala is implicated in threat recognition through its activation in response to threatening cues (Morris et al., 1996; Whalen et al., 1998) and during fear conditioning (Buchel, Morris, Dolan, & Friston, 1998; LaBar, Gatenby, Gore,

**“Naturally, one’s biology does not occlude environmental impact.”**

**Biology of Aggression**

LeDoux, & Phelps, 1998; Maren & Quirk, 2004). However, when the context of the stimuli changes to anger elicitation (Dougherty et al., 1999; Kimbrell et al., 1999) or exposure to angry facial expression (Blair, Morris, Frith, Perrett, & Dolan, 1999), changes in regional cerebral blood flow (rCBF) have allowed for the detection of noticeable increases in activity in the orbitofrontal cortex (OFC) and ACC, suggesting a context-dependent discrimination in the allocation of managing duties for emotionally arousing stimuli. In addition, the reciprocal connections between the PFC and the amygdala (Amaral, Price, Pitkanen, & Carmichael, 1992) and the reciprocal activation balance maintained between these structures, revealed by monitoring glucose metabolism with positron emission tomography (PET; Abercrombie et al., 1996), further demonstrated the aforementioned discriminative distribution of duties and made evident the dominant role of the more advanced cortical areas of the brain over the more evolutionary primitive amygdala.

Individuals who are prone to aggressive behavior characteristically exhibit attenuated OFC and ACC activation patterns. Other investigations, however, suggest decreases in regulatory activity from the OFC and ACC, whether caused by lesions (Anderson, Bechara, Damasio, Tranel, & Damasio, 1999; Blair & Cipolotti, 2000), disease, or genetic polymorphism (Caspi et al., 2002; Hariri, et al., 2005; Meyer-Lindenberg et al., 2006), as promoting release of the amygdala from the inhibitory regulation effectuated by these cortical structures (Davidson, Putnam, et al., 2000; Maren & Quirk, 2004; Rosenkranz, et al., 2003). The reduced executive functioning leading to reduced higher-level control over the amygdala's instinctual response apparently results in exaggerated response to stimuli (Hariri et al., 2005; Pezawas, et al., 2005) and,

ultimately, behaviors characterized by impulsivity and aggression (Anderson et al., 1999; Blair & Cipolotti, 2000; Caspi et al., 2002; Meyer-Lindenberg et al., 2006).

The PFC, particularly the OFC, ACC and the amygdala comprise the neural circuitry that makes possible the regulation of our emotions. Under normal conditions, the OFC will regulate, through its connections with other areas of the PFC, sudden hyperactivity of the amygdala (Davidson, Putnam et al., 2000) that occurs during arousal of anger and other negative emotions. Concomitantly, the ACC will coordinate with other neural systems, which include the PFC and the amygdala (Bush, Luu, & Posner, 2000), for the modulation of the appropriate response to adverse situations (Maren & Quirk, 2004; Rosenkranz, et al., 2003). This well organized dynamic will operate flawlessly unless hindered by external conditions that may include injury (Anderson et al., 1999; Blair & Cipolotti, 2000), nutrient depletion (Bjork, Dougherty, Moeller, Cherek, & Swann., 1999; Cleare & Bond, 1995) or altered by genetic polymorphism (Caspi, et al., 2002; Davidson, Putnam, et al., 2000; Meyer-Lindenberg, et al., 2006; Pezawas, et al., 2005).

**The Nurture of Aggression**

Several important aspects of the nature of aggression lead directly to the importance of further exploring the nurture of aggression.

In the previous section, context dependence was highlighted as key to provocation of an aggressive response through. Furthermore, the capability of the higher-level functions of our brain's hierarchical system to override lower-level directions suggests potential for the development of positive environments and behavioral interventions. Stated otherwise, our executive system's ACC and PFC should guide the amygdala, rather than vice versa unless faced with

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a life or death threat (Bush et al., 2000; Davidson & Irwin, 1999; Davidson, Jackson et al., 2000; Davidson, Putnam et al., 2000; Hariri et al., 2005; Maren & Quirk, 2004; Rosenkranz, Moore, & Grace, 2003).

In this vein, understanding findings related to the school environment and its impact on aggressive behavior provide an important guide for school psychologists. Research addressing the response of teachers toward students who act aggressively represents another important area in which knowledge of neuroscience can potentially inform psychological practice. A recent study by Nesdale and Pickering (2006) evaluated the way in which teachers reacted to aggressive behavior, particularly a scenario where students challenge and push a peer to the ground during recess time. Variables related to popularity and perceived goodness of students were explored in relation to teacher response. Results of the 90 female teachers who participated indicated that the aggressor was largely held responsible rather than the victim. Preferential treatment occurred depending on teacher perception of the child, however. As such, the school environment effectively facilitated an increasingly negative context for children with conduct problems. Aggressive responses are facilitated by biological mechanisms as a response to stimuli unless properly regulated, and cerebral regulation is developed through learning (Bush, Luu, & Posner, 2000; Davidson, Putnam et al., 2000; Maren & Quirk, 2004; Siegel, 2001)

Finally, neuroscientific findings guide educators, notably school psychologists, toward the importance of intervention efforts. Because most aggressive behavior occurs on the playground (Walker, 1997), remediation geared toward helping children develop executive functions and improve impulse control in unstructured

settings are particularly important. One such study, published by Reilly et al. (2005), evaluated the effectiveness of engaging aggressive children in review and feedback of their own video-taped appropriate and inappropriate behaviors combined with reinforcement for identification of pro-social actions. Subsequent to a series of sessions with trained professionals, a decrease in aggressive behavior was observed and, in fact, maintained during a follow-up period. Maintenance of such changes suggests that with appropriate methods that include improving understanding of desired behaviors, it may be possible to develop higher level functions, as such, to keep the cortical parts of the brain in control of response patterns that are thought-out prior to application.

Another way in which the school psychologist can integrate neuroscience into practice with aggressive children is to address the amygdala's tendency to react to threats. Violence prevention programs that specifically assist in training cortical areas geared to "stop and think" can help reduce the instant response from lower level "panic" structures like the amygdala as well as the hypothalamus. Thus, teaching children to control their nervous system by "stopping and thinking" can effectively redesign response patterns by remediating decreases in neural regulation (e.g., Committee for Children, 2003; Greenberg & Kusché, 1995). More intensive programs, such as Dinosaurs (Webster-Stratton & Hammond, 1997) focus on helping children and their families, thereby addressing distinct environmental factors to further strengthen potential growth.

### Conclusions

Modern science enlightens our understanding of biological bases of behavior in a manner and to a degree likely not thought possible only a

**“One such study, published by Reilly et al. (2005), evaluated the effectiveness of engaging aggressive children in review and feedback of their own video-taped appropriate and inappropriate behaviors combined with reinforcement for identification of pro-social actions.”**

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“One area in which neuroscience has provided surprising information is that of human aggression.”

few decades ago. One area in which neuroscience has provided surprising information is that of human aggression. In the case of the school psychologist, this type of data could further comprehension of violent behavior in childhood and, potentially, reduce the negative impact of aggression in the school setting.

Insights into brain function are only as meaningful as their applications, however. The current paper described basic neuroscience as related to aggression, notably within the cortex as related to executive functions, and also deep within the brain's limbic system, or the “old brain” of the temporal lobe. Although neuroscience often appears complicated and too esoteric to apply to schools and psychological practice, an integrated approach that relates neurological research to educational contexts is most certainly feasible and, furthermore, enlightens practice. Indeed, modern science's elucidation of neuropsychological functions highlights the importance of efforts within school-based settings for their potential to mold biology or address brain functions to create positive change.

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 Practice  
Forum

# Building Bridges, Avoiding Schisms in School Psychology

**Robert Henley Woody**  
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*Robert Henley Woody*

**“It is somewhat paradoxical that society’s safe-haven, the school, should harbor turbulence.”**

It is somewhat paradoxical that society’s safe-haven, the school, should harbor turbulence. In the birthing of school psychology, the progeny of clinical and educational psychology, Lightner Witmer, recognized that his “educational therapy” required diversity of services, types of service recipients, and professional/interdisciplinary practitioners (Baker, 1988)—it was not a “one size fits all” plan.

The emergence of the scientific-practitioner model for clinical psychology (Shakow et al., 1947) charted a collision course with school psychology. Phillips (1990) noted that “a clinical psychology in child psychology no longer existed, and school psychology’s capacity to prevent and repair school mental health problems of children was diminished” (p. 9). To some extent, the split from clinical psychology raised the question of whether school psychology should give greatest emphasis to education or psychology, as though one had to dominate the other. Therefore, the Thayer Conference (Cutts, 1955) provided school psychology with what should have been a defining foundation, and later conferences added strength to school psychology (Woody, LaVoie, & Epps, 1992).

The first sign of a possible flaw in the conceptualization of school psychology came about in the 1960s, when there was a competition between psychologists aligned with insight-oriented versus behavioral approaches. Theoretical integrationists, more or less, helped

bypass a long-lasting barrier, but there were six other schisms that emerged and that continue to this day:

The first is the debate about education versus psychology, witnessed by some training programs that ping-pong back and forth seeking a departmental home.

Second, the establishment of the National Association for School Psychology (NASP; Farling & Agner, 1979) promoted subdoctoral training and often contradicted the APA Division of School Psychology, and there is still more competition with than support for each other.

Third, the psychoeducational model for school psychology emerged (Bennett, 1985), spawning differences of opinions about whether school psychology services should be primarily clinical or educational.

Fourth, psychological assessment (psychometric and projective) became the focus of discord among school psychologists.

Fifth, the problem solving and Response to Intervention (RTI) approaches seem to provoke either defensive or attacking communications.

Sixth, the APA Model Licensing Act seems to nurture class differences.

On either side of each of these schisms, members of the school psychology professional community sometimes exist in two warring camps, using research or erudite statements as armament. Although scholarly debate

## Building Bridges, Avoiding Schisms in School Psychology

should be encouraged and is the *sine qua non* of professionalism, the elevated emotions that are interlaced into positions statements seem potentially problematic (e.g., the tone could lead to unacknowledged bias in research and training). [In preparing this manuscript, I posed relevant questions to several school psychology leaders, each of whom definitely chose to be oppositional to a viewpoint, and did so with considerable emotion—but none wanted to be quoted!]

By definition, conflict resolution requires active strategies (VandenBos, 2007). From the specialty of social psychology, there is the notion that conflict will occur when resources are unequal between subgroups within the same sphere.

School psychologists should be dedicated to dispassionate objectivity when evaluating individual differences, and professional ethics provide the benchmarks for decision-making. Koocher and Keith-Spiegel (2008) describe the psychological approach: “Our traditional training as behavioral scientists teaches us to believe that an individual who applies rigorous experimental methods can discover significant truths within ranges of statistical certainty. We seldom give simple dichotomous answers to questions, preferring to use probabilities, ranges, norms, and continua that reflect the complexity of individual differences” (p. 459).

School psychology folks cannot (easily?) bridge the schisms described above because of the mandatory “scientific” commitment and ambiguity (i.e., no black or white answer) that are inherent to professional ethics that control decision making for, say, school psychology practice. What strategies, then, are viable?

A strategy of professionalism supports colleagues’ seeking and evaluating the appropriateness of

innovative ideas about factors, principles, or events. Instead of thinking that opposing viewpoints requires discarding one or the other, it is more strategically wise to see different viewpoints as expanding the options and enriching the scholarship that lead to evolving improved roles and functions. Collegiality must prevail.

Turning to group theory for a strategy, those of us in school psychology should accept that APA Division of School Psychology and NASP are comprised of interdependent professionals. Like it or not at times, members of both associations have emotional ties and interact on direct or indirect bases (Franzoi, 2009). In the eyes of the society, school psychologists are school psychologists. In keeping with the primordial notion of Lightner Witmer, it seems self evident that there is justification and need for diversity of services, types of service recipients, and professional/interdisciplinary practitioners—this foundation has survived the ages. It seems to be a good omen that Tharinger, Pryzwansky, and Miller (2008) believe that having “two professional homes” is a positive accomplishment and each association benefits from the other: “This dual professional heritage, history, and identity has resulted in distinct yet overlapping and at times integrated developmental pathways for professionals desiring to practice in schools” (p. 535).

With all due respect to those who wish to fire a salvo over the bow of another ship, it seems that school psychology has matured as a professional specialty to the point that it should be committed to peaceful progress. A commitment to conciliatory and collaborative strategies is most apt to bring stability and growth to school psychology.

“Instead of thinking of that opposing viewpoints requires discarding one or the other, it is more strategically wise to see different viewpoints as expanding the options and enriching the scholarship that lead to evolving improved roles and functions. Collegiality must prevail.”

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# Obituary Listings 2008\*

## Tom Fagan, Division 16 Historian

As a member of the advisory board that recommends who, among recently deceased psychologists, should be recognized by an article in the *American Psychologist*, I receive listings of such persons several times during the year. The following names have appeared in the 2008 listings and in some instances the date of death was earlier than 2008. The listings only include name, and some data about birth and death dates and degrees if known. From that information, I try to compile a brief statement for those found to be members of Division 16 from listings in earlier APA Directories, online resources, or personal knowledge.

### Appeldoorn, Helen Winifred

DOB: 7/11/1907, Date of death not known. A.B. in 1929 at Kalamazoo College, M.A. in 1930 at Teachers College, Columbia U. Employed in Michigan as a teacher, then school psychologist (1943-1946) then served as asst. professor at Ohio State University (1946-1949), then director of special education for the Springfield Illinois Board of Education. Worked for NW Suburban Special Education District in the 1960s and then director of special education for an Illinois low-incidence cooperative until 1973. Apparently retired at that time. Associate member of APA 1947 and Member in 1958. According to Division 16 newsletter (Winter 1955-1956) she served on the Committee on Relationships with Social Workers. Last address appears to have been in Arlington Heights, IL.

### Baker, Jean Ann

DOB: 2/18/1958. Died January 10, 2008. At the time of her death, Jean was the incoming President of Division 16. An earlier bout with cancer prevented her from assuming the presidency in 2004. She attended Northfield Mount Herman School, Barnard College (Columbia U.), and the University of Chicago and then received her PhD. (1992) in educational psychology at the University of Wisconsin-Madison. Jean worked in the Waisman Center at UW-M while pursuing her doctorate, then at the University of Georgia (1993-1999), and at Michigan State U. (1999-2008). Licensed psychologist in MI. Became an APA member in 1994. Last residence was in Okemos, MI. See also, Oka, E. Remembering Dr. Jean Baker: 1958-2008. *The School Psychologist*, 63(1), 30-31.

### Bernstein, Margery Rosenthal

DOB: 11/06/1916. Died, date unknown. M.A. in 1938, Ed.D. in 1953 in counseling psychology from Teachers College-Columbia University. Served in the U.S. Air Force in World War II, then as reading specialist at Elisabeth Irwin High School 1946-1949, then psychologist for the NYU Counseling Center for Gifted Children 1954-1956, private practice 1949-1958, and school psychologist for Mamaroneck High School 1955-1966 and held other research and evaluation positions there until her retirement in 1981. Became an associate member of APA in 1954 and member in 1958. Became a member of Division 16 in 1957. ABPP in school psychology and licensed in clinical. Last address in Mamaroneck, NY.

\*Appreciation is expressed to Adam Schepman and Tera Traylor, Research Assistants in the School Psychology Program at the University of Memphis for their assistance gathering background information.

**Obituary Listings 2008****Boyer, Roscoe Alan**

DOB: 3/14/1919. Died April 2, 2008. AB in 1941 from Franklin College, MA in mathematics (1950) and PhD (1956) from Indiana University. Following military service he taught public school in Albany, IN, then director of group measurement at Indiana University. He then served as professor of education at the University of Mississippi. His major field was educational psychology and his interests were in measurement, teacher selection and training, preschool and day care, and computer applications in education. He became Associate Member of APA in 1956 and Member in 1958, belonging to Divisions, 9, 15, 16, 54. Last known address was in Oxford, MS.

**Carr, Donald Lee**

DOB: 5/08/1934. Died January 23, 2008. B.A. 1958, M.A. 1961 from State University of Iowa, Ph.D. in developmental psychology in 1964 from the University of Iowa. Director of Psychological Services for Area Educational Agency #11 (Des Moines, IA) 1970-1975, then Director, Dept. of Psychology for Caro Regional Ctr., Michigan State Dept. of Mental Health. Licensed in clinical psychology in Michigan. Became an associate member in 1963 and member in 1965. Last address in Caro, MI.

**DeRidder, Lawrence Melsen**

DOB: 2/19/1919, Died December 30, 2008. BS in education from N. Michigan College (1940), MA (1944) and PhD (1951) University of Michigan. Asst. Prof at U. Illinois 1(1951-1953). Joined the faculty at U. Tennessee in 1953 where he remained throughout his career. Was Head of Dept. of Educational Psychology & Guidance (later Dept. of Educational & Counseling Psychology) 1964-1986. Assoc. Member of APA (1949) and Member (1958); apparently never belonged to

Division 16 but as department head had significant influence on the direction of school psychology at UT-K. See article by William Allen in *The Tennessee School Psychologist*, Spring, 2009, 26(1).

**Edwards, Ronald Philip**

DOB: 4/8/1943; Died April 15, 2008. He completed his B.S. in psychology in 1966 at OK State U., his M.A. in child clinical psychology in 1968 at the U. of Iowa and his PhD at the U. Iowa in 1970. Ron went to the University of Southern Mississippi in 1978 after being an Asst. Prof. of Psychology at the U. South Carolina 1975-1978, and at Western Carolina U. 1970-1975. He was a member of APA since 1982, and a Fellow in Div. 16 since 1991. Last address was in Daphne, AL.

**Feldman, Ruth Camm**

DOB: 4/27/1912. Died August 22, 2007. B.A. in 1935, M.A. in 1936 from Ohio State University, Ed.D. in school psychology in 1965 from Temple University. Held numerous and varied positions including Western Reserve University in the 1930s, then psychiatric case worker for the Orthodox Jewish Orphan Home (Cleveland, OH) 1940-1942; Jewish Child Care Assn. of NYC 1942-1947; West Queens Guidance Ctr. 1955-1956; then psychologist for the Devereux Foundation 1957-1970; Self-employed from 1965-1992. ABPP in school psychology and licensed in clinical in Pennsylvania; Last address in Teaneck, NJ.

**Gotestky, Frances Pickens**

DOB: 12/05/1921. Died October 8, 2008. BA (1952), MS (1956) and EdD in educational psychology from the U. Georgia (1967). Worked in special education and school psychology throughout her career, including the NE Georgia Special Education Unit. Associate Member of APA (1962) and Member

**Obituary Listings 2008**

(1970). Last believed to live in Cleveland, GA.

**Gluckman, Miriam B.**

DOB: 9/7/1921, Died January 30, 2008. M.A. in school psychology (1965) at Hofstra U., Supervisor of interns for Hofstra U. (1965-1971), then school psychologist for Locust Valley (NY) School District. Retired since 1986. Last known address in Roslyn, NY. Associate member of APA in 1970.

**Hill, Valerie Suzanne**

DOB: Unknown but died at age 66 on November 19, 2008. AB in history and political science from Douglass College (1963), MEd in guidance and personnel from Rutgers U. (1964), and MA in clinical psychology from Fairleigh Dickinson U. (1978). School psychologist for Roselle and Bedminster schools, NJ. Associate Member of APA (1983). Last address in Warren, NJ.

**Jackson, John Henry**

DOB: 9/21/1922; Died May 14, 2008. B.S. from Milwaukee State Teachers College (1946), A.M. (1948) and Ph.D. (1957) in educational psychology from the University of Chicago. Served a long career in Milwaukee Public Schools, first as an instructor 1946-1960, then as a teacher in the Reading Center 1960-1962, and as a school psychologist from 1962 until his retirement in 1989. In his latter position he also served as Coordinator or Director of Psychological Services. With Margaret Bernauer, he published a grant sponsored monograph in 1968, *The School Psychologist as a Therapist*. He also had a private practice, lectured at Marquette U. from 1968-1973 and was a founding member of the Wisconsin School of Professional Psychology. John was active in Division 16 and APA for many years after becoming an APA member

in 1963 and Fellow in 1982. Licensed psychologist in WI and ABPP in school psychology. Among the earliest African-American school psychologists, John encountered and survived employment discrimination early in his career. He was granted the Division's Distinguished Service Award in 1986. Last address was Wauwatosa, WI. See also, Fagan, T. K. (2008). Remembering Dr. John Jackson (1922-2008). *The School Psychologist*, 63(1), 32-36.

**Kalafat, John D.**

DOB: 7/30/1942; Died October 26, 2007. B. S. at Purdue U. (1964), M.A. (1967) and PhD (1970) in clinical psychology at University of Colorado. APA member since 1972, belonged to several divisions at different times including Divisions 9, 12, 16; Fellow (1993) in Divisions 27 & 29. Held academic positions at Florida State U. 1970-1977, GSAPP-Rutgers 1978-1992, then Spalding U. in Louisville, KY. Last address in Piscataway, NJ.

**Kimball, Ruth Chandler**

DOB: 4/26/1903; Died July 23, 2008. Ph.D. at Denison U. (1925), Ed.M. at Harvard U. (1939). Held teaching and school psychologist positions in New Britain, CT which was her last known residence. Retired in 1973 after serving as Director of Special Services. Previously taught at Central CT State U. Became an Associate Member of APA in 1943 and Member in 1958. Belonged to Divisions 15 and 16. She is listed as a new Associate Member in the Division 16 *Newsletter* of August, 1949, and therefore at the time of her death, Miss Kimball was probably the oldest (age 105) and longest consecutive member (60 years) of the Division!

**Obituary Listings 2008****Kurpiewski, Boleslaus Stanley**

DOB: 10/5/1918, Died July 8, 2008. B.A. (1949), M.S. (1950) and M.A. (1951) at Syracuse, U., Ph.D. in educational psychology at University of Oklahoma (1958). Worked as a psychologist for the Navy and VA hospitals. Employed as clinical psychologist with specialties in psychotherapy and hypnotherapy. Licensed clinical psychologist in South Carolina where he was employed with area mental health facilities and was in private practice. At one time or another belonged to 9 APA divisions. Retired since 1988. Associate member 1955 and Member 1958. Last known address in Columbia, SC.

**Latimer, Charles Laurens, Jr.**

DOB: 9/13/1924; Died September 12, 2008. Ed.D. in social psychology at Columbia U. (1951). Major fields were counseling and school psychology, specializing in marriage and family therapy, and hypnotherapy. ABPP, licensed in clinical psychology in South Carolina. Served as school psychologist in Polk County and Park County Schools in NC. Worked earlier for Panama Canal College and Department of Defense Dependent Schools. At one time or another, he belonged to 14 APA divisions. Associate Member of APA 1961 and Member in 1962. Last employment with Comprehensive Counseling Services in Greenville, SC and he was in Greenville, at the time of his death.

**Lebovitz, Leon**

DOB: 9/24/1925. Died August 22, 2007. B.A. in educational psychology at UT-Chattanooga (1948), M.A. (1951) and Ph.D. (1958) in clinical psychology at UT-Knoxville. Employed with Oak Ridge (TN) school system (1953-1961), then the Daniel Arthur Rehabilitation Ctr. and the Oak Ridge Mental health Center from 1957-1964; then UT Medical School's Child Development Ctr. in Memphis

(1964-1966) and Director, Division of Psychological Services for the Memphis Board of Education (1967-1975). His last employment was as Director of the SE Mental Health Ctr. in Memphis 1976 until his retirement in the early 1990s. Licensed clinical psychologist in TN and ABPP in school psychology. Was the first certified school psychologist in TN and served as first president of the TN Assn. for Psychology in the Schools (now TASP). Associate member of APA in 1952, Member in 1958. His last address was in Memphis, TN. See also, Fagan, T. K. (2008). Remembering Leon Lebovitz 1925-2007. *The School Psychologist*.62(1), 33-34.

**Leider, Madeline Smolin**

DOB: 8/04/1914, Died November 10, 2008. A.B. at Long Island U. (1934), M.S. Ed. at City College NY (1950). School psychologist for Bureau of Child Guidance of the NYC Board of Education 1959-1981 when she retired. Associate Member (1952) and Member (1958); belonged to Divisions 8 and 16. Last known residence was NYC, NY.

**Limberg-Karr, Kathryn L.**

DOB: 5/2/1949, Died August 7, 2008. Ph.D. in clinical psychology at University of Detroit (1992). APA associate member 1987, member 1997. Last known address in Englewood, FL. School psychologist for the Romeo Community Schools (1974-1988) and then Trenton Public Schools.

**Lowenstein, Louise Brenner**

DOB: 3/24/1917. Died October 30, 2008. BA from Barnard College (1938), MA from Teachers College-Columbia U. (1939). Licensed in clinical psychology in NY. Retired in 1992. Private practice following long term of school psychology service with the NY City Board of Education. Associate Member of APA (1946) and Member (1958). Last thought to live in NYC, NY.

CONTINUED FROM PAGE 132

**Obituary Listings 2008****Mahoney, Neva Madeline**

DOB: 11/18/1914. Died December 9, 2006. A.B. (1936) and B.S. (1939) at Skidmore College, M.A. in 1942 at NY State College for Teachers in Albany. Certified and licensed clinical psychologist in NY. School psychologist for Schenectady Public Schools (NY) 1940-1970, then retired. Associate member 1950, Member 1958. Last known address was Schenectady, NY.

**Mandell, Stuart Jay**

DOB: 8/30/1925. Died August 31, 2008. A.B. (1950) and M.A. (1951) at Occidental College, Ph.D. (1966) in educational psychology at University of Southern California. Several positions with the Whittier (CA) School District, then Covina Unified School District, then Dept. of Public Administration at University of LaVerne. Licensed in clinical psychology; associate member of APA (1964), member (1968). Division 16 member in from the 1960s to the 1980s. Last known address in LaVerne, CA.

**Marlens, Hanna Steiner**

DOB: 4/06/1928, Died February 16, 2008. B.A. at Queens College (1950), M.A. at City University NY (1951), Ph.D. in clinical psychology at NYU (1959). Employed in hospital settings early in career and then as school psychologist for West Islip Public Schools. Also worked as adjunct for Long Island U-CW Post Ctr. Associate Member (1954) and Member (1958). ABPP-School Psychology. Last known residence was Huntington, NY.

**Millard, Wilbur A.**

DOB: 12/03/1919, Died June 5, 2008. B.S. at District of Columbia Teachers College (1941), Ed.M. at Harvard (1947), M.A. at Catholic U. (1957), Ed.D. at University of Maryland (1968). Early in career worked as research asst, at Howard U., and as a clinical psychologist for the Child Study Div. Of the DC

Public Schools. Served as Associate Superintendent of the Washington, DC Public Schools (1975-1987), and was chair of the DC Board of Psychology (1978-1983). Also had a private practice. Associate member (1955) and Member (1958). ABPP-School Psychology. Last known address was Washington, DC. Mr. Millard was a charter member of Kappa Alpha Psi at the University of the District of Columbia. Listed as a Division 16 member in the *1963 APA Directory*, it is probable that he was among the early African-American members of the Division.

**Morse, William Charles**

DOB: 10/23/1915. Died January 25, 2008. Ph.D. in educational psychology (1947) at the University of Michigan. With the school of educational at U. Michigan throughout his career. Associate member of APA (1943), member (1958). Licensed in clinical psychology. Major fields were school psychology and education of the emotionally disturbed child. Division 16 Fellow (1962). With Nicholas Long and Ruth Newman, he edited, *Conflict in the classroom: The education of emotionally disturbed children*. Last known address in Ann Arbor, MI.

**Powell, Lafayette S.**

DOB: 1/08/1913. Died February 20, 2008. B.S. (1938), M.Ed. (1941) and Ed.D. (1963) in counseling psychology at Temple University. Held several school district, hospital and agency positions in the Philadelphia, PA area including administrative positions with the Div. of Special Education for the Philadelphia Schools. Associate member of APA (1936), member (1958). Certified psychologist in PA. Last known address in Philadelphia, PA.

CONTINUED ON PAGE 134

**Obituary Listings 2008****Saltzman, Dorothy Jeanne**

DOB: 2/18/1926. Died October 29, 2008. M.A. in experimental psychology at Johns Hopkins U. (1948). Served as psychometrist and then clinical associate professor at Indiana U.-Bloomington, Dept. of Speech and Hearing Sciences. Associate Member (1966). Last known residence was Bloomington, IN.

**Stout, Donald Hughes**

DOB: 11/19/1916; Died December 4, 2007. A.A. in 1935 from Modesto Jr. College, A.B. in 1957 and M. S. in 1961 from Fresno State College, M.A. in counseling psychology in 1966 from UC-Berkeley. School psychologist for San Joaquin County Schools (Stockton) 1961-1966, then with Merced County Dept of education from 1966 until he retired in 1982. Became an associate member of APA in 1964. Also a member of Division 15. Last address was in Snelling, CA.

**Tava, Edward G.**

DOB: 4/14/1942. Died June 9, 2008. Ed.D. in counseling psychology from U. of the Pacific (1972). Member of APA (1979). Licensed in clinical psychology in MI. Taught at California State U.-Sacramento before working in community mental health and then private clinical practice in Michigan. Last thought to live in Ludington, MI.

**Valett, Robert Edward**

DOB: 11/22/1927. Died November 14, 2008. B.S. (1949) George Williams College, M.A. (1951) University of Chicago, and Ed.D. (1957) at UCLA. Held several positions including Director of Special Education for the Sacramento City Schools (CA). Later employed with California State U. Fresno. Associate member of APA (1957), member (1958). Certified psychologist in CA. Well known for his contributions to the field of learning disabilities in the 1960s including, *A Psychoeducational Inventory of Basic Learning Abilities*, and *The remediation of learning disabilities: A handbook of psychoeducational resource programs*. Last known address in Fresno, CA.

# Welcome

the newly elected Division 16  
Executive Committee Members:

**Karen Stoiber** (President-Elect)

**Beth Doll** (Council of Representatives)

**Frank Worrell** (Council  
of Representatives)

**Amanda VanDerHeyden** (VP-SEREMA)

and **Susan Swearer** (Secretary)  
who will join the board in January.



## The Future of School Psychology: Students Seek Input from Faculty Nationwide

*In an effort to begin a national dialogue between students, researchers, and practitioners in school psychology, SASP asked fellow students to voice their questions regarding current research and practice issues in the field. Many responded with numerous thought-provoking questions. The questions were then submitted to the Division 16 listserve, and responses were provided by many insightful practitioners and researchers. The following is the first installment of this dialogue, which is intended to both expand students' perspectives as well as invoke additional discussion.*

**Q: Where is the field of school psychology headed? What will be the major concerns of the field moving forward? What type of training will be needed to prepare school psychologists for these challenges?**

*Submitted by Nancy Nelson Walker,  
University of Oregon*

**A:** Our field always has had tremendous potential. In our focus on children and adolescents and their families, we maintain a strong ecological perspective that sets us apart from clinical psychology (to their detriment, I believe). We obtain the clinical training needed to qualify for licensure for independent practice, while also receiving the school system and learning-focused training that qualify us to practice in schools. In short, we have it all! Still, the degree to which we are likely to fulfill this promise remains unclear to me. Our field seems vastly

underappreciated within the broader domain of psychology – a great many psychologists, I think, are unaware that school psychology has a doctoral level; rather, they perceive school psychology as only a non-doctoral field that prepares individuals to give standardized tests and attend IEP and other school meetings.

I am especially concerned about the low numbers of school psychologists who are becoming trainers. Given the national shortage of school psychologists, this could be a real problem.

Of the doctoral students I knew in grad school, today they are about evenly dispersed among academia, full-time pediatric clinical practice, and administrative positions.

*Submitted by Georgette Yetter, PhD  
Assistant Professor, School Psychology,  
Oklahoma State University*

**A:** There is a need for more data-based interventions and assessments, probably with a larger focus on public-health/prevention as opposed to secondary or tertiary interventions. Students will need more training in research design, data analysis, and public health/epidemiology.

*Submitted by Alex Beaujean  
Assistant Professor of Education,  
Baylor University*

**Q: With the current economic crisis, some school districts are experiencing school closures, teacher layoffs, and budget cuts which may impact the availability of school programming. Such occurrences not only impact**

CONTINUED FROM PAGE 136

## The Future of School Psychology

the school administrators and school staff, but may also affect the students we serve, as the school environment they have become accustomed to begins to change. What role can school psychologists play in working with parents, teachers, and students as they attempt to cope with these unexpected changes which may ultimately impact educational structure?

*Submitted by D'Andrea Jacobs,  
Michigan State University*

**A** School psychology can help students and parents to be their own advocates and mental health promoters. We know, for example, that an active lifestyle and consuming many fruits and vegetables on a daily basis is related to good long-term health outcomes, both cognitively and physically. Doctors cannot make people live a healthy lifestyle, but as secondary and tertiary medicine becomes less affordable, people are going to either become more active in their own health outcomes, spend all their money on health care, die prematurely, or live in great discomfort. Likewise for mental health; there are steps parents and students can do today to help bolster long-term positive psychological outcomes, and it would behoove school psychologists to promote them to their clientele.

*Submitted by Alex Beaujean  
Assistant Professor of Education,  
Baylor University*

**Q** As a doctoral student, what employment opportunities would you suggest for a doctoral student who is interested in academia (particularly teaching and research), but is also interested in working directly with school policy (at an administrative level)?

**A** There are fellowships and internships from many science and policy-oriented organizations available that have policy rotations. Look into them.

*Submitted by Alex Beaujean  
Assistant Professor of Education,  
Baylor University*

*SASP would like to thank its student members and members of Division 16 for sharing their inquiries and insights. If you have a question you would like to have answered, please email Kristin Rezzetano, SASP President-Elect, at [rezzetanok@duq.edu](mailto:rezzetanok@duq.edu). SASP also welcomes additional perspectives from current school psychologists regarding the questions discussed above.*

# Everything I Need to Know I Learned in Kindergarten ... and Then Again in Grad School

**Sara C. Lewandowski**  
**Michigan State University**

Graduation fast approaches and I cannot help but to think about what the future holds as I leave campus and prepare for my pre-doctoral internship. It is during this time of transition that I feel most nostalgic yet greatly conflicted; happy to move on but sad to leave so much of what I know behind. The last four years have been amazing and challenging. I wonder, what is the take-home-message? As I reflect on my graduate training, I immediately turned to one of my favorite books. *All I really need to know I learned in kindergarten* (Fulghum, 1988)...and then again in grad school. These are the things I learned:

■

“Share everything” (p. 6). Reading 20 articles a week is tough. Remembering what you read in each article is tougher. Share the load, divide and conquer.

■

“Play fair” (p. 6). Know your limitations, your strengths, and be willing to admit mistakes. The more you know about yourself, the better you will be at working well with others and in understanding your colleagues’ limitations, strengths, and mistakes.

■

“Don’t hit people” (p. 6). Really, don’t. It hurts. Hitting never solves anything.

■

“Put things back where you found them” (p. 6). We have the greatest potential for becoming movers-and-shakers in our profession. But not

everyone is ready to change. Until you can convince them otherwise, know where your colleagues stand on the important issues and be prepared to meet them where they are. If you are prepared to lead great change, be sure to see it through.

■

“Clean up your own mess” (p. 6). Pay attention in Ethics and Consultation classes. One day we’ll be practicing in the “real world” and unable to pull “the student card.” Learn to problem-solve with clarity, patience, and from multiple perspectives.

■

“Don’t take things that aren’t yours” (p. 6). Don’t plagiarize. It’s spelled out for you at the end of every course syllabus.

■

“Say you’re sorry when you hurt somebody” (p. 6). Stress in grad school is inevitable but it doesn’t have to invade the friendships and the working relationships we keep. When you’re stressed and you take it out on someone, say you’re sorry. A coffee, a beer, or chocolate works best.

■

“Wash your hands before you eat” (p. 6). Stock up on Purell. You never know – you may need to test the kid with the sniffles today.

■

“Flush” (p. 6). ...I learned this one pretty easy in Kindergarten. No reminders necessary.

CONTINUED FROM PAGE 139

## Everything I Need to Know I Learned in Kindergarten ... and Then Again in Grad School

■

“Warm cookies and cold milk are good for you” (p. 6). Remember to reward yourself each day. We all work very hard to be where we are in life and we cannot let ourselves forget that we all deserve to be recognized for our accomplishments.

■

“Live a balanced life - learn some and think some and draw and paint and sing and dance and play and work every day some” (pp. 6-7).

■

“Take a nap every afternoon” (p. 7). If only I took advantage of this. If you can't take a nap, then take a walk, seek out a friendly face in the building, gaze out the window at the Red Cedar River, or walk a little slower to class. Take time for yourself.

■

“When you go out in the world, watch out for traffic, hold hands and stick together” (p. 7). We talk a lot about collaboration and teams in our coursework. Practice what you preach.

■

“Be aware of wonder. Remember the little seed in the Styrofoam cup: the roots go down and the plant goes up and nobody really knows how or why, but we are all like that” (p. 7). Graduation comes quicker than we think. But it is my hope that your thirst for knowledge never satiates.

■

“Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup - they all die. So do we” (p. 7). Our life is full of cycles, with a beginning and an end. In between we

fumble through challenges, mistakes, success, and even miracles. While leaving campus means shedding “the grad student” and learning to fly as a psychologist, never forget those challenges, mistakes, successes, and miracles. These experiences will always be a part of you.

■

“And then remember the Dick-and-Jane books and the first word you learned [and all the early literacy memories that animated our discussions in Dr. Bolt's class] - the biggest word of all - LOOK” (p. 7). Remember to walk with your head up and your eyes open to the world. Learning occurs in more places than the classroom.

■

“Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living.

Take any one of those items and extrapolate it into sophisticated adult terms and apply it to [graduate school] and it holds true and clear and firm. Think what a better world it would be if we all - the whole world - had cookies and milk at about 3 o'clock in the afternoon and then lay down with our blankies for a nap” (p. 7).

■

“And it is still true, no matter how old you are, when you go out in the world, it is best to hold hands and stick together” (p. 8).

### Reference

Fulghum, R. (1989). *All I really need to know I learned in Kindergarten: Uncommon thoughts on common things*. New York: Villard Books.

## People and Places

- Beginning in January of this year, **Ron Palomares** of the American Psychological Association was promoted to increased responsibilities within the APA Practice Directorate as the department head of the newly created Governance Operations program. Dr. Palomares was the former head of the Office of Policy and Advocacy in the Schools, which has now been subsumed into his new department, along with the oversight of APA practice-related governance groups such as the Board of Professional Affairs (BPA), the Committee for the Advancement of Professional Practice (CAPP) and the Committee on Professional Practice and Standards (COPPS). Dr. Palomares has been at APA since 2000.
- **Lou Kruger** was invited to the Massachusetts State House in June to show his film on high stakes testing in the public schools, *Children Left Behind*, to state legislators and their aides. The film also was selected by APA's Ad Hoc Film Committee to be shown at the APA Convention in Toronto in August. The video trailer of the film is available at: [www.childrenleftbehind.com](http://www.childrenleftbehind.com)
- The School Psychology Program Faculty at Michigan State University (**John Carlson, Evelyn Oka, Sara Bolt, Jodene Fine, and Jana Aupperlee**) are pleased to announce the recent receipt of a 4-year, \$800,000 personnel preparation training grant to fund 40 incoming students on a project titled "Bringing Science into Practice within the Delivery of Psychological Services to Early Childhood Populations (Project S-PEC)" that will emphasize school psychological and mental health services within early childhood populations.
- **Jeff Miller**, faculty member in the Duquesne University School Psychology Program and Associate Dean for Graduate Studies and Research, was promoted to the rank of Full Professor. **Elizabeth McCallum** and **Ara Schmitt** were also retained after third year review.
- The Ph.D. in School Psychology Program at the University of Houston (UH) is pleased to announce that **Milena Keller-Margulis**, Ph.D. and **Allison Dempsey**, Ph.D. will join the Program as assistant professors in fall 2009. Dr. Keller-Margulis and Dr. Dempsey are graduates of APA accredited School Psychology programs at Lehigh University and the University of Florida, respectively. They will join **Thomas Kubiszyn**, Ph.D. (University of Texas at Austin), **Thomas Schanding**, Ph.D. (U. of Southern Mississippi), and **Patrick Ellis**, Ph.D. (University of Houston) as core Program faculty.
- In addition, Dr. Schanding was recently awarded an Early Career Research Award from the Society for the Study of School Psychology (SSSP). The grant will enable Dr. Schanding to implement a national survey entitled "Gay, Lesbian, Bisexual, Transgender, and Questioning Youth: Effects of Gender, Sexual Orientation, and Gender Expression on Social and Academic Functioning."
- **Susan Sheridan** and colleagues in the Nebraska Center for Research on Children, Youth, Families and Schools are the recipients of a \$10 million IES award entitled "The National Center for Research on Rural Education (R2Ed)," focused on research related to supporting rural teachers in their practice of Response to Intervention, and in research-based science instruction. Co-investigators are

**Todd Glover, Gina Kunz, Gwen Nugent, and Jim Bovaird.** This award is accompanied by other newly funded grants in 2008-2009, including an IES Goal 2 project aimed at developing a Preschool 3-Tier Model for early literacy with **Judy Carta** at the University of Kansas, an IES post-doctoral research training program on consultation and intervention research, and an NSF conference grant on research on family-school partnerships.

■ **Jeff Braden** was appointed Dean of the College of Humanities and Social Sciences at NC State University. He had served as Interim Dean since May 16, 2008. In an unusually prescient and well-coordinated communications effort, his appointment was announced on St. Patrick's Day (a day when most people are drinking heavily), and became official April Fool's Day, 2009.

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## Announcements

Dr. Ennio Cipani has recently acquired the electronic rights to *Punishment on Trial: A Resource Guide to Child Discipline*. Dr. Chipani wants to make it freely available to members of Division 16 who might want to have such a resource, either for supplementary reading for students in the courses they teach, or for colleagues, staff personnel at their school sites, or parents. This e-text can be found at [www.ecipani.com/PoT.pdf](http://www.ecipani.com/PoT.pdf) or <http://orlandobehaviorhealth.org/CE.html> if you desire CE's. Punishment is an infrequent topic in today's coursework, and this text provides empirical research addressing common questions (and myths) as well as instructive clinical case studies demonstrating how punishment contingencies change behavior.

Walt Pryzwansky, Ed.D, ABPP received the Distinguished Service and Contributions to the Profession of Psychology Award from the American Board of Professional Psychology. The award was given at the ABPP Convocation, which took place during the APA Convention. Walt formally addressed the Convocation at the 2010 APA Convention. Not only is this recognition for Walt's many contributions to professional psychology, it is recognition for the specialty of school psychology!

## 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.

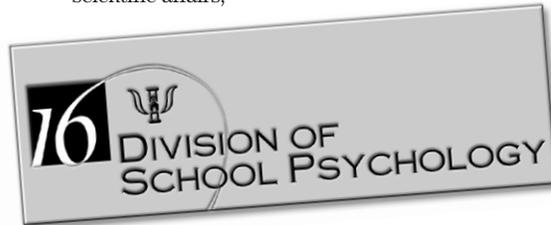
The objectives of the Division of School Psychology are:

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.



### MEMBERSHIP APPLICATION

Please print or type:

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Please check status:

- Member \$45  
 Fellow \$45  
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FACULTY ENDORSEMENT

\_\_\_\_\_  
INSTITUTION EXPECTED YR. OF GRADUATION

Please complete and mail this application with your check payable to APA Division 16 to:

Attn: Division 16 Membership  
APA Division Services Office  
750 First Street, NE  
Washington, DC 20002-4242

# ACADEMY

american academy of school psychology

## Congratulations to Scholarship Recipients and Thank you to Scholarship Sponsors!

The Academy's **Irwin Hyman and Nadine Lambert Memorial Scholarship** effort has been a gratifying success. Through the generosity of multiple sponsors, the AASP has awarded 22 scholarship awards of \$1,000 over the past five years, including awards to these doctoral students in 2008:

Ashley Gibb, Indiana University  
Emily Graybill, Georgia State University  
Allison Lundahl, University of Wisconsin-Madison  
Joni Splett, University of Missouri  
Michael Sulkowski, University of Florida  
Kathryn Woods, University of Nebraska-Lincoln

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Watch for the 2010 Hyman-Lambert Memorial Scholarship Award competition announcement in Spring 2010!

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