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CORRELATES OF SELF-REPORTED MULTICULTURAL COMPETENCE IN SCHOOL PSYCHOLOGY STUDENTS

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Multicultural competence is broadly defined as the ability to work effectively with individuals from cultural backgrounds other than your own. Within school psychology, it has been described as the ability to translate knowledge of cultural differences into effective and sensitive school psychological services (Rogers, 2006). The development of multicultural competence has been examined extensively in the counseling psychology literature. Most of these studies have utilized self-report measures to examine the extent to which multicultural training (i.e., clinical experiences and didactic coursework) influence the development of multicultural competence and to examine group differences in self-reported multicultural competence. Compared to counseling psychology, there are very few studies examining the correlates of multicultural competence in school psychologists (e.g., Gubi, Bocanegra, Espinal, Dejud, & Fan, 2017; Keim, Warring, & Rau, 2002; Malone et al., 2016). As such, little is known about the factors associated with multicultural competence in school psychologists.

Factors Influencing Multicultural Competence

Several studies in counseling psychology (e.g., Hill, Vereen, McNeal, & Statesbury, 2013; Ivers & Villalba, 2015; Manese, Wu, & Nepomuceno, 2001; Pope-Davis, Reynolds, Dings, & Nielson, 1995) have used self-report measures such as the Multicultural Counseling Inventory, Multicultural Counseling Competence and Training Survey, Multicultural Awareness Scale, and the Multicultural Awareness-Knowledge-Skills Survey for respondents to assess their own multicultural awareness, knowledge, and skills. Respondents rate the extent to which they believe they are aware of and sensitive to their own cultural heritage and are comfortable with the differences that may exist between them and their clients; hold specific knowledge about different ethnic minority groups and understand the generic characteristics of counseling and therapy; and possess the skills and abilities to generate a wide variety of verbal and nonverbal responses within the counseling relationship (Sue et al., 1982). Most of these studies have examined the impact of multicultural training on multicultural competence and explored inter-group differences in multicultural competence by demographic characteristics.

Multicultural Training. A meta-analysis of retrospective survey studies and outcome studies examining the effects of multicultural education found that someone who has had multicultural education will report moderately higher multicultural competence than someone who has not had such training and that individuals reported large increases in multicultural competence following a multicultural education intervention (Smith, Constantine, Dunn, Dinehart,

& Montoya, 2006). Specifically, previous studies have found that that completion of multicultural coursework is associated with increased cultural self-awareness and decreased implicit racial prejudice (Castillo, Brossart, Reyes, Conoley, & Phoummarath, 2007); increased multicultural knowledge and ability to define multicultural terminology (Holcomb-McCoy, 2005); and attitudinal changes (e.g., decreased cultural biases) and behavioral changes (e.g., increased activism, decreased use of biased language; Sammons & Speight, 2008). Additionally, the number of multicultural courses is positively correlated with self-reported multicultural competence (Constantine & Yeh, 2001). This relationship between multicultural training and self-reported multicultural competence is not limited to focused coursework; students who perceived high levels of integration of multicultural content throughout the curriculum reported higher multicultural knowledge and awareness (Dickson & Jepsen, 2007).

In addition to coursework, multicultural clinical training is associated with increased multicultural competence. Completion of multicultural practica significantly predicted counseling trainees' multicultural relationship and experience scores on the Multicultural Counseling Inventory (Dickson & Jepsen, 2007). Trainees who have completed practicum providing services to culturally and linguistically diverse (CLD) clients report greater multicultural awareness, knowledge, and skills than those who had not participated in such activities (Carlson, Brack, Laygo, Cohen, & Kirkscey, 1999). Beyond direct contact with diverse clients, other aspects of clinical training, such as supervision and training seminars, also support the development of

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multicultural competence. Vereen and colleagues (2008) found that the interaction of receiving clinical supervision related to cultural issues while also working with CLD clients was associated with significantly higher self-reported multicultural competence scores. Similarly, counseling and clinical psychology predoctoral interns at an internship site using an infusion model of multicultural training reported significant increases in multicultural knowledge/skills at the end of internship (Manese et al., 2001). Within this infusion model, cultural and diversity issues were addressed in training seminars, clinical and outreach experiences, and supervision. In summary, both the didactic and clinical/experiential aspects of multicultural training impact perceived multicultural competence.

Demographic Variables. In addition to multicultural coursework and practica with CLD clients, previous research has found differences in self-reported multicultural competence based on demographic variables, specifically, race/ethnicity and gender. However, the results of these studies have been inconsistent. In the meta-analysis mentioned previously, Smith and colleagues (2006) found that participant race and gender did not clearly moderate the results of either the retrospective or outcome studies. However, another study found an interaction effect between race/ethnicity and multicultural training. At the lower levels of multicultural training, racial/ethnic minority trainees reported significantly higher multicultural awareness scores than White trainees; this difference disappeared with increased multicultural training (Chao, Wei, Good, & Flores, 2010). In those studies that have found demographic differences, women (Constantine, 2000), racial/ethnic minority individuals (Barden, Sherrell, & Matthews, 2017; Hill et al., 2013; Pope-Davis et al., 1995), and bilingual (Ivers & Villalba, 2015) individuals rate themselves higher on measures of multicultural

competence compared to men, White individuals, and monolingual individuals.

Purpose of the Study

With the school-aged population in the United States becoming increasingly more racially, ethnically, and linguistically diverse (McFarland et al., 2017), it is important for school psychologists to understand and appreciate diversity and be cognizant of how culture impacts school psychology service delivery. Although counseling is within school psychologists' repertoire of clinical skills, school psychologists' practice competencies represent a wider range of professional functions and activities and such as assessment, consultation, and intervention (Lopez & Rogers, 2001). As such, multicultural research from counseling psychology may not fully address the multicultural competence needs of school psychologists. The purpose of this study is to examine the extent to which personal characteristics and multicultural training impact self-reported multicultural competence in a sample of school psychology graduate students.

Method

The institutional review board at Temple University approved this study. This current analysis is a secondary analysis of the data collected for a larger study of the preliminary validation of the School Psychology Multicultural Competence Scale (SPMCS). Detailed information about participant recruitment and procedures may be found in Malone et al. (2016).

Participants

Participants in this study were 312 graduate students enrolled in NASP approved school psychology programs. The sample was majority female (86.5%), monolingual (66.3%) and White

(79.5%). The other race/ethnicity categories reported were Asian/Asian-American/Pacific Islander (3.8%), Black/African-American (7.1%), Hispanic (6.1%) and Other/Multiracial (3.5%). Approximately half the sample (50.6%) was enrolled in a doctoral program; the remaining participants were either in masters (15.4%) or specialist (33.3%) level programs. Out of the participants, 25.3% were first year students, 30.1% were second year students, 22.8% were third year students, 8.7% were fourth year students, and 13.1% were in their fifth year or beyond. Approximately one fifth of the sample (19.6%) was currently on internship. Less than one fourth of the sample (23.7%) had not completed a course on multicultural and/or diversity issues in education or school psychology. The other participants reported taking one (43.9%), two (20.5%) or three or more (11.2%) courses in this area; two participants (0.6%) did not provide a response. Most participants (72.4%) reported completion of practicum with culturally and linguistically diverse clients.

Measures

School Psychology Multicultural Competence Scale. The School Psychology Multicultural Competence Scale (SPMCS; Malone, Connell, & Fiorello, 2011) is a self-report measure with items derived from the cross-cultural school psychology competencies (Lopez & Rogers, 2001; Rogers & Lopez, 2002). The SPMCS was originally developed with 45 items. The results from principal axis factoring indicated that 28 of the 45 SPMCS items contributed to a four-factor solution with subscales identified as Cultural Skills (α=0.86), Cultural Knowledge (α=0.84), Cultural Appreciation (α=0.75), and Cultural Awareness (α=0.75). Participants completing the SPMCS indicated their level of agreement with each item on a Likert scale of 1 (*strongly disagree*) to 4

(*strongly agree*). Composite scores were created for each of the four factor subscales based on the means of the items with primary loadings on each factor. Higher scores indicated higher levels of perceived multicultural competence (Malone et al., 2016).

Demographic Questionnaire. Participants also completed a demographic questionnaire with questions about race/ethnicity, gender, bilingual status, year in program, degree pursued, number of multicultural/diversity courses completed, practicum with CLD clients, and internship status.

Data Analysis

To determine the relative influence of participant personal characteristics and multicultural training on self-reported multicultural competence, a series of hierarchical multiple regression analyses were conducted with the SPMCS subscale scores as the criterion variables. Dummy variables were constructed for gender (0=female, 1=male) and race/ethnicity (0=White, 1=racial/ethnic minority). The predictor variables for Step 1 were gender, race/ethnicity, and bilingual status. Year in program and internship status were the predictor variables entered at Step 2 and multicultural coursework and practicum with CLD clients were added at Step 3.

Results

The intercorrelations of the study variables are presented in Table 1; descriptive statistics of the sample's SPMCS scores are presented in Table 2. Table 3 provides a summary of the findings from the four hierarchical multiple regression analyses of the SPMCS subscale scores. Overall, participants indicated that they perceived themselves to be more competent in the areas of Cultural Appreciation and Cultural Awareness and

TABLE 1: INTERCORRELATIONS AMONG THE MEASURED VARIABLES

Variable	1	2	3	4	5	6	7
1. Race/ethnicity	--						
2. Gender	-0.01	--					
3. Bilingual status	.26**	0.08	--				
4. Year in program	-0.08	-0.01	-.14*	--			
5. Internship	-0.07	0.00	-0.04	.44**	--		
6. Multicultural coursework	0.07	0.07	.13*	.26**	.17**	--	
7. Practicum with CLD clients	-0.08	1	0.02	.33**	.19**	.30**	--

Note. * significant at the 0.05 level (2-tailed). ** significant at the 0.01 level (2-tailed).

less competent in the areas of Cultural Skills and Cultural Knowledge.

Cultural Skills

With respect to Cultural Skills, the first equation with demographic variables was significant, $F(3, 300)=2.79$, $p=.04$, and accounted for 3% of the variance; gender was the only significant variable. After controlling for the demographic variables, the inclusion of year in program and internship status was significant, $F(5, 298)=7.05$, $p<.001$), and explained an additional 8% of the variance; gender, bilingual status, and year in program were significant in this equation. After the variability in Cultural Skills due to personal characteristics and program status was accounted for, multicultural training (multicultural coursework and practicum) was significant, $F(7, 296)=9.10$, $p<.001$, and explained an additional 7% of the variance; gender, multicultural coursework, and practicum with CLD clients were significant predictors of Cultural Skills.

Cultural Knowledge

With respect to Cultural Knowledge, the first equation was significant, $F(3, 300)=5.03$, $p=.002$, and explained 5% of the variance; gender was statistically significant. The inclusion of year in program and internship status were significant, $F(5, 298)=5.63$, $p<.001$, and explained an additional 4% of the variance; gender, bilingual status, and year in program were significant. The inclusion of multicultural training at Step 3 was significant, $F(7, 296)=8.87$, $p<.001$, and explained an additional 9% of the variance. Gender, bilingual status, multicultural coursework, and practicum with CLD clients significantly predict Cultural Knowledge.

Cultural Appreciation

With respect to cultural appreciation, demographic variables were significant, $F(3, 300)=3.61$, $p=.014$, and accounted for 4% of the variance. The inclusion of year in program and internship status was significant, $F(5, 298)=2.32$, $p=.044$; however, these variables did not explain any additional variance. The inclusion of multicultural training at Step 3 was significant, $F(7, 296)=3.46$, $p=.001$, and explained an additional 4% of the variance. Gender and practicum with CLD clients predicted Cultural Appreciation.

Cultural Awareness

With respect to Cultural Awareness, demographic variables were significantly associated with

TABLE 2: MEAN SCORES AND STANDARD DEVIATIONS FOR SPMCS SUBSCALES

	Cultural Skills		Cultural Knowledge		Cultural Appreciation		Cultural Awareness	
	M	SD	M	SD	M	SD	M	SD
Total Sample	2.54	0.38	2.64	0.49	3.52	0.35	3.27	0.40
Race/ethnicity								
Racial/ethnic minority	2.60	0.47	2.71	0.56	3.59	0.36	3.48	0.41
White	2.53	0.36	2.63	0.48	3.50	0.34	3.22	0.38
Gender								
Female	2.56	0.39	2.66	0.50	3.53	0.35	3.29	0.40
Male	2.46	0.35	2.50	0.47	3.39	0.33	3.15	0.39
Bilingual/Multilingual								
No	2.51	0.35	2.58	0.46	3.50	0.35	3.23	0.40
Yes	2.61	0.44	2.78	0.55	3.54	0.34	3.37	0.39
Year in Program								
1st year	2.35	0.39	2.49	0.51	3.49	0.36	3.25	0.40
2nd year	2.57	0.36	2.64	0.44	3.54	0.35	3.26	0.39
3rd year	2.64	0.40	2.75	0.55	3.53	0.36	3.23	0.41
4th year	2.54	0.28	2.61	0.52	3.27	0.26	3.31	0.38
5th year or beyond	2.71	0.31	2.77	0.41	3.52	0.37	3.39	0.39
Internship status								
No	2.52	0.39	2.62	0.49	3.52	0.35	3.27	0.39
Yes	2.65	0.36	2.71	0.50	3.49	0.34	3.29	0.43
Number of Multicultural/Diversity Courses Completed								
Zero	2.37	0.39	2.43	0.48	3.44	0.37	3.26	0.40
One	2.55	0.35	2.62	0.47	3.55	0.33	3.22	0.40
Two	2.61	0.40	2.67	0.43	3.49	0.37	3.26	0.36
Three or more	2.76	0.33	3.04	0.49	3.56	0.33	3.52	0.37
Practicum with CLD Clients								
No	2.36	0.40	2.43	0.51	3.42	0.37	3.16	0.44
Yes	2.61	0.36	2.72	0.46	3.55	0.34	3.31	0.37

higher Cultural Awareness scores, $F(3, 300)=12.95$, $p<.001$, and accounted for 12% of the variance. Race/ethnicity, gender, and bilingual status were significant predictors. The addition of year in program and internship status were significant, $F(5, 298)=9.12$, $p<.001$, and explained an additional 2% of the variance. The inclusion of multicultural training at Step 3 was significant, $F(7, 296)=7.83$, $p<.001$, and explained an additional 2% of the variance. Race/ethnicity, gender, bilingual status, and practicum with CLD clients

TABLE 3: HIERARCHICAL MULTIPLE REGRESSION ANALYSES PREDICTING SELF-REPORTED MULTICULTURAL COMPETENCE

Predictor	SPMCS Subscales							
	Skills		Knowledge		Appreciation		Awareness	
	ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	β
Step 1	0.03		0.05		0.04		0.12	
Race/ethnicity		0.05		0.03		0.09		.25***
Gender		-.12*		-.15*		-.15**		-.15**
Bilingual status		0.10		0.16		0.05		.12*
Step 2	0.08		0.04		0.00		0.02	
Race/ethnicity		0.06		0.04		0.09		.26***
Gender		-.12*		-.15**		-.15**		-.15**
Bilingual status		.14*		.19**		0.05		.14*
Year in program		.29***		.20**		0.05		-.14*
Internship status		0.03		0.00		-0.05		-0.02
Step 3	0.07		0.09		0.04		0.02	
Race/ethnicity		0.06		0.03		0.10		.26***
Gender		-.13*		-.15**		-.15**		-.15**
Bilingual status		0.10		.15*		0.03		.12*
Year in program		.16*		0.08		-0.02		0.08
Internship status		0.01		-0.02		-0.06		-0.03
Multicultural coursework		.18**		.23***		0.02		0.06
Practicum with CLD clients		.18**		.17**		.21**		.14*
Total R²	0.18		0.17		0.08		0.16	

Note. *$p<.05$. **$p<.01$. ***$p<.001$.

significantly predicted scores in Cultural Awareness.

Discussion

The purpose of this study was to determine the extent to which school psychology graduate students' demographic characteristics and training predicted self-reported multicultural competence. The training variables accounted for most of the variance in self-reported multicultural knowledge and multicultural skills, while the personal characteristic variables accounted for most of the variance in self-reported multicultural awareness. Training and personal characteristics accounted for an equal amount of variance in multicultural appreciation. Out of the demographic variables, gender was the only one that significantly contributed to all four SPMCS subscale scores. Specifically, female school psychology graduate

students reported higher scores across all SPMCS subscales compared to male school psychology students. Bilingual status significantly contributed to Cultural Knowledge and Cultural Awareness, while race/ethnicity only predicted Cultural Awareness. For the training variables, practicum with CLD clients significantly contributed to all four SPMCS subscale scores, multicultural coursework significantly contributed to Cultural Skills and Cultural Knowledge, and year in program significantly contributed to Cultural Skills.

Overall, these findings are consistent with those obtained in similar studies in counseling psychology in that racial/ethnic minority, female, and bilingual trainees rated themselves as more multiculturally competent than their peers and that multicultural training was associated with higher self-reported multicultural competence. Racial/ethnic minority and bilingual trainees may have a stronger sense of their own cultural identity and may be more motivated to learn about culturally competent practice and pursue additional coursework and training opportunities in this area. Similarly, women may be more aware of gender issues and discrimination in their own lives and, as a result, may have a heightened awareness and understanding of multicultural and diversity issues (Carter, 1990; Constantine, 2000). With regards to multicultural training, having both coursework and practicum experiences with diverse clients is consistent with best practices in multicultural training (Chae, Foley, & Chae, 2006; Newell et al., 2010). As such, it is not surprising that trainees who have multicultural coursework and practicum with CLD clients report higher multicultural competence.

The findings of this study may have implications for school psychology training. Practicum with CLD clients was associated with higher self-reported multicultural competence for all SPMCS subscales, while multicultural coursework only impacted Cultural Knowledge and Cultural Skills. This suggests that multicultural coursework should be coupled with additional opportunities for practicum with CLD clients along with appropriate multicultural focused supervision for comprehensive multicultural training (Vereen, Hill, & McNeal, 2008). Additionally, there should be a concerted effort to recruit CLD students into school psychology training programs. Previous studies (e.g., Rogers, 2006) have noted that exemplary multicultural training in professional psychology goes beyond coursework and practicum, but also includes having a diverse student population in the program. For example, counseling students in a more racially/ethnically diverse section of a multicultural/diversity course reported greater gains in multicultural competence compared to a less diverse course section (Kennedy, Wheeler, & Bennett, 2014). Having a variety of cultural perspectives and experiences in the training program may elevate the level of discourse when discussing multicultural and diversity issues in school psychology and help expand the worldviews of trainees in the program. This would prepare school psychology trainees to communicate and work with CLD clients, parents, and teachers.

While this study adds to our knowledge of multicultural competence in school psychology, future research should examine other known correlates of self-reported multicultural competence such as racial/ethnic identity and social desirability. Additionally, studies should incorporate the use of observer measures of multicultural competence so that supervisors and clients can evaluate the multicultural competence of the trainee to corroborate the ratings that trainees give themselves and to determine the relationship between self-reported multicultural competence and the observed use of culturally competent practices.

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MANIFESTATION DETERMINATIONS UNDER THE IDEA: THE LATEST CASE LAW

By Perry A. Zirkel, Ph.D., Lehigh University

The central protection for disciplinary changes in placement under the Individuals with Disabilities Education Act (IDEA, 2014) is the requirement for a manifestation determination. School psychologists often play a key role in this team-based determination based on their specialized expertise and school-based experience.

The purpose of this article is to provide an updated empirical analysis of the most recent three years of hearings and review officer and court decisions specific to manifestation determinations. Like the predecessor analysis (Zirkel, 2016), the frequency and outcome tabulation differentiated the rulings within each case into two typical dimensions of legal issues—"procedural," referring to such issues as

who, *how*, and *when*, and "substantive," referring to the ultimate *whether* or *what*.

The legal framework consists of specific provisions in the successive IDEA amendments in 1997 and 2004 that refined the concept of manifestation determinations initially developed by case law during the prior period. These provisions established both procedural and substantive requirements that applied to a disciplinary change in placement, which generally is a removal for more than ten consecutive school days or a functionally equivalent period of cumulative days within a school year.

1997 Amendments

Procedurally, IDEA 1997 required (a) the full individualized education program (IEP) team to (b) review evaluation and diagnostic results, observations of the child, the IEP and placement, parent input, and other relevant information within (c) 10 days of the decision for a disciplinary change in placement. Substantively, IDEA specified the standard for the team's decision as a multi-factor test. The specified factors, or criteria, were whether, in relationship to the conduct in question, (a) the IEP and placement were appropriate and implemented, (b) the disability impaired the child's ability to understand the consequences of the conduct, and (c) the disability impaired the child's ability to control this behavior.

2004 Amendments

The 2004 amendments of the IDEA revised the manifestation determination requirement in two significant ways. On the procedural side, IDEA 2004 reduced the minimum for *who* must conduct the manifestation determination from all the members of the IEP team to a school district representative, the parent, and other relevant IEP team members "as determined by the parent and the [district]" and, less significantly and clearly, changed the scope of required information sources to "all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents" (IDEA, 2014, §1415[k][1][E][i]). On the substantive side, IDEA 2004 narrowed the focus to the following two more stringent alternatives (referred to herein as criterion #1 and criterion #2):

1. Whether the conduct "was caused by, or had a direct and substantial relationship to," the student's disability.
2. Whether the conduct was the direct result of the school district's failure to implement the IEP (IDEA, 2014, §1415[k][1][E][i]).

The legislative history of the new substantive standards expressed the intent of requiring manifestation determinations to be conducted (a) "carefully and thoroughly with consideration of any rare or extraordinary circumstances," and (b) with analysis of the child's behavior "across settings and across time" to determine whether "the conduct in question [is] the direct result … not an attenuated association, such as low esteem, to the child's disability" (H.R. Conf. Report, 2004, pp. 224–225).

Previous Research

Prior to 2004 Amendments

The published research concerning the related case law was limited for the period prior to the 1997 amendments. The leading example was Zirkel's (2006) brief tabular analysis of the manifestation determination cases published in the only national case law reporter series that includes hearing and review officer decisions, LRP Publications' Individuals with Disabilities

Education Law Report (IDELR). He found 16 IDELR-published decisions between 1980 and 1997, including three at the judicial level, specifically addressing manifestation determinations. The majority (63%) of these decisions were in favor of the defendant district's determination of a lack of the requisite conduct-disability connection. The most frequently identified disability classification was specific learning disability (SLD), and the most common categories of conduct were drugs/alcohol or some form of violence.

The case law analyses were more numerous for the period between the 1997 and 2004 amendments. However, most of these analyses had limitations in case coverage or selection, largely attributable to being only incidentally empirical (e.g., Katsiyannis & Maag, 2001; Osborne & Russo's, 2005). In partial contrast, Zilz (2006) identified 99 "cases" between 1994 and 2003 (p. 200). However, his selection indiscriminately extended to 38 Office for Civil Rights letters of findings under Section 504, and his analysis failed to differentiate between those IDEA decisions arising before and after the 1997 amendments and between the procedural and substantive rulings.

Zirkel's aforementioned (2006) analysis extended to a separate canvassing of cases under IDEA 1997. However, although much more clear and comprehensive within its selection criteria, it was limited to rulings with respect to the new codified substantive criteria. Within this scope, he found 37 IDELR-published decisions, including three at the court level. The pronounced majority (78%) of these decisions were in favor of districts' determination of "no" manifestation. The most frequently identified disability classification was other health impairment (OHI), often based on a diagnosis of attention deficit disorder (ADD), and

the most common conduct was actual or threatened violence.

After the 2004 Amendments

In the major systematic analysis of case law decided under IDEA 2004, Zirkel (2016) extended the scope to procedural as well as substantive rulings specific to manifestation determinations and to decisions only available electronically (i.e., those with "LRP" rather than "IDELR" citations, in SpecialEdConnection®). For the period ending on December 31, 2014, he found 86 relevant decisions, with only five (6%) being at the judicial level and with 20 (23%) including both procedural and substantive rulings.

Subcategorizing the procedural rulings into four groups, he found the following frequency distribution for the 38 cases with procedural rulings: information sources - 21; team membership - 15; timing - 4; and miscellaneous/other - 26 (with the most frequent being parental participation - 4, notice - 4, and additional diagnoses - 4). The adjudication was often a two-step analysis—(a) whether the district violated a procedural requirement, and, if so, (b) whether the violation(s) resulted in educational harm. The outcomes distribution for these 38 cases on a best-for-parent basis across the procedural rulings was 45% for districts and 55% for parents, with the most successful challenges being based on the failure to either consider additional diagnoses or provide sufficient parental participation. However, the remedial relief was generally limited, such as sending the case back for re-doing with correction(s) of the procedural violation(s), although these cases presented the potential for recovery of attorneys' fees.

For the 68 cases with substantive rulings, all addressed criterion #1 (i.e., causal relationship with child's disability), and 18 additionally but only

secondarily addressed criterion #2 (i.e., causal relationship with IEP non-implementation). The most frequently identified IDEA classifications were OHI (n=23), SLD (n=23), and emotional disturbance (ED, n=13), with ADD being the underlying diagnosis in 68% of the cases with substantive rulings. The most common conduct in question was actual or threatened violence. The outcomes distribution for these 68 cases, again on a best-for-parent basis across both substantive criteria, was 75% for districts and 25% for parents. The analyses for the substantive rulings were generally rather cursory, but the predominant decisional factors included the following, usually on a district-deferential basis and each stated here first in the direction of an adjudicative ruling in favor of the school district's "no" manifestation determination: (a) whether the behavior at issue was premeditated or impulsive, where impulsivity is symptomatic of the child's disability, (b) whether the behavior at issue was specific to the child's disability or stereotypic of the disability without customization to the

individual child, and (c) whether the expert witness was the school psychologist or a private practitioner.

Search/Selection Method

The purpose of this analysis is to examine the most recent three years (January 1, 2015 to December 31, 2017) of case law to determine the current pattern in relation to the previous frequency and outcomes trend under the IDEA 2004 procedural and substantive requirements for manifestation determinations.

 Consistent with the predecessor analysis (Zirkel, 2016), the primary database was LRP's electronic database, SpecialEdConnection®, with a supplemental judicial search in Westlaw. The selection criteria also were the same, resulting in exclusions for the following marginal or otherwise related categories: (a) manifestation cases resolved on threshold adjudicative issues, such as exhaustion (e.g., *Molina v. Board of Education*,

2015); (b) manifestation determination cases based on Section 504 (e.g., *Doe v. Osseo Area School District*, 2017); (c) cases concerning the prerequisite of a disciplinary change in placement (e.g., *Jay F. v. William S. Hart Union High School District*, 2017; *Pocono Mountain School District*, 2016); (d) cases concerning whether the student qualified for "deemed to know" coverage (e.g., *Artichoker v. Todd County School District*, 2016; *Chippewa Local School District*, 2017); (e) cases concerning related requirements, such as interim alternate education settings (e.g., *Edmonds School District*, 2016) and FBAs-BIPs (e.g., *District of Columbia Public Schools*, 2016; *N.G. v. Tehachapi Unified School District*, 2017); and (f) complaint investigation decisions by state education agencies (e.g., *Mobridge Pollock School District*, 2016) or the Office for Civil Rights (e.g., *Noah Webster Basic School*, 2015). Similarly, consistent with the prior analysis, the respective subcategories for the relevant rulings within the selected cases were the abovementioned two substantive criteria and the following procedural subcategories: (a) team (e.g., district representative and parent), (b) information sources (e.g., relevant information from the parents); (c) timing (within 10 days); and (d) other (e.g., notices).

Specific Findings

The total number of pertinent cases for the three-year period was 46, which included only three court decisions. Moreover, nine of the cases contained both procedural and substantive rulings.

Slightly less than half of the cases (n=21) contained procedural rulings, averaging approximately 1.5 per case within the constituent categories. The frequency distribution of the 33 procedural rulings was as follows: team members - 6; information sources - 8; timing - 3; and other - 14 (especially notice violations - 8). The outcomes distribution of the 21 cases, on a best-for-parent basis across procedural rulings, was 43% for districts and 57% for parents. Although widely dispersed and often subject to a two-step harmless-error analysis, the most common reasons for district losses were failure to provide timely notices, insufficient parental participation, and lack of complete information and thorough consideration. The remedies in the majority of the district losses extended to expungement, reinstatement, functional behavior assessment-behavior intervention plan (FBA-BIP), and/or compensatory education.

The only court decision in the procedural category upheld the hearing officer's ruling in favor of the parent in light of two types of procedural violations. The first type was the lack of meaningful discussion based on (a) the meeting chair's filling out the manifestation determination form with "no" answers to the two criteria before the meeting and using those conclusion as the framework for the discussion, and (b) the conduct in question and the child's ADD-based disability classification on a global rather than a specific basis. The second type was the lack of timeliness in the notice to the parents and the scheduling of the hearing. The court also upheld the hearing officer's respective remedies of a new, corrected manifestation determination meeting and compensatory education for each day of removal beyond the ten-day period specified in the IDEA. Additionally, the court ordered the district to pay the attorneys' fees of the parents because they were the prevailing party (*Bristol Township School District v. Z.B.*, 2016).

For the 34 cases that contained substantive rulings, all addressed criterion #1, and 10 also addressed criterion #2, although usually on a secondary basis. The most common IDEA

classifications were OHI (n=20) and ED (n=9), often in combination and/or based on ADD. The conduct at issue in the overwhelming majority of the cases was actual or threatened violence. The adjudicative analysis was often rather cursory, without the nuances of new causal language or citation to the applicable legislative history, regulatory commentary, or court decisions. The overall outcomes ratio for these 34 cases was 35% for districts and 65% for parents, although more than half of the decisions for parents were from one jurisdiction, the District of Columbia. The most frequent decisional factors included the school psychologist's testimony, credibility of other witnesses, the role of impulsivity, and the legal concepts of judicial deference and burden of proof. Finally, the remedial orders were often limited, but in some cases included compensatory education and/or a FBA-BIP.

The only two court decisions with substantive rulings illustrated the rather perfunctory and diverse analyses. In *Z.H. v. Lewisville Independent School District* (2016), a federal district court in Texas reversed the hearing officer's ruling that a sixth grader's preparation of a "shooting list" of classmates as part of his English journal, was not a manifestation of his disabilities, which were ED (based on depression) and OHI (based on ADD). Noting that the expert opinion of the school psychologist was based on her preparation of the most recent evaluation and her classroom observations of the student, the court summarily relied on judicial deference to school authorities and the parents' failure to fulfill their burden of proof by rebutting this presumption.

Conversely, in *Maple Heights City School District v. A.C.* (2016), a federal district court in Ohio upheld the hearing officer's ruling that a fourteen year old's possession of marijuana and, four months later, theft of an iPod were each a

manifestation of her ED. Rejecting the case law from other jurisdictions that supported judicial deference to school authorities, this court followed Sixth Circuit precedent that called for deferring to hearing officers, particularly their determinations of the credibility and cogency of the witnesses. In this case, each side's primary witness was a private consultant, and the hearing officer found the parents' expert to be more credible largely because her assessment of the student was more thorough. For example, it included not only classroom observation and records review but also—unlike the basis for the district's expert—testing of the student and interviews with the parents, teachers, and the student. The court awarded compensatory education for the days of removal beyond the initial ten-day suspension.

Interpretation and Recommendations

Overall Cases

The overall frequency of the cases, which averaged 15 per year for this limited period, fit with the gradually upward trajectory of manifestation determination litigation traced in previous research (e.g., Zirkel, 2006, 2010, 2016). Tempering this growth, the cases continued to be predominantly at the hearing and review officer level. Indeed, for this most recent period, the three court decisions were at the lowest level of the federal judiciary and not officially published, thus having limited precedential weight. Moreover, the analyses, whether at the hearing/review officer or court level, continued to be cursory, not reflecting the disciplined depth and nuances valued in legal scholarship and related professions, including school psychology. One of the reasons may be that the IDEA regulations (2015) require due process hearings concerning manifestation determinations to be expedited, thus having a

tighter timeline for issuance of the decision (§ 300.532[c]). Another may be the issue in some of these cases is incidental to one or more larger claims, such as whether the IEP was appropriate, thus providing only secondary or tertiary attention to the manifestation determination issue. Regardless of the reasons, the result is a body of case law that is not particularly helpful in terms of specific, weighty, and relatively reliable guidance.

Procedural Dimension

For the procedural rulings, the distribution and outcomes also aligned with those of the previous manifestation determination case law analyses. The emphases on information sources and team membership for this three-year period, along with the more particular focus on parental participation and timely notices, represented a direct extension of the distributional trend for the previous nine-year period (Zirkel, 2016). Similarly, the outcomes ratio was almost identical to that for the previous post-IDEA 2004 period, but the remedies appeared to gather

some strength, particularly in terms of compensatory education. Yet, despite the ratio at least slightly favoring parents, the two-step harmless-error approach for procedural violations was notably less rigorous than the compliance orientation associated with the IDEA's alternate decisional dispute resolution mechanism, complaint procedures investigations (e.g., Zirkel, 2017).

Substantive Dimension

However, the major departure from the previous pattern of manifestation determination case law was for the outcomes ratio of the substantive rulings. Although the identified conduct and disabilities reflect an increased predominance of actual or threatened violence and ADD, respectively, the change from a ratio approximating 3:1 in favor of districts to almost 2:1 in favor of parents for substantive manifestation determination rulings is unexpected in light of not only the predominant pro-district pattern of IDEA litigation (e.g., Karanxha & Zirkel, 2014) but also the aforementioned directional change in the substantive manifestation determination criteria from IDEA 1997 to IDEA 2004. Nevertheless, the tempering limitations for this seemingly significant difference in the outcomes ratio of the substantive rulings include not only the relatively short period of this most recent analysis but also the predominance of parent-favorable substantive rulings from the District of Columbia. This particular jurisdiction is historically much less-district friendly than other jurisdictions in IDEA cases (e.g., Zirkel & D'Angelo, 2002), and its law puts the burden of proof on the district and contains the substantive criteria of both IDEA 1999 and IDEA 2004 (e.g., *District of Columbia*, 2017). In any event, the adjudications to date do not reflect any increase at all in the recognition of the shift in the IDEA 2004 to a direct, causal connection.

Recommendations

Suggestions for further research include not only extensions to a longer period but also to more complete sampling of hearing and review officer decisions. Given the representativeness issue of IDELR-published hearing administrative decisions (e.g., D'Angelo, Lutz, & Zirkel, 2004), follow-up analyses should randomly sample the relatively complete records of decisions that state education agencies maintain per the IDEA regulations' (2015) requirement for public availability (§ 300.513[d][2]). Moreover, the professional literature lacks quantitative and qualitative research concerning the knowledge, attitudes, and practices of school personnel, including school psychologists, specific to manifestation determinations.

The recommendations for practitioners include balanced consideration of proactive procedures, in light of (a) the limited guidance of the adjudicative decisions to date and the costs of adjudication; (b) the educational philosophy of the district; (c) the values of the local community; (d) the particular conduct at issue, such as weapons violations or other perceived clear and present dangers; and (e) the efficacy of the school psychologist in mediating these varying interests in a child-centered, outcomes-oriented direction. Particular priorities for proactive procedures for manifestation determinations include special efforts to arrange and document the following:

- timely notices
- meaningful parental participation
- complete information sources

On the overlapping substantive side, priorities for proactive practice include thorough discussions that avoid (a) predetermination, (b) overemphasis of the causal nature of the criteria, (c) reliance on

stereotypical assumptions rather than individualistic specificity, and (d) knee-jerk zero-tolerance-type reactions to any form of actual or threatened violence. Conversely, particular preparation is warranted with regard to (a) the individualized assessment and contribution of ADD and ED and (b) the possible need and procedures for a formal threat assessment protocol.

For all of these procedural and substantive aspects of manifestation determinations, school psychologists can and should play a leading role in maintaining respectful professionalism, mediating opposing perspectives, and exceeding legal requirements with prudent proactivity. Whether specific to this specialized issue or much more encompassing issues of eligibility and FAPE, school psychologists are a key source of objective information about legal requirements and professional recommendations.

Finally, however, the case law generally accords priority weighting to the expert opinion of school psychologists based on the combination of the professional specialization and their direct experience with the child. Given this adjudicative tendency, school psychologists should keep their potential role as witnesses in mind during the deliberation and documentation at the manifestation determination meeting. Maintaining the ethical and evidence-based practice of the profession provides latitude for the school psychologist to contribute to manifestation determinations that minimize the frequency of, and losses at, litigation and that effectively balance the interests of the school and the student.

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COACHING STRATEGIES FOR EFFECTIVE CLASSROOM MANAGEMENT

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Mild to moderate problem behaviors such as talking out and noncompliance are common in classrooms across the country. Although they are not dangerous and may not significantly disrupt the learning environment, these behaviors may result in exclusionary discipline practices, such as office discipline referrals and suspensions (Skiba, Chung, Trachok, Sheya, & Hughes, 2014; Skiba & Peterson, 2000). According to research by McIntosh, Frank, and Spaulding (2010) removing students from the classroom and issuing punitive consequences for non-threatening problem behaviors are ineffective strategies for reducing

the likelihood of those problem behaviors occurring again in the future.

Effective classroom management strategies prevent problem behaviors from occurring and provide clear consequences to address the behaviors when they do occur. Classroom management is critical for establishing productive student-teacher relationships, keeping students in class, and allowing school staff to focus their attention on more serious problem behaviors that may need intensive supports. However, educators may not have received sufficient coursework or training in classroom management. Additionally, they may feel that taking time to address social behavior would take time away from academic instruction.

School staff who have behavior management expertise and frequent engagement with teachers and classroom support personnel serve in an excellent leadership role for coaching teachers on effective classroom management strategies. Individuals working in various capacities within the school, including specialists, instructional coaches, administrators, and school psychologists have the opportunity to provide individualized coaching to support teachers. The following article will outline supports that school leadership personnel in general, and school psychologists in particular, can provide to teachers and classroom assistants. The article will describe (a) the school psychologist's role in building capacity through coaching staff members and (b) methods for integrating coaching into everyday routines.

Building Teacher Capacity through Coaching

Coaching is embedded support designed to help teachers use newly trained skills in the classroom. Coaching provided by school leaders is one method that supports teachers' use of

evidence-based practices in the classroom. Because of their expertise in behavioral science, education, child psychology, and school systems (Perfect & Morris, 2011), school psychologists can provide an important lens to teachers at various levels of classroom management expertise.

School psychologists have myriad roles and responsibilities on a school campus; therefore, it is critical to consider efficient ways of increasing teacher capacity and improving student outcomes without significant time requirements. Three efficient coaching activities that school psychologists can use to build staff capacity include (a) prompting, (b) performance feedback, and (c) positive acknowledgement of staff. These three coaching components are applicable across elementary and secondary settings and can be easily integrated into daily routines such as staff meetings, informal classroom observations, or professional learning communities (PLCs).

Prompting is the delivery of reminders or cues to individuals just before they are expected to use a skill. School psychologists can deliver prompts in a variety of ways, including the use of verbal, written, and visual reminders and direct help in performing the skills learned during training. Methods of effective prompting include (a) PA announcements related to targeted behavior management skills, (b) pre-conferences held before informal observations, and (c) written reminders in staff mailboxes or sent via email.

Performance feedback is the practice most often associated with coaching. Performance feedback is direct and specific feedback that is provided frequently, contingent upon an individual's behavior. Performance feedback serves both reinforcing and corrective functions. There are important components of feedback to

consider as a coach. Feedback is most effective when it is timely, behavior specific, and descriptive. Corrective feedback should also include suggestions of what to do in place of ineffective behavior management. School psychologists may deliver performance feedback through strategies such as (a) whisper coaching, (b) in-person debriefs after observations, or (c) written feedback following a classroom walkthrough.

Positive acknowledgement of staff is an important and often overlooked component of coaching. Delivering individual and group praise increases the likelihood that staff members will keep using evidence-based classroom management strategies. Positive acknowledgement from school psychologists may include verbal, visual, or tangible reinforcement. Some examples of acknowledgement of staff include (a) delivering individual positive feedback following the demonstration of an appropriate behavior management skill, (b) highlighting individuals or groups in an all-staff spotlight in a school newsletter, or (c) offering staff members incentives such as covering supervision duties or instruction.

The purpose of using these three coaching components is to establish an environment where teacher use of evidence-based classroom management practices is more likely to occur. Although coaching is an effective driver of implementation, it is difficult for school psychologists to engage in lengthy coaching sessions with every staff member. By utilizing the components of coaching, school psychologists can make small changes to their everyday practices that will increase the frequency with which coaching can be delivered.

Integrating Coaching into Everyday Practice

To equip teachers with the skills necessary to address problem behavior in the classroom, individuals who deliver coaching must ensure staff members are adequately trained on the components of effective classroom management. Simonsen and Myers (2015) discuss effective classroom management systems, including: (a) establishing and teaching positively stated expectations, (b) implementing a continuum of strategies to reinforce appropriate behavior, and (c) implementing a continuum of strategies to respond to inappropriate behavior. However, providing coaching to teachers in the classroom is essential to ensuring the longevity of effective classroom management practices. Sustaining coaching supports over time necessitates using practices that are simple, efficient, and easily built into systems to utilize and monitor. School psychologists can integrate coaching practices into their everyday routines by considering the **routines** and **data systems** by which coaching can be easily implemented and monitored. Table 1 provides a list of some common routines and how the use of coaching practices can be embedded within them.

Data systems vary from school to school; however, they are an important component in measuring coaching outcomes, including teachers' fidelity of implementation and student behavior change over time. Considering ways to incorporate fidelity of implementation checklists, targeted behavior management skills feedback forms, and student-, class-, and school-level behavior and academic data when measuring the effectiveness of coaching activities is highly recommended. Using data to differentiate coaching support and offer targeted coaching based on individual and group needs is one

TABLE 1: EMBEDDING COACHING PRACTICES INTO ROUTINES

School Psychologist Routine	Examples of Embedded Coaching Component(s)
Informal classroom walkthroughs	**Prompting** o Remind teachers via email that frequency of student-delivered praise will be measured during walkthroughs **Performance Feedback** o Provide written feedback that includes specific praise and one suggestion for improving responses to problem behaviors in the classroom **Acknowledging Staff** o Based on aggregated walkthrough data, praise groups of teachers at PLCs for increasing the total number of opportunities to respond from baseline
Informal observations	**Prompting** o Prior to conducting the observation, remind the teacher via email of the teacher-selected target area **Performance Feedback** o Provide verbal praise for specific skill demonstration (e.g., "You delivered individual and small group reinforcement 22 times, exceeding your goal of 1 time per minute. Excellent work!") and offer corrective feedback with suggestions for improvement (e.g., "When students demonstrated inappropriate behaviors you did not acknowledge the appropriate behaviors of the surrounding students. Let's talk about ways to deliver this acknowledgement") **Acknowledging Staff** o Using data from observations, individually praise each teacher in one area of strength and ask if they would be willing to model the use of these strategies in a PLC
All-staff meetings	**Prompting** o At the end of the meeting, provide staff with a reminder of the staff goal for the month (e.g., "Our targeted goal this month is to increase the use of individual, small group, and whole class praise") **Performance Feedback** o Have teachers practice the targeted skill in partners and ask them to deliver performance feedback to one another **Acknowledging Staff** o Tie the staff reward system to classroom management practices and offer a reward (e.g., one day of recess duty covered) to a teacher and support staff member who have demonstrated the skill
Supervision of lunch, recess, hallways	**Prompting** o Before recess remind students of the expected playground behavior and remind staff to praise the students when they display the expectations **Performance Feedback** o If a teacher misses an opportunity to correct a student's behavior (e.g., does not correct a group of students running down the hallway) provide corrective feedback (e.g., "Next time, ask the students to be safe in the hallway by walking quietly") **Acknowledging Staff** o Deliver praise to individual staff members who are actively supervising and moving around the playground at recess

method for building capacity and sustaining the use of evidence-based practices over time.

Conclusion

There are myriad ways to incorporate coaching practices into everyday routines to support teachers and other staff members to use effective classroom management strategies. The goal is to ensure that school psychologists and other school-based leaders providing coaching supports are utilizing time in the most effective way possible, thereby building capacity in classroom staff to appropriately manage minor problem behaviors. By addressing behaviors in the classroom, teachers are better able to create a more inclusive environment where all students are welcome and can thrive.

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THE DIVISION 16 GPSPI

Division 16 has developed a Grant Program for School Psychology Internships (GPSPI) to assist in the predoctoral internship crisis in the U.S. The GPSPI is supported by Division 16, Council of Directors of School Psychology Programs (CDSPP), National Association of School Psychologists, and Trainers of School Psychologists.

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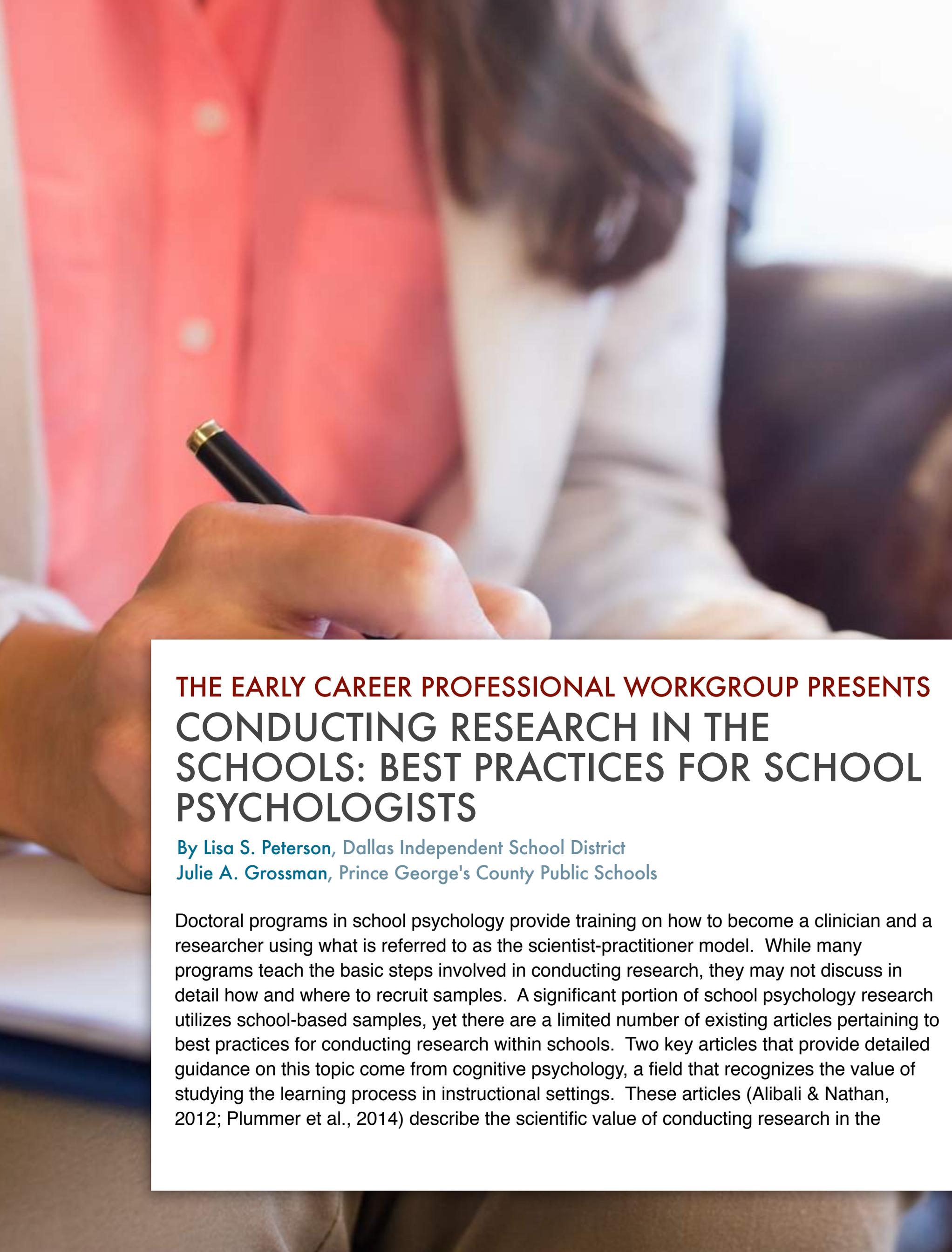
CONDUCTING RESEARCH IN THE SCHOOLS: BEST PRACTICES FOR SCHOOL PSYCHOLOGISTS

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Doctoral programs in school psychology provide training on how to become a clinician and a researcher using what is referred to as the scientist-practitioner model. While many programs teach the basic steps involved in conducting research, they may not discuss in detail how and where to recruit samples. A significant portion of school psychology research utilizes school-based samples, yet there are a limited number of existing articles pertaining to best practices for conducting research within schools. Two key articles that provide detailed guidance on this topic come from cognitive psychology, a field that recognizes the value of studying the learning process in instructional settings. These articles (Alibali & Nathan, 2012; Plummer et al., 2014) describe the scientific value of conducting research in the

schools as well as the steps and things to consider when conducting this particular type of field research.

The purpose of the present article is to provide best practices for school psychologists who are attempting to complete research inside of the schools. The best practices included in this article apply to all stages of a research study. Also, the recommendations provided in this article are thought to be in addition to the best practices followed when conducting research in general.

Align with Local Initiatives

Researchers are driven by their interests, the existing research base, and a desire to advance current research a target area. When researchers are interested in starting a new study in a school or group of schools, they must ensure that there is a fit between the research and the school. Schools are focused on providing an appropriate education to their students and will not be open to an outsider taking time away from instruction unless they see how it aligns with their own needs. For example, researchers who want to test the effectiveness of a new bullying curriculum may get a positive response from administrators who have expressed concern about peer aggression in their schools. Having a prior relationship with the school district or having a contact person from within the school district where the study is to take place can be extremely helpful when identifying local needs and priorities. If the researchers do not have such relationships, it is recommended that they read the district's websites, school board websites, and other available materials to learn what initiatives are underway and determine whether the research is a good fit. Once the researchers are confident that the study aligns with initiatives,

they can move forward with obtaining approval to conduct the study.

Ethical Considerations

There are multiple layers of approval that need to be obtained prior to recruiting potential participants. Consistent with the Ethical Principles of Psychologists and Code of Conduct Standard 8, which pertains to research and publication, researchers first need to receive approval from the Institutional Review Board (IRB) of the relevant institutions. An IRB is an administrative body whose purpose is to protect the welfare and rights of human participants in research. If the researcher is associated with a university or other similar institution, the study will need to be approved by that institution's IRB. Many school districts also have their own IRB; if this is the case, the researcher also will need to obtain approval from the district's IRB, and potentially other pertinent district-level individuals. Next, researchers should attempt to obtain permission from and develop a collaborative relationship with the principal(s) of the specific school(s) in which they are interested in conducting the study. This is important because as leaders of their building, principals can make the entire process run significantly smoother. For example, principals can designate space for researchers to use rather than them having to search around the school each time they are there. Additionally, having principal support makes it easier to gain teacher support. Teacher "buy-in" is essential as they can help support the researchers by serving as liaisons between the researchers and the children or parents. Finally, and most importantly, researchers need to obtain parent informed consent and student assent. Obtaining informed consent from parents can be difficult at times, as it can be hard to reach some parents, and face-to-face contact can be infrequent. It also can be

challenging as some children misplace papers before getting home and giving it to their parents. It is recommended that researchers provide additional time during this phase of their project in the event that papers need to be sent home to parents more than once.

Be Flexible

A good tip for individuals attempting to conduct research within the schools is to be able to adapt to changes. As with anyone who works in education, one needs to expect the unexpected. For example, researchers may find that their sessions are canceled due to absences, weather related closures, or a number of other possible reasons. Once more, researchers may find it beneficial to build in additional time into their projected timelines to ensure they remain on schedule even when the unexpected occurs. Researchers also may want to arrive at the schools in advance of each session to ensure they know where they are going to be located within the building, if this is pertinent. Often, buildings have limited space and availability may change by the day.

Have Practical Expectations

While schools can be unpredictable on a daily basis, there are some variables that are more predictable. Researchers need to look at the school calendar when planning their schedule as certain times of year may be more optimal to conduct their work. For example, most states require standardized testing in the spring. This will mean adjusted schedules for many students. It also will mean that immediately before testing time, teachers in those grade levels may be less amenable to loss of instructional time. One of the current authors previously was involved in a study that was behind schedule and sent surveys to school staff in April. State testing and end of

year paperwork that already had overwhelmed the staff resulted in a very low response rate and ultimately, an incomplete research study.

In addition to time of year, researchers should consider the time of day during which the research is being implemented. They should ask to be provided not only with students' lunch schedules, but also their schedules for recess, supplementary classes (e.g., physical education), and any other activity that a student will not want to miss, or removal from will affect their energy, compliance, and concentration.

Be Aware of School Protocol

Schools often have specific safety-related procedures that researchers need to be aware of in advance of working in the schools. For example, schools often have requirements about what information visitors need to attain prior to being allowed to work in the school, such as getting finger printed and having a background check completed. There also often are regulations about where adults are allowed to work with students within the building. In one of the current author's school districts, all schools mandate that adults working alone with children need to be visible from the hallway at all times. This means that either doors need to be left ajar or there need to be windows in the rooms. Additionally, many schools require children to walk in pairs through the hallways rather than individually. These procedures are important for anyone coming and working in the building to know in advance.

Provide Schools with Results

When schools allow outside researchers to collect data, they often expect to benefit in some way. Sometimes there is a direct benefit when they pilot a new curriculum or program, but other

times the indirect benefit is the knowledge they gain about their school through the results of the study. It is therefore critical that results be shared with the school in some way. This could take many forms depending on the type of study conducted and any products created. If the research involved active participation by the staff, a meeting after school may be appropriate. If the research was smaller in scale, a meeting with the principal may be adequate. If the research involved a collection of schools, a district official may want to meet. If the researcher created a product from the research data, such as a journal article or a conference poster, it should be shared with key school staff who were involved with the study. By sharing results, the researchers are following through on those initial conversations showing how this study did align with school district initiatives. Sharing the results also demonstrates respect for the time that was given by the school staff and students.

Conclusion

Whether practicing in the field or working in a university setting, school psychologists have the combination of skills and training to conduct high quality school-based research. By conducting research in the setting where students learn, interact with peers, and build their social-emotional skills, school psychologists can greatly increase our knowledge of how children grow and change and contribute significantly to the field of psychology.

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Giving a membership provides the recipient with access to all Division 16 resources, such as *The School Psychologist*, *School Psychology Quarterly*, and members-only LISTSERVs. More importantly, however, it shows your support of that person's professional development and helps bring more supporters of school psychology to the table. To sponsor a member, simply complete the required form here.
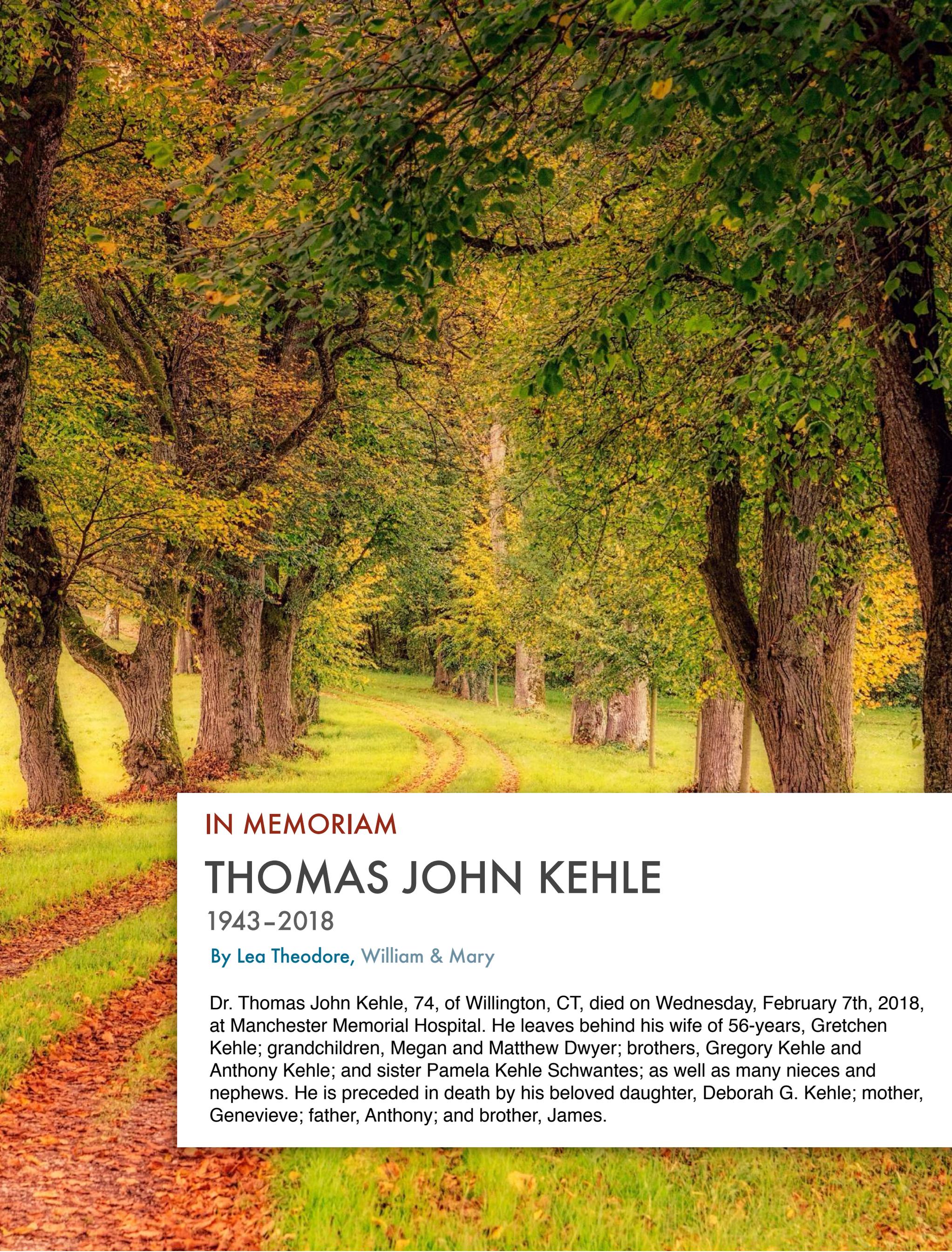
IN MEMORIAM

THOMAS JOHN KEHLE

1943–2018

By Lea Theodore, William & Mary

Dr. Thomas John Kehle, 74, of Willington, CT, died on Wednesday, February 7th, 2018, at Manchester Memorial Hospital. He leaves behind his wife of 56-years, Gretchen Kehle; grandchildren, Megan and Matthew Dwyer; brothers, Gregory Kehle and Anthony Kehle; and sister Pamela Kehle Schwantes; as well as many nieces and nephews. He is preceded in death by his beloved daughter, Deborah G. Kehle; mother, Genevieve; father, Anthony; and brother, James.

Professor of the School Psychology Program at The University of Connecticut since 1987, Tom served as Director of the School Psychology Program in the Department of Educational Psychology for more than 25-years. During that time, Tom led the program through multiple APA and NASP accreditation reviews, mentored numerous doctoral and master's students, and was instrumental in developing one of the top five graduate programs in school psychology, nationally. During a long academic career, Tom made a significant impact on the field of school psychology. His dedicated scholarship, teaching, and service as well as high standards of integrity have resulted in lifetime of contributions of unusual breadth and depth for children and psychologists alike. More importantly, his career, character, and influence genuinely illustrate the principles of a scientist, scholar, and leader.

Tom was born in Toledo, Ohio on July 15, 1943, and had many fond memories of his boyhood experiences there, as portrayed in his published short story "The Park." He moved to Pompano Beach, Florida as a teenager, attending Pompano Beach High School, where he met his wife, Gretchen Koll. Tom graduated from Pompano Beach High School and subsequently joined the United States Army, later joining the police force as an officer. He earned his Bachelor's degree from the Florida Atlantic University and his Master's and Ph.D. degrees from the University of Kentucky. Upon graduation from the University of Kentucky, Tom worked for the Louisville Public Schools as a school psychologist. However, academia was his ultimate calling and he joined the university faculty as an Assistant Professor of School Psychology at Kent State University. He worked at Kent State from 1973 – 1979, earning tenure as an Associate Professor in 1976. While at Kent State, he engaged in close working relationships with his esteemed mentor, Dr. Jim Barclay, and his respected colleague, Dr. John Guidubaldi. In 1979, Tom and his family moved to Park City, Utah where he served as Professor and Director of the School Psychology program at the University of Utah until 1987. There he collaborated closely with his dear friends and colleagues, Drs. Elaine Clark and Bill Jenson. In

1987, Tom accepted the position of Director of the School Psychology Program at the University of Connecticut, where he worked for the remainder of his career. At UConn, Tom enjoyed a long and productive writing partnership with his protégé and colleague, Dr. Melissa Bray, as well as a close relationship with the Bray family.

A noted and prolific scholar, Tom was devoted in his service to the professions of psychology and education. His academic work may be characterized by thoroughness, punctuality, and intellectual risk-taking. He valued diversity in theory and practice, and was willing to devote considerable effort to objective inquiry. He engaged in many spirited conversations and debates with scholars in the field, with many noting that Tom was a force to be reckoned with. Tom's intellectual competence and allegiance to the scientific method resulted in a distinguished record of scholarship across more than four decades. He was very committed to working with children to enhance their intellectual, academic and social/emotional functioning. However, Tom was most proud of his work that focused on improving the psychological well-being of children, particularly his contribution of the conception of the RICH theory. Tom believed that the goals of education should focus on helping children attain four ingredients of a happy life, comprising the acronym "R.I.C.H": a sense of individual freedom (resources), intimacy, competence, and health. Tom's distinguished record of scholarship is evidenced by an exceptional record of publications. He had published more than 200 peer-reviewed articles,

chapters, and reviews in prestigious journals, and presented approximately 155 scholarly papers at regional, national and international conferences. Tom earned the national ranking as the second most prolific author in school psychology. Notably, following his national ranking, he was asked to edit Oxford's School Psychology Handbook, a hallmark book within the realm of school psychology. The Handbook serves as a compendium of issues, scientific findings and developments, written by undisputed leaders in their respective areas of expertise. Significantly, the Handbook promulgates the application of evidence-based practice, which leads to consistent and efficacious service provision to children and adolescents by ensuring well-informed decision-making.

Tom also demonstrated strong leadership skills, serving as President of the Division of School and Child Psychology, Secretary for the Society for the Study of School Psychology (and founding member) (SSSP), and Secretary-Treasurer for the Council for the Directors of School Psychology Programs (CDSPP). He also actively served the profession through multiple appointments to editorial boards which drew on Tom's astute judgment.

Tom's profound drive to succeed and excel, the intensity of his engagement and commitment, combined with his diligence and efficient organizational skills, culminated in national recognition of his leadership and research by professional organizations, including being named Fellow in the American Psychological Association, American Psychological Society, and the American Association of Applied and Preventive Psychology. In addition, Tom was the recipient of the Neag School of Education Outstanding Research Award, which recognized his contributions to school psychology. Tom was especially proud of The Legends in School Psychology Award and the Outstanding Contribution to Training Award, both bestowed upon him by the National Association of School Psychologists (NASP). The accolades that Tom received attest to the high regard in which he was held within the scientific community.

Tom's students and protégés were a source of incredible pride and satisfaction to him, to whom he selflessly passed on his commitment to school psychology. Moreover, his passion and dedication to scientific inquiry conveyed to his students and resulted in a school psychology program that graduated highly qualified, rigorously trained, ethical psychologists that valued integrity. Tom's students learned first-hand to be first-rate scientist-practitioners through his generosity and in sharing his story and life lessons that were absorbed by watching him, listening to his tales, and rubbing elbows with him. Tom taught students how to go on with grace in the face of loss and how to buckle down and get done that which needs to be done. He wrote every Sunday with his close friend and colleague, Melissa Bray. It was considered an honor to be invited to the Kehle home for a writing session with he and Melissa and to partake in a fabulous Sunday morning breakfast prepared by Tom's wife Gretchen.

Tom was a dynamic school psychologist, researcher, professor, editor, leader, and colleague. He was truly a gentle soul, who was loyal and generous beyond measure. Those who knew Tom will treasure all of the funny asides, chuckles, and surprising flashes of wit and wisdom he shared over the years. His giving nature touched all who knew and loved him, and his protégés were a source of incredible pride and satisfaction to him throughout his life. We are certain that Tom extracted a healthy measure of existential integrity from the relationships that he sculpted with his students, colleagues, and friends. It is just as certain that, in the aftermath of his passing and the loss that many of us feel, there will be a clear legacy of caring and being that he has left us; an embodiment that we will incorporate into our lives in his honor. May our beloved friend, mentor, and colleague rest in eternal peace. A memorial service for Tom will be held at The University of Connecticut on Saturday, March 17th, from 12:30PM-4PM, in the Charles B. Gentry Building, 249 Glenbrook Road, Storrs, CT. In lieu of flowers, the family requests donations be made in Tom's name for School Psychology graduate students at the University of Connecticut. Please see the Thomas J. Kehle, Ph.D. Scholarship page.
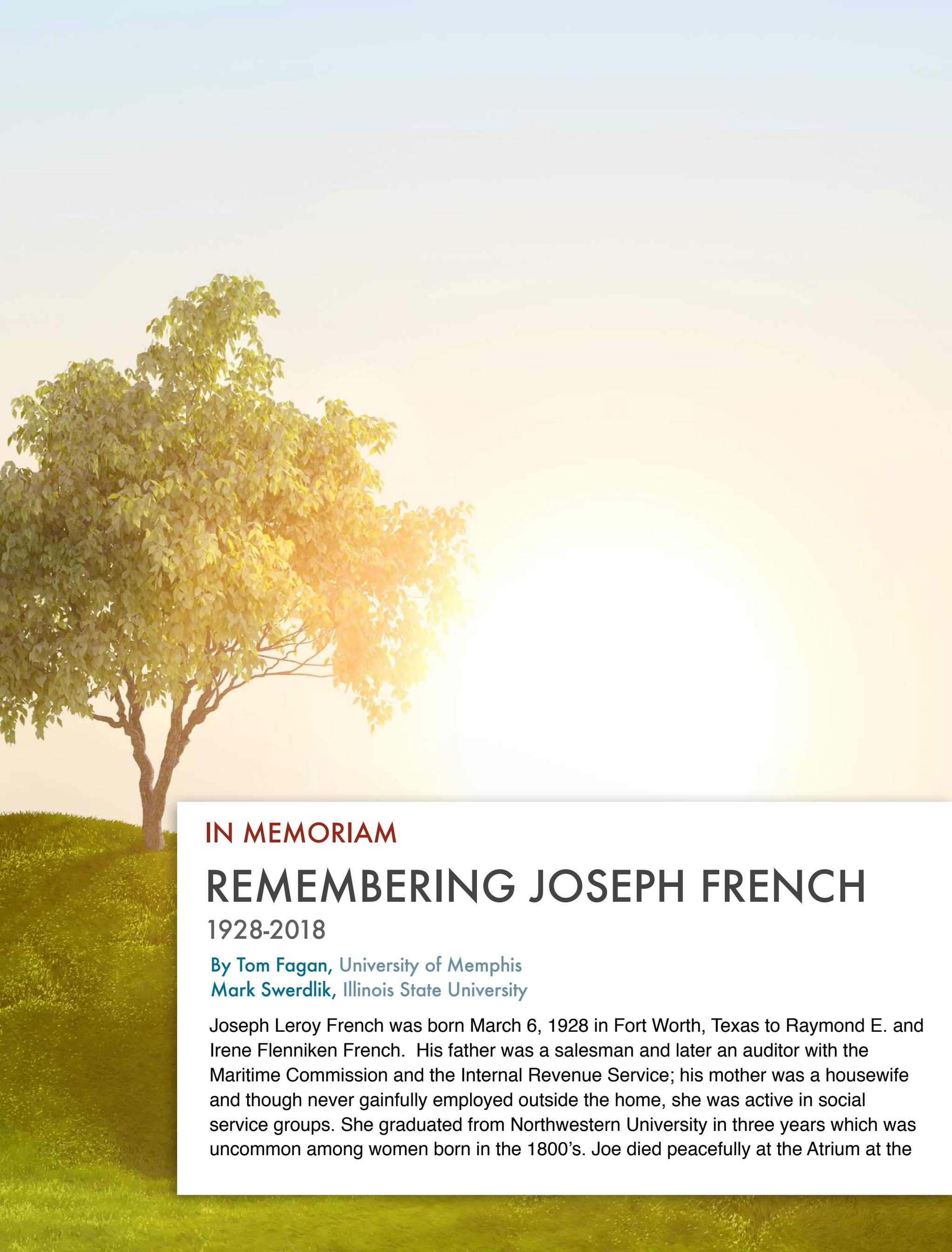
IN MEMORIAM

REMEMBERING JOSEPH FRENCH
1928-2018

By **Tom Fagan,** University of Memphis
Mark Swerdlik, Illinois State University

Joseph Leroy French was born March 6, 1928 in Fort Worth, Texas to Raymond E. and Irene Flenniken French. His father was a salesman and later an auditor with the Maritime Commission and the Internal Revenue Service; his mother was a housewife and though never gainfully employed outside the home, she was active in social service groups. She graduated from Northwestern University in three years which was uncommon among women born in the 1800's. Joe died peacefully at the Atrium at the

Village at Penn State surrounded by members of his family on January 14, 2018 at age 89. He was a loving husband and father, a loyal friend, and a respected educator. Known for his kindness, humor, and fairmindedness, Joe was as generous with his million-dollar smile as he was with organizations devoted to human and civil rights, environmental protection, and the arts.

Education and Family Background

Joe was raised in Bloomington, IL where he attended Washington Elementary and graduated from Bloomington High School (1945) where he played basketball, softball, and was active in clubs and activities. He was an Eagle Scout and later a scout leader when all three of his sons participated in scouting. From then named Illinois State Normal University in Normal, IL he received his B.S. degree in 1949 with a major in social science and minors in psychology and physical education; and his M.S. degree in 1950 in Guidance and Personnel which was then much like school psychology and led to a credential as a Qualified Psychological Examiner.

Joe loved his alma mater and spoke often of his graduate school professor and mentor, Dr. Stanley Marzolf; later in life Joe established an endowed scholarship in Marzolf's name for a deserving Illinois State University (ISU) doctoral student in school psychology. For his career long contributions, Joe received ISU's Distinguished Alumnus award (1998), the highest honor the alumni association bestows on a graduate. Mark Swerdlik had the privilege of introducing Joe at his induction into the ISU College of Arts and Sciences Hall of Fame in 2006. In preparation for that introduction from a review of old ISNU yearbooks, it was learned Joe was sophomore class president, photographer and sports editor for the newspaper and worked part-time for the town's newspaper, the *Pantagraph*. Joe also

helped greet and orient incoming freshman. It was also discovered that Joe, along with a fellow "townie," who was the ISNU cheerleader captain, were "clown partners" in the Gamma Phi Circus and stand-up comics at pep rallies. Joe and his friend regularly made visits to Milner Library to "study" and "cruise" for girls. The cruising ended when he met the love of his life, Peg, playing shuffleboard.

He began dating Margaret Ruth ("Peg") Gallagher in 1948 and married on June 11, 1950, the day after his M.S. degree commencement. Peg graduated a year later with a B.S. degree in theater and was a member of the Penn State theater faculty and a member of Equity. She performed professionally in Pennsylvania, New York (Albany), Illinois, New Jersey, Maine, North Carolina, and Colorado. They had four children: Jane (born in 1951), John (born in 1957), and Jim (born in 1959); their second child, Jeffrey, was born in 1954 and died in 1988.

Joe served in the Illinois National Guard during college. When his unit was called to active duty in 1951, he served in the Army (1952-53) and was promoted to lieutenant and stationed in Germany. He enrolled in the doctoral program at the University of Nebraska-Lincoln in 1955 where he earned the EdD in Educational Psychology and Measurement (1957). His Doctoral thesis was based on the IQ test he later developed for special needs children, *The Pictorial Test of Intelligence*, which is still available in revised edition. His practical experiences in the ISNU clinic serving area school children for three years were substituted for his internship requirement at Nebraska. His training was influential in his development of the *Pictorial Test of Intelligence* (1964) and coauthor of the *Henmon-Nelson Test of Mental Ability* (1973). He published at least 120 books, journal and newsletter articles, and test or book reviews. In addition he authored or coauthored several tests for research projects

(e.g., *Student Expectation Scale*, *Attitude Inventory for Youth*, *Classroom Performance Profile*, *Pennsylvania Teacher Attitude Inventory*, *Pennsylvania Classroom Activity Scale*, and *Best Practices in the Primary Grades*). He was involved with several sponsored grant projects, served on the editorial board of numerous professional journals and belonged to many professional organizations. Joe worked tirelessly as a consultant for the Home of the Merciful Savior, a home for children with cerebral palsy.

Academic Positions

At UN-L he was an assistant professor of educational psychology and measurement (1957-58), then assistant professor of education (1958-1961) and associate professor (1961-1964) at the University of Missouri. He joined the faculty of Special Education and Educational Psychology at Penn State University (PSU) in 1964 as a professor and remained there until his retirement on September 30, 1997. At PSU he was asked to

develop and direct a doctoral school psychology program; the program was among the earliest known doctoral programs in school psychology. He was an emeritus professor since 1997. At Penn State, he also served as director of the School Psychology Clinic, Chairman or Professor-In-Charge of the Program in School Psychology, and for 7 years Head of the Department of Special Education. Descriptions of his program and personal experiences can be found in *Professional School Psychology*, 1987, Vol. 2, pp. 81-92; and *Journal of School Psychology*, 1985, vol. 23, pp. 1-12).

Special Recognitions

His service contributions included President of the Association for the Gifted (1969), President of Division 16 (APA, 1976-1977), and several positions with the Council for Exceptional Children, the American Counseling Association, the American Psychological Association, and its Division of School Psychology, and the Pennsylvania Psychological Association (PPA). He held many service and leadership positions at Penn State including the Faculty Senate, Graduate Council, and College of Education Faculty Council.

His distinctions and awards include: special recognition from the American Counseling Association, APA Fellow of Divisions 15 and 16, Distinguished Service Award from the Pennsylvania Psychological Association (PPA, 1982), Distinguished Service Award from the APA Division of School Psychologists (1985), Dorothy Hughes Memorial Award from New York University (1993). Other awards were received from both the School Division of the PPA (1992) and the Lifetime Achievement Award from the Association of School Psychologists of Pennsylvania (1994), Diplomate and Fellow of the American Academy of School Psychology, Karl Heiser Award from APA (1996), and the National Association of School Psychologists Legends of School Psychology Award (1999).

Related Contributions and Activities

At the 1969 planning conference for a national organization of school psychologists Joe suggested that NASP be a division of the Council for Exceptional Children (CEC) rather than an independent association. The suggestion would have enabled school psychologists to have effective lobbying in Washington, DC immediately. Although not taken, it reflects his career-long efforts to maintain balance in the forces of school psychology and to tread the sometimes difficult waters of APA and NASP and state association politics, and school psychology and special education. Tom Fagan was privileged to work with Joe on the APA-NASP/NCATE joint accreditation pilot project in 1982-1983, where Joe's expertise and perspective were appreciated; he also served on the APA-NASP Inter-organizational Committee (1986-1991). Joe became an associate member of APA in 1957, member in 1958, and Fellow in 1964; and was a charter member of NASP, serving as Pennsylvania's NASP Delegate from 1970-1972.

Among the varied paths of his career was a series of publications on the history of school psychology that provided a better understanding of early training programs and several biographical articles. He considered his best known work to be with gifted children and with the physically handicapped. He is also known for his history of Pennsylvania school psychology and his "grandmothers" article which provided depth to the origins of our field and to the contributions of women. Over the years he sent Tom Fagan many historical items on the history of school psychology in PA and the PPA.

In retirement Joe served on APA accreditation site reviews of school psychology programs, prepared items for the national EPPP exam, and offered to give speeches to any group that offered lunch. He served on the Pennsylvania Psychology Board 1974-2016, including one year as its president. In retirement Joe and Peg took several trips to

Europe and enjoyed many trips in the U.S., especially to New York to see Broadway shows. He continued to bowl and play softball in senior leagues until recent months. When he was 70 he initiated the senior softball league in his area. In his younger days, he coached a Little League team that included two of his sons. An avid Penn State fan, Joe had season football tickets for 53 consecutive years.

He was active in the Democratic Party, serving as precinct captain for several years. Joe also delivered for Meals on Wheels and was a member of the Resident Council at the Village, serving as president in 2017. He became an active member of the University Baptist and Brethren Church when the family moved to State College.

Joe was predeceased by his wife, Peg and his parents, Irene and Raymond French. Surviving are daughter Jane (Gary) Brubaker and sons Jim (Lynne) French and John (Guenet) French, and several grandchildren and great-grandchildren. A celebration of life was held March 10, 2018 at the University Baptist and Brethren Church in State College, PA. In lieu of flowers, the family suggests memorial gifts be made to the Centre County Children and Youth Services, the University Baptist and Brethren Church, or the Alzheimer's Association.

Appreciation is expressed to Jane French Brubaker and Jim French for their comments on the manuscript. Portions of this manuscript were derived from his published obituary and from earlier award introductions for Joe French by Tom Fagan and Mark Swerdlik. Correspondence regarding this article should be addressed to Tom Fagan at tfagan@memphis.edu

PEOPLE & PLACES

Edited By Ara J. Schmitt, Ph.D.
Duquesne University

Frank Farley, Ph.D., L.H. Carnell Professor of Psychological Studies in Education, Temple University, has been elected to the Board of Directors, as well as the Board's Executive Committee, of the Elwyn Institute, the second largest non-profit agency in the United States serving special needs persons, behavioral health provisions, and education, operating in five States, PA, CA, NJ, DE, and VA.

The Gonzaga University School of Education is pleased to share exciting news: the approval and launching of a new Ed.S. program in School Psychology. This program offers two entry tracks: one for post-baccalaureate degree candidates and one for post-Master's degree candidates. We are recruiting our first cohort of post-baccalaureate candidates to begin in Fall 2018.


Plymouth State University's programs in school psychology, clinical mental health counseling, and school counseling have been awarded a $1.9 M four-year HRSA Behavioral Health Workforce Development Grant. Project Director: Cindy Waltman, Ph.D., NCSP, Co-PIs: Christina Flanders, Psy.D., NCSP, Robin Hausheer, Ed.D., Gary Goodnough, Ph.D. will manage the award.

Together as an interdisciplinary team they will work to expand the behavioral health workforce in rural and medically underserved areas. The funding will be used to focus on integrated prevention and clinical intervention and treatment for children, at-risk youth, adults, and their families and put a special emphasis on meeting the needs of those who are at risk for mental illness, substance use and suicide, and those least likely to seek continuous help.

The grant is aligned with the new vision of the Plymouth State University which seeks to produce leaders within interdisciplinary, integrated clusters, open labs, partnerships, and through entrepreneurial innovations and experiential learning. The core values of the University align with the goals of the grant and include informed action, collaboration and communication, leadership and engaged citizenship: local, regional, national, and global, and interdisciplinary research and scholarship.

See Yourself & Colleagues Here!
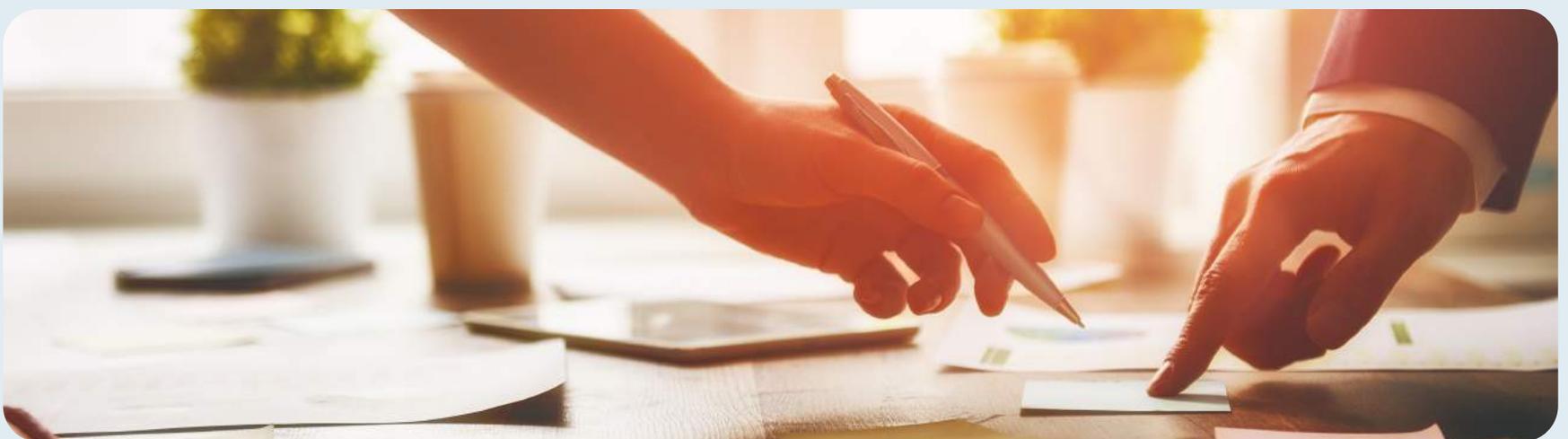
Please send items for next issue's "People & Places" to Ara Schmitt. Suitable information includes personal accomplishments within the field, such as hires, professional awards, and other recognitions. Similarly, let us know about the accomplishments of your program or institution (e.g., gaining accreditation status). Finally, please let us know about relevant program creations—such as training programs, internship sites, post-doctoral positions, and so forth.

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The following elected officials have been selected by Division 16 membership to serve leadership roles for the specified terms.

Office	Term	Name	Contact Information
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Past-President	2017-19	Lea Theodore	College of William & Mary Email: ltheodore@wm.edu
President-Elect	2018-19	Melissa A. Bray	University of Connecticut Email: melissa.bray@uconn.edu
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Council Representative	2016-18	Samuel Y. Song	University of Nevada, Las Vegas Email: sam.song@unlv.edu

AUTHOR'S INSTRUCTIONS & PUBLICATION SCHEDULE

Division 16 of the American Psychological Association publishes *The School Psychologist* as a service to the membership. Three PDF issues are published annually. The purpose of TSP is to provide a vehicle for the rapid dissemination of news and recent advances in practice, policy, and research in the field of school psychology.

Article submissions of 12 double-spaced manuscript pages are preferred. Content of submissions should have a strong applied theme. Empirical pieces conducted in school settings and that highlight practical treatment effects will be prioritized. Other empirical pieces should have a strong research-to-practice linkage. Non-empirical pieces will also be reviewed for possible publication, but are expected to have a strong applied element to them as well. Briefer (up to 5 pages) applied articles, test reviews, and book reviews will also be considered. All submissions should be double-spaced in Times New Roman 12-point font and e-mailed to the Editor. The manuscript should follow APA format and should identify organizational affiliations for all authors on the title page as well as provide contact information for the corresponding author. 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 more information about submissions and/or advertising, please e-mail or write to:

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To be considered in an upcoming issue, please note the following deadlines:

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Winter Issue: Approximate publication Date - February 15th; Submission Deadline - December 15th