



16

THE SCHOOL PSYCHOLOGIST

VOL. 74, NO. 2 (SUMMER 2020)

PUBLISHED BY DIVISION 16 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION



EDITORIAL BOARD

Editor

Andy Pham, Ph.D.

Associate Editor

Celeste Malone, Ph.D.

Advisory Editors

Angeleque Akin-Little, Ph.D.

Vincent Alfonso, Ph.D.

Michelle S. Athanasiou, Ph.D.

Amanda Clinton, Ph.D.

Jennifer Durham, Ph.D.

Rosemary Flanagan, Ph.D., ABPP

Pam Guess, Ph.D.

Greg Machek, Ph.D.

Daniel Newman, Ph.D.

Amanda Nickerson, Ph.D.

Linda A. Reddy, Ph.D.

Carol Robinson-Zañartu, Ph.D.

Ara Schmitt, Ph.D.

Esther Stavrou, Ph.D.

SASP Editor

Cydney Quinn

Design

Wade George



TABLE OF CONTENTS

School Psychology’s 75th Anniversary Commitment to Action: A Pathway to Equity, Inclusion, and Social Justice <i>by Enedina García-Vázquez</i>	3
About the Division 16 Legacy Fund <i>Committee on Professional and Corporate Sponsorship of School Psychology (CPCSSP)</i>	10
Commitment to Promoting Anti-Racist Practices and Inclusivity in <i>The School Psychologist</i> <i>by Michelle M. Perfect, Andy V. Pham, & Celeste M. Malone</i>	12
Division 16’s APA 2020 Virtual Conference Programming <i>by Elizabeth M. Power, Casey McPherson, Jessica S. Reinhardt</i>	15
Telehealth to Support Students, Families, and Educators Across School Psychology Practice <i>by Aaron J. Fischer</i>	17
Academic Parenthood: We Are All Doing Our Best <i>by Tara C. Raines, Stacy-Ann January, Nicholas Gelbar, & Courtenay Barrett</i>	26
SASP Student Corner: How COVID-19 Affected Our School Psychology Graduate Students <i>by Cydney V. Quinn & Miranda Zahn</i>	30
Call for Applications: Associate Editor of <i>The School Psychologist</i>	35
In Memoriam: Henry Thompson (Tom) Prout <i>by Ron Reeve</i>	36
Division 16 Executive Committee	37
Author’s Instructions and Publication Schedule	38

SCHOOL PSYCHOLOGY'S 75TH ANNIVERSARY COMMITMENT TO ACTION: A PATHWAY TO EQUITY, INCLUSION AND SOCIAL JUSTICE

By [Enedina García-Vázquez](#), Division 16 President
[New Mexico State University](#)

The year 2020 was to be an incredible year for Division 16 as this year marks the 75th anniversary of the Division. Many events were planned that would culminate in a grand celebration at the APA annual convention. Then the world happened and plans were all but shut down. 2020 instead marked a year replete with challenges that would impact the world. Almost instantly, COVID-19 closed many countries, including the US. The health pandemic, however, would not be what caused us to come together as a field of caring health service professionals. Instead, the blatant racism that reverberated with the killing of George Floyd, brought school psychology together to commit to a plan of action; to consider the past to



**Correspondence
concerning this piece can
be addressed to:**

Enedina García-Vázquez
New Mexico State University

Email:
evazquez@nmsu.edu

change the future by proposing a diverse, inclusive pathway today to meet the needs of a 21st century demographic and beyond.

We were horrified and saddened with the news of yet another Black life taken at the hands of the police. While it was difficult to find the words to express the sadness and pain we were collectively feeling, we decided that it would be critical to stand unified against racism and injustice. Many have pointed out the many ways that we can help by supporting Black owned businesses, financially supporting protestors, making donations to ongoing and new projects to fight injustice among many others. We support these recommendations but also commit ourselves to effect changes in our preparation of students and support of faculty and practitioners of color.

Our organizations, APA Division 16 School Psychology, Trainers of School Psychologists, Council of Directors of School Psychology Programs, Society for the Study of School Psychology, the American Board of School Psychology and the National Association of School Psychologists stand together to reaffirm our commitment to be anti-racist agents of change. Representatives from these organizations and others worked together to pen our commitment to this charge in our document – **School Psychology Unified Anti-Racism Statement and Call to Action (see below)**.

We recognize that it will take a commitment from many to effect these changes. Shane Jimerson created the following links to endorse, support and commit to action individually or as organizations.

- [Organization Sign-On to Endorse, Support, and Commit to Action](#)
- [Individual Sign-On to Endorse, Support and Commit to Action](#)

Many have joined, committing to the action plan set out in our statement. The high level of response tells us the importance of our work and the commitment many have to achieve our goals.

In addition to endorsements, the team received a comment regarding the absence of transgender individuals. We listened, especially because we did not address the intersectionality of individuals. Our commitment started by standing in solidarity to Black Lives Matter and we wanted to amplify commitment to work with our communities currently in so much pain. Nonetheless, the writing team wanted to address the comment as it is important to the work we continue to need to do.

Our work does not end with our unified statement. Instead, our work only just begins and efforts are underway to operationalize the plan

we have outlined. For our virtual convention, Division 16 will host a panel of experts to propose a plan for a diverse, inclusive pathway towards social justice in all aspects of our field as one way to keep the discussion and ideas at the forefront of our much-needed work. Our statement and response follow.

School Psychology Unified Anti-Racism Statement and Call to Action

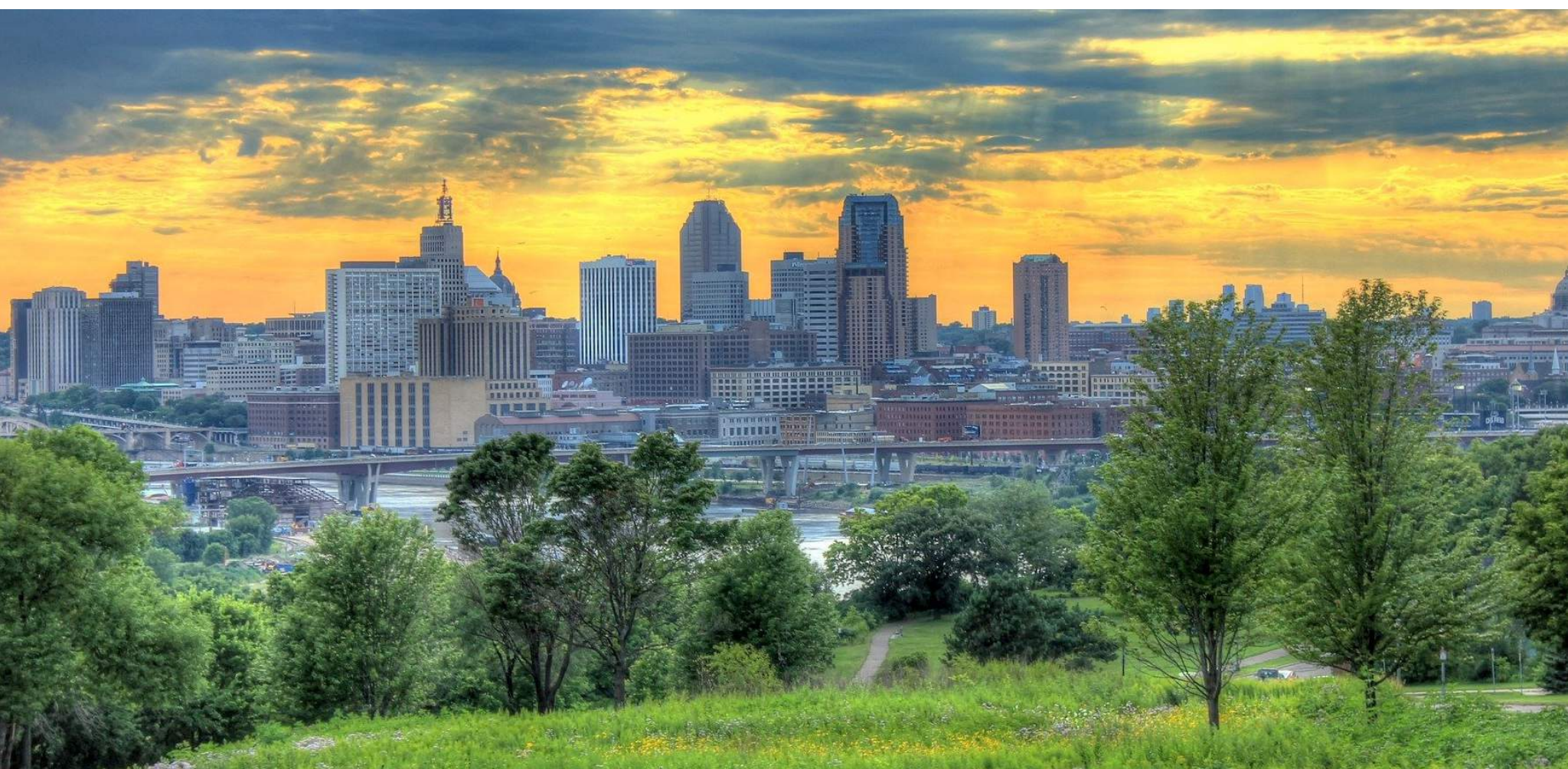
Dear School Psychology Community,

*“Psychologists aspire to **recognize** and understand historical and contemporary experiences with power, privilege, and oppression. As such, they **seek to address** institutional barriers and related inequities, disproportionalities, and disparities of law enforcement, administration of criminal justice, educational, mental health, and other systems as they seek to promote justice, human rights, and access to quality and equitable mental and behavioral health services.”* (APA Multicultural Guidelines)

We **recognize**, are outraged by, and mourn the deaths of Eric Garner, Trayvon Martin, Michael Brown, Tante Parker, Tamir Rice, Walter Scott,

Breonna Taylor, Ahmaud Arbery, George Floyd, Tony McDade, and countless other victims of police brutality and racist violence. We recognize that current protests are a response to long-standing systemic injustices that target and disproportionately impact the Black community. These injustices include mass incarceration, inadequate access to quality health care and educational resources, and inequitable access to stable sources of food, safe and affordable housing, and gainful employment.

As school psychologists, we have an **ethical responsibility** to engage in **social justice and anti-racist action**. School psychology organizations and graduate education programs play an important role in shaping future generations of school psychologists to lead the mental health, educational and research, and advocacy initiatives that promote equity for school personnel, students, families and communities they serve. This is only possible if our field acknowledges, evaluates, and works to reconstruct existing systems, structures, and policies that lead to inequitable outcomes for some groups and not others. “How can the school psychology community serve the diverse society in which we live without explicit and intentional education and growth in this area?” To



“...come together to reaffirm our commitment to ensure current and future school psychologists are empowered to be anti-racist agents of change.”

help answer this question, APA Division 16, Trainers of School Psychologists, Council of Directors of School Psychology Programs, Society for the Study of School Psychology, the American Board of School Psychology, and the National Association of School Psychologists have come together to reaffirm our commitment to ensure current and future school psychologists are empowered to be anti-racist agents of change.

A DECLARATION OF UNDERSTANDING

How can we, as school psychologists, respond to the horrific displays of racism in recent days and weeks, specifically the recent deaths of Breonna Taylor, Ahmaud Arbery and George Floyd?

- **Acknowledge** the need for action and healing...we are disheartened by the loss of more Black lives at the hands of the police.
- **Acknowledge** that these murders are grounded in our country's 400+ year history of systemic racism, oppression, and over policing of Black individuals and persons of color.
- **Recognize** that colleagues of color have been put in the unfair position of having to shoulder and take on the undue burden of work related to racism, inequities, bias, and bigotry and this can no longer continue.
- **Recognize** direct traumatic stress that many of us experience daily and in response to the death of George Floyd and others.
- **Stand in solidarity** with our Black community members, colleagues, friends, and neighbors, and pledge to do all in our power to call out, address, and dismantle the systemic inequities in our society that we may knowingly or unknowingly perpetuate as scholars, practitioners, and friends.
- **Acknowledge** that we must confront our own *internalized racism* and *implicit biases*, and learn to think and act in ways that affirm and support our students, staff, faculty and community members identifying as Black, African American, Native-American, American Indian/Indigenous, Latinx, Asian-American, and Pacific Islander.
- **Acknowledge** that we must confront *explicit biases* in preK-12 schools and university training programs, and learn to think and act in ways that affirm and support our students, staff, faculty and community members identifying as Black, African American, Latinx, Asian-American and Native-American, American Indian/Indigenous.
- **Promise** to support and protect our children of color who are disproportionately targeted in our schools and communities.
- **Recognize** that these incidents unfolded while the nation is still reeling from a health pandemic that further exemplifies the disparate health and economic impacts of COVID-19 on communities of color; requiring us to

address the long-standing racial inequities people of color experience on a daily basis.

- **Call out** those within our profession who act in ways that are antithetical to the values we espouse in our declaration of understanding.

- **Join** our voices to the statements issued by Sandra L. Shullman, PhD, the President of the American Psychological Association, naming this as a racism pandemic and “As always, APA stands against racism and hate in all its forms, and supports the efforts of researchers, law enforcement, clinicians, teachers and policymakers to eliminate hate crimes and police brutality,” and NASP’s definition of social justice.

- **Recognize** that social justice is both a process and a goal that requires action. “School psychologists work to ensure the protection of the educational rights, opportunities, and well-

being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting non-discriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children and youth”, (Adopted by the NASP Board of Directors, April 2017).

OUR ACTION PLAN AS A COMMUNITY

We recognize that statements are not enough and that it is imperative for us, individually and collectively, to work proactively to influence and enact change. Therefore, we provide some



suggestions for direct action steps to stand in solidarity with our Black community members, colleagues, friends, and students.

School Psychology's commitment and mission to advance research, practice, policy and advocacy for education continues. In light of this tragedy, we have a sharpened focus to reduce systemic racism and inequities in schools and communities across our nation. We must take affirmative action through active anti-racist work.

- We will create a library of resources for trainers and programs on social justice, equity and inclusion to begin establishing a general body of literature.
- We will establish a mentoring program to provide early career psychologists and students, especially those of color, with increased opportunities for collaboration and support.
- We reaffirm our support of our student school psychology organizations with financial support, collaboration, and guidance with their own mentoring programs and professional development.
- We will actively recruit diverse voices for leadership positions within our professional organizations and committees.
- We commit to ensuring that diverse voices are engaged and represented across issues before the field.
- We commit to ensuring that our scholarly outlets (e.g., journals, newsletters) regularly include science and research inclusive of voices and perspectives of scholars and communities of color.
- We commit to using psychological science to combat systemic racism and implicit bias at all levels to foster change including:
 - training, supporting and collaborating with school personnel, parents and other community stakeholders in advancing safe schools that are inclusive of policies addressing racism and other forms of discrimination and actions that embody these policies;
 - preparing decision makers to collect information that includes representation from all relevant groups, informed by sources that are fair, and to deliver responses that are culturally sensitive;
 - preparing current and future school psychologists to engage in public policy advocacy, even when politically difficult, to combat systemic racism and implicit bias at all levels to foster change; and
 - mentoring and supporting researchers of color in research publications.
- We recommit to addressing these structural and pervasive challenges in our training programs, research, and service activities addressing decision making, representation, sensitivity and fairness.

In solidarity,

APA Division 16 School Psychology
Trainers of School Psychologists
Council of Directors of School Psychology Programs
Society for the Study of School Psychology
American Board of School Psychology
National Association of School Psychologists



Responses to Comments Related to our School Psychology Unified Anti-Racism Statement and Call to Action

The School Psychology Unified Anti-Racism Statement and Call to Action writing team proudly committed to work to be anti-racism agents of change. As our focus was on racism, we did not include the role that intersectionality plays in Black lives and other lives of color. This was a missed opportunity as we named Tony McDade, but did not expand on how intersectional bias contributes to heinous acts. As a community that believes it is important to recognize the role of intersectionality in racism and to support people of color, inclusive of their intersectionality, we acknowledge the following:

- **Acknowledge** that persons with intersecting marginalized identities -- particularly those who identify as Black and transgender -- experience significant discrimination, harassment, violence, and murder. **These unspeakable acts often go unreported, resulting in a lack of awareness of injustice among persons with intersecting identities.**
- **Seek to understand** how individuals with multiple marginalized identities may experience unique challenges and greater disparities in developmental, health, social, psychological, educational, and economic access and outcomes.
- **Promise** to support and protect our children of color, especially girls of color, who are often targets of abuse and discipline that go unrecognized, and those who identify as transgender and are disproportionately targeted in our schools and communities.

Our action plan will include those with intersecting identities including those subjected to LGBTQ bias. We commit to using psychological science to combat systemic racism, intersectional bias and implicit bias at all levels to foster change including training and preparing researchers to conduct and consume intersectional, decolonizing, anti-racist applied school psychology research.

We acknowledge that while our original statement will remain, our work will continue to evolve as we move forward with our action plan. We appreciate and welcome comments that help us with our process.

We thank Kelly Edyburn for her guidance on addressing other forms of injustice.

Acknowledging Contributors

Enedina García-Vázquez	Franci Crepeau-Hobson	Sam Song
Linda Reddy	Celeste Malone	Clifford Hatt
Prerna Arora	Tara Raines	Kathleen Minke
Shane Jimerson	Pam Fenning	Kelly Vaillancourt Strobach
Kisha Radliff	Tammy Hughes	

DIVISION 16'S LEGACY FUND: JOIN THE TEAM DONATING \$100

Background: Membership in Division 16 has declined over the years while some aspects of operations have continued to increase. The costs of promoting the mission statement and activities of the Division of School Psychology have also increased. At the same time, the NIH, NIMH, and other Federal agencies looking at child mental health continue to designate children as one of the top ten most underserved populations in our country. School psychology, which is truly the lifeline of public mental health for children and adolescents, has seen reductions in funding in constant dollars over the last decade, despite population growth in numbers and in need.

Solution: To ensure the survival of the APA Division of School Psychology, and its ability to advocate for children and for mental health and integrated services in the nations' schools, the Division Executive Committee (EC) has created a capital endowment Legacy fund.

Leadership: The EC also voted to establish a committee — the *Committee on Professional and Corporate Sponsorship of School Psychology* (CPCSSP) — to develop funds for use by the Division EC. Division past-president Cecil Reynolds, Ph.D. chairs the CPCSSP; commonly known as the Legacy Committee.

Stewardship: The inaugural members of the Legacy Committee have donated at least \$2,500 and serve in an advisory role (5-year term) with the goal of developing potential sources of funding opportunities. For example, Legacy Committee members are working to develop corporate giving and other charitable opportunities to support the Division. Some Legacy member profile pages can be found at: <https://apadivision16.org/committee-on-professional-and-corporate-sponsorship-of-school-psychology/> - at present the Legacy Committee has over \$40,000 in collected and pledged contributions. Legacy Committee members include, among others:

Cecil Reynolds, Ph.D. (chair)
Thomas Kehle, Ph.D.
R. Steve McCallum, Ph.D.
Kevin McGrew, Ph.D.
Sam Ortiz, Ph.D.
Daniel Reschly, Ph.D.
Frank Worrell, Ph.D.

Goal: At its midwinter meeting in January, the Division EC voted to initiate the 100 at 100 campaign. Specifically, the goal is for 100% of our members to donate \$100 by the Division's 75th anniversary in 2020. These monies will go to support the mission of the Division and things like the capital endowment as a permanent funding source for school psychology—and is only \$8.50 per month for one year from each supporter. If we can make it to a \$100.00 contribution from 100% of membership, the Division will have a viable permanent Legacy Fund to carry the mission of the Division into the future.

Division 16 supporters can make direct donations year-round at: <https://www.apa.org/division-donation/index.aspx>! **Checks should be made out to Division 16 and mailed to APA Division Services/750 First Street NE/Washington, DC 20002.** Tammy L. Hughes, Ph.D., ABPP serves as the Division liaison to the Legacy Committee, she can be contacted at HughesT@duq.edu.

Your gift is very much appreciated and may be tax deductible pursuant to IRC §170(c). A copy of our latest financial report may be obtained on our website at www.apa.org or by writing to **the American Psychological Association, Attention: Chief Financial Officer, 750 First Street NE, Washington, D.C. 20002**. The American Psychological Association has been formed to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives. If you are a resident of one of these states, you may obtain financial information directly from the state agency: FLORIDA – A COPY OF THE OFFICIAL REGISTRATION AND FINANCIAL INFORMATION MAY BE OBTAINED FROM THE DIVISION OF CONSUMER SERVICES BY CALLING TOLL-FREE, 1-800-435-7352 (800- HELP-FLA) WITHIN THE STATE OR VISITING www.800helpfla.com. REGISTRATION DOES NOT IMPLY ENDORSEMENT, APPROVAL, OR RECOMMENDATION BY THE STATE. Florida Registration (**CH11646**); GEORGIA - A full and fair description of the programs of the American Psychological Association and our financial statement summary is available upon request at the office and phone number indicated above; MARYLAND – For the cost of copies and postage, Office of the Secretary of State, State House, Annapolis, MD 21401; MISSISSIPPI – The official registration and financial information of the American Psychological Association may be obtained from the Mississippi Secretary of State's office by calling 1-888-236-6167. Registration by the Secretary of State does not imply endorsement; NEW JERSEY – INFORMATION FILED WITH THE ATTORNEY GENERAL CONCERNING THIS CHARITABLE SOLICITATION AND THE PERCENTAGE OF CONTRIBUTIONS RECEIVED BY THE CHARITY DURING THE LAST REPORTING PERIOD THAT WERE DEDICATED TO THE CHARITABLE PURPOSE MAY BE OBTAINED FROM THE ATTORNEY GENERAL OF THE STATE OF NEW JERSEY BY CALLING (973) 504-6215 AND IS AVAILABLE ON THE INTERNET AT <http://www.state.nj.us/lps/ca/charfrm.htm>. REGISTRATION WITH THE ATTORNEY GENERAL DOES NOT IMPLY ENDORSEMENT; NEW YORK – Office of the Attorney General, Department of Law, Charities Bureau, 120 Broadway, New York, NY 10271; NORTH CAROLINA – FINANCIAL INFORMATION ABOUT THIS ORGANIZATION AND A COPY OF ITS LICENSE ARE AVAILABLE FROM THE STATE SOLICITATION LICENSING BRANCH AT 1-888-830-4989. THE LICENSE IS NOT AN ENDORSEMENT BY THE STATE; PENNSYLVANIA – The official registration and financial information of the American Psychological Association may be obtained from the Pennsylvania Department of State by calling toll-free, within Pennsylvania, 1-800-732-0999. Registration does not imply endorsement; VIRGINIA – Virginia State Office of Consumer Affairs, Department of Agricultural and Consumer Services, PO Box 1163, Richmond, VA 23218; WASHINGTON – Charities Division, Office of the Secretary of State, State of Washington, Olympia, WA 98504-0422, 1-800-332-4483; WISCONSIN – a financial statement of the American Psychological Association disclosing assets, liabilities, fund balances, revenue, and expenses for the preceding fiscal year will be provided upon request; WEST VIRGINIA – Residents may obtain a summary of the registration and financial documents from the Secretary of State, State Capitol, Charleston, WV 25305. Registration with any of these state agencies does not imply endorsement, approval or recommendation by any state.

The background of the entire page is a blurred image of a dense green forest. In the foreground, there is a stack of several books with brightly colored covers in shades of blue, pink, green, and purple. The books are slightly out of focus, creating a sense of depth.

FROM DIVISION 16'S PUBLICATION LEADERS

COMMITMENT TO PROMOTING ANTI-RACIST PRACTICES AND INCLUSIVITY IN *THE SCHOOL PSYCHOLOGIST*

From the pandemic of COVID-19 to the protests to fight against racial injustice, the past three months have incited raw emotions and resulting actions including fear, hatred, love, collegiality, trauma, allyship, confusion, and solidarity. Centuries of experienced racism are unequivocally traumatic events that perpetuate the emotionally draining and tiring realities of Black colleagues. The intersectionality with others who have been oppressed and discriminated against for their race/ethnicity, disability, sexual orientation, gender, and economic status compounds the exhaustion. We are well aware of the implicit bias and educational inequalities experienced by Black, Indigenous, and Persons of Color (BIPOC) of whom many become disenfranchised members of the school psychology profession, school psychology organizations, health service psychologists, and the greater community at large. To those who are unsure what to say or even whether to say something—we implore you to disallow your discomfort to enable stonewalling, standing in the way of making statements, or preventing action. We write this statement jointly to commit to

ensuring *The School Psychologist* (the official newsletter for APA Division 16: School Psychology) tackles racism and bias through leadership and scholarship. To just say we can do better is not enough—“better” has a low threshold—for instance, the APA Task Force on Race and Ethnicity Guidelines in Psychology (2019) noted that less than two percent of published articles within APA journals focus on research related to race/ethnicity. There needs to be a paradigm shift, with regard to emphasis in empirical studies; thoughtfulness in how studies are conducted as well as interpreted; and in finding ways for publications to move the field forward by acknowledging not just exclusions of participants representing BIPOC as limitations, but by communicating the impact of those limitations while at the same time proposing recommendations for future more inclusive research and practice.

To that end, we believe *The School Psychologist*, can contribute to the momentum the field of school psychology has garnered through responsibility and responsiveness; that is, the first steps toward acknowledging our racist past, reflecting in the present, and committing to action to transform the future are outlined below (APA, 2019).

1. We will do a critical update and expansion of *The School Psychologist* editorial board to ensure representation of individuals of racial and ethnic minoritized backgrounds and further diversify the pool of reviewers.
2. We will actively seek article submissions that acknowledge, address, and embody anti-racist practices and inclusivity. For articles that do not have a direct focus, authors are encouraged to link research with school psychology practice or policy with respect to disenfranchised and marginalized populations.
3. For data-based submissions, we expect researchers to proactively integrate sound scientific principles or empirical evidence to support anti-racist practices.
4. We will direct reviewers to examine the ideas, results, and interpretation of findings to not only identify bias but also promote opportunities for cultural responsiveness and socially just practices.
5. We invite Black colleagues and other BIPOC researchers within the field of school psychology, researchers who practice cultural humility, or those for whom ideas and scholarship support culturally inclusive and responsive practices in assessment, intervention, and prevention to utilize *The School Psychologist* as an outlet for their dissemination efforts.

We considered several ways *The School Psychologist* would encapsulate anti-racism and social justice—whether that be a special issue or a special section. However, a special issue leaves dedicated space for a select set of publications in a single issue. Although a special section would ensure dedicated space, it sends a message that these issues should be separated out and when new ‘hot topics’ come to the forefront, the section could be sacrificed. Consequently, we have committed to upholding a framework from which to review manuscripts, encourage BIPOC scholars, particularly Black scholars, to support their work or use their voices to raise awareness through science, practice, and policy. We thank you for your support in our efforts, welcome feedback and continued dialogue, and look forward to serving Division 16 members, school psychology professionals, and other advocates who promote anti-racism.



Michelle M. Perfect, PhD, Vice President of Publications and Communications
Associate Professor, School Psychology, University of Arizona, Tucson, AZ
Email: mperfect@arizona.edu

Andy V. Pham, PhD, Editor, *The School Psychologist*,
Associate Professor, School Psychology, Florida International University, Miami, FL

Celeste M. Malone, PhD, Associate Editor, *The School Psychologist*
Associate Professor, School Psychology, Howard University, Washington DC



Facing a back-log of testing?

Don't let that slow you down -
Woodcock Johnson® IV can help!

Quickly determine if and where
further assessment is necessary
by administering only 3 tests.



Scan our QR code for
more information.



Brief Achievement:

- Letter-Word Identification
- Applied Problems
- Spelling



Brief Intellectual Ability:

- Oral Vocabulary
- Number Series
- Verbal Attention



800.323.9540

APA 2020

VIRTUAL

By Elizabeth M. Power, Casey McPherson, Jessica S. Reinhardt

APA is going virtual this year! Amidst this global pandemic we're looking forward to hosting our programming in a mixed synchronous and asynchronous virtual format. Please join us beginning August 6, 2020.

Registration includes access to posters, recorded sessions, and live symposia, as well as the Division 16 Presidential Address, Business Meeting, and Award Ceremony. Presentations will be released at 12pm EST on Thursday, August 6, 2020. APA is providing a searchable virtual platform for pre-recorded on-demand division sessions and poster presentations. As an added benefit, your registration allows you access to these recorded sessions for 12 months!

The [Registration Portal](#) is now open.

- APA member, fellow, associate, APA community college teacher affiliate, APA international affiliate: \$50 (originally \$315)
- APA student affiliate, APAGS member, APA high school teacher affiliate: \$15 (originally \$100)
- Nonmember Full-time student: \$30 (originally \$195)
- Nonmember of APA: \$75 (originally \$495)

Please visit [APA Convention FAQs](#) for more information.

Live Events

(See APA Searchable program for links to attend live)

Saturday August 8, 2020, 3PM ET

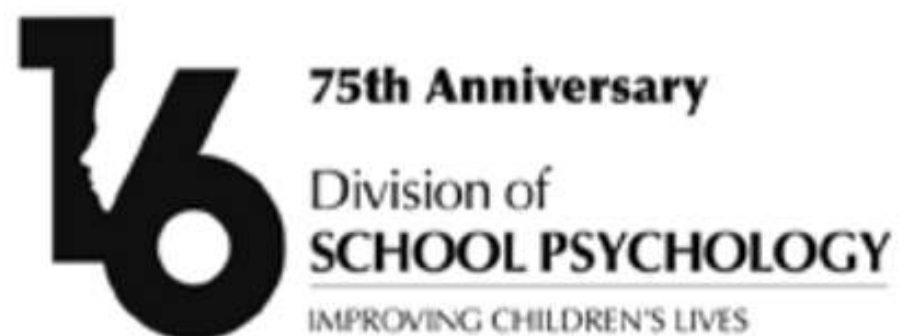
Presidential Address + D16 Business Meeting
Enedina Vazquez, D16 Executive Committee

Sunday August 9, 2020 10AM ET

I: Mind-Body Health Interventions
Melissa A. Bray, Karen Cross, Lea A. Theodore

Sunday August 9, 2020 11AM ET

Redefining Discipline—How a Whole-Child Approach
Addresses School Inequities Systemically
Laura Vogel, Christina Wise, Matthew Leahy, Sandy Nobles



ASYNCHRONOUS EVENTS

Title	Authors
Unequally Safe: Association between Bullying and Perceived School Safety and the Moderating Effects of Race/Ethnicity, Gender, and Grade Levels	Chair: Chunyan Yang; Participant/1st Authors: Stephanie S. Fredrick, Chun Chen, Mazneen C. Havewala, Maedeh Golshirazi; Discussant: Amanda Nickerson
Examining School Psychologists' Role in Advancing Trauma-Informed Care	Co-Chairs: Aaron Gubi, Joel Bocanegra; Participant/1st Authors: Dominique Reminick, Yael Osman, Gabrielle Denicola, Oscar Kosecki, Ava Atana, Danielle Fishbein; Discussant(s): Kirby Wycoff, Julia Strait
Unequally Safe: Association between Bullying and Perceived School Safety and the Moderating Effects of Race/Ethnicity, Gender, and Grade Levels	Chair: Cixin Wang, Participant/1st Authors: Chunyan Yang, Tamika La Salle, Cixin Wang, Raul A Palacios; Discussant: Susan Swearer
School-Based Prevention and Intervention Strategies for Children With Internalizing Problems	Chair: Katie Eklund; Participant/1st Authors: Katie Eklund, Ricardo Eiraldi, Barbara A. Gueldner; Discussant: Mark Weist
Transcending Trauma by Integrating Neurobiology and Culture to Drive Schoolwide Transformation	Chair: Aileen Fullchange; Participant/1st Authors: Meroudjie Denis, Leann Smith
School Psychology Specialization in Toddlers With Autism Spectrum Disorders: Process and Outcomes	Chair: Therese Mathews; Co-Chair: Gina Kunz; Participant/1st Author: Katy Menousek
School Psychology's 75th Anniversary Commitment to Action: A Pathway to Equity, Inclusion and Social Justice	Chair: Enedina Garcia Vazquez Presenters: Prerna Arora, PhD, Adrianna Crossing, Celeste Malone, PhD, and Sam Song, PhD
Calling All Assessment Supervisors: Balancing Multiple Roles, Responsibilities, and More!	Chair: Kelly Lee; Participant/1st Author: Jill Jacobson
Mechanisms For Funding Mentored Research Training to Support Undergraduate and Graduate Students	Chair: Michelle M. Perfect; Participant/1st Authors: Michelle M. Perfect, Alysia Roehrig, Wynetta Y. Lee, Maria V. Mullins
I: Mind-Body Health Interventions	Chair: Melissa A. Bray; Participant/1st Authors: Karen Cross, Lea A. Theodore
Redefining Discipline—How a Whole-Child Approach Addresses School Inequities Systemically	Co-Chairs: Laura Vogel, Christina Wise; Participant/1st Authors: Christina Wise, Matthew Leahy, Sandy Nobles
APA Division 16 Presidential Address and Business Meeting	Contact with questions: Elizabeth M. Power, powere@strose.edu
APA Division 16 Award Ceremony <i>*Student Poster Awards will not be included during this presentation as the judging happened after the submission deadline</i>	Contact with questions: Casey McPherson, dr.caseymcpherson@gmail.com

DIVISION 16 POSTER SESSIONS

Assessment & Intervention to Improve Mental Health & Behavior Across Contexts
Critical Topics in Data-Based Decision-Making and Professional Issues
Access to Education and Mental Health Opportunities for Diverse Youth
System-Level Assessment, Intervention, and Consultation



TELEHEALTH TO SUPPORT STUDENTS, FAMILIES, AND EDUCATORS ACROSS SCHOOL PSYCHOLOGY PRACTICE

By Aaron J. Fischer, PhD, BCBA-D, University of Utah

The past four months have been an unprecedented time, to say the least, including many changes in our society, particularly around schooling and parenting. With recent school dismissals across the country, the responsibility of educating our youth fell largely on caregivers, with the support of educators—the opposite of what typically occurs in our educational system. The implications of this drastic change impact all families; however, the ways these changes affect families are different for everyone, especially for families who are marginalized. Considerations of inequities related to a child's race and ethnicity, age, disability classification, access to technology, access to reliable and high-quality internet, caregiver employment status, availability of stable housing, number of individuals living within a space, to name a few, all interact and produce unique situations for students and their families. These unique educational and societal challenges, which existed before COVID-19, were unveiled since these inequities could no longer be ignored due to the profound effects



**Correspondence
concerning this article
can be addressed to:**

Aaron J. Fischer
University of Utah

Email:
aaron.fischer@utah.edu

on our communities, particularly communities of color. Behavior and mental health services (including social and emotional learning) are desperately needed to support students and their families, especially in the new online educational format.

With education moved fully online, and many hybrid options moving forward, technology access for students and their families (i.e., laptops/tablets, stable and high-quality internet connection) is critical for students, caregivers, and educators. Despite schools providing computers and internet access (to the extent possible), there is still a stark contrast between students who engage online versus those who do not. During this time, engagement could be conceptualized as the extent to which the student (or their caregiver) is able to log on to access required content, as well as the various interactions with educators or online content available through learning management systems (e.g., Canvas, Google Classroom). Student engagement is related to equity issues described earlier; however, for those who can connect online, there is variability in engagement, and many students never connect online, and subsequently never engage. Considering these issues of engagement, many questions arise: How do we increase engagement? How do we serve caregivers, support educators, and help students who need our services during this time? How do we ensure continuity in prevention services (i.e., multi-tiered systems of supports) and federally required supports (i.e., individualized education plans)? What do we do for the students who never connect online? Besides the last question (which is addressed in the ethical practice section of this article), the ubiquitous solution to these problems is the implementation of telehealth services (i.e., psychological and educational supports through digital technology).

Purpose

This article serves as a primer on the various applications of telehealth technology including telehealth assessment, teletherapy, teleconsultation, and telesupervision. School psychologists and school psychology trainers can leverage telehealth to augment practice and provide an alternative form of practice as schools dynamically move between in-person and online education due to the ongoing spread of COVID-19. These telehealth strategies also have application beyond the COVID-19 pandemic and should be seriously considered as practice options in the future of school psychology.

Telehealth Overview

Telehealth practice has increasingly been used across the past 10 years, with various applications across numerous fields, including



“...many districts are utilizing these technologies out of the necessity to conduct educational services, as well as keeping school teams, students, and their families connected and safe from the spread of COVID-19.”

school psychology (Fischer et al., 2019). When school dismissals took effect, telehealth services emerged as the primary modality to provide educational, behavior, and mental health supports. In an effort to provide continuous supports to students and families, many districts are utilizing these technologies out of the necessity to conduct educational services, as well as keeping school teams, students, and their families connected and safe from the spread of COVID-19. The following information provides an overview of terminology related to telehealth practice.

Telehealth Definition

Telehealth is the broad terminology used to describe “electronic information and telecommunications technology used to support and improve clinical health services, health administration, patient information, public health, and professional education and supervision” (Baker & Bufka, 2011, p. 405). A contemporary definition of telehealth is even broader, any “Technology-enabled health and care management and delivery systems that extend capacity and access” (American Telehealth Association, 2020, p. 1). Telehealth is comprised of many applications and includes numerous digital tools and formats that individuals can use in their practice.

Synchronous Telehealth

Synchronous services occur in real-time. The dynamic and interactive content—all the recent Zoom and Google meetings and webinars that

occurred in the spring of 2020—are examples of this format. Another example of this format of service delivery includes crisis support through phone calls or text message applications. In addition to these examples, other innovative telehealth strategies, such as virtual and augmented reality, are considered within this format and will have a transformative effect on education and school psychology (as well as other fields) as the technology further integrates with our current training and practice framework.

Asynchronous Telehealth

Asynchronous services do not occur in real-time; rather, content is recorded, shared, and viewed at the convenience of those interacting with the content. Other examples of this format include mobile health (i.e., mHealth) applications, in which technology users access educational content, engage in group discussions, or digitally communicate with peers or professionals about topics or to support intervention implementation. Additionally, email correspondence falls within this format.

Telehealth Practices in School Psychology

The following section describes current telehealth practices within school psychology, including assessment, therapy and intervention, consultation, and supervision.

Telehealth Assessment

Conducting psychoeducational assessment through telehealth is an area of practice with the least amount of literature to support its use. Currently, many practitioners and entrepreneurs have created companies, including test developers, to provide these services and are developing solutions for remote virtual testing; however, there is limited research validating psychoeducational assessment through this modality. Farmer and colleagues (2020) recently published a commentary in *Contemporary School Psychology*, which highlights the practical and ethical con-

cerns for conducting psychoeducational assessment during COVID-19. The authors discuss considerations around the use of telehealth to conduct these assessments, specifically due to the disability classification (or lack of classification) implications for students. As noted before, independent researchers need to conduct rigorous research validating innovative methods for telehealth assessment. If telehealth assessment occurs, school districts and school psychologists should consider eligibility decisions with extreme caution and make any limitations known to all stakeholders during the assessment process.

Individual and Group Teletherapy

This area of telehealth practice has the most research supporting its use across a variety of presenting problems and populations; however, less with youth and in schools, there is promising initial literature in this area. The following are considerations for providing telepsychotherapy services to students.

Focus on Engagement and Rapport Building

Similar to in-person psychotherapy, telepsychotherapy is hinged on the relationship, rapport, or therapeutic alliance between the therapist and client. Considering services provided through telehealth occurred in environments different than the school setting (i.e., the students home), school psychologists need to implement intentional relationship-building activities that maximize student engagement. In addition to the new physical environment for therapy, for many students the telepsychotherapy experience might be their initial therapeutic experience, overall. School psychologists who provide telepsychotherapy need to channel their inner YouTube star, providing genuine, entertaining, and substantive interactions that utilize many of the engagement features available in robust videoconferencing platforms (e.g., Zoom) and augmentative online teaching technologies (e.g., Nearpod). The therapeutic content should be highly interpersonal (i.e., focused on reciprocal social interactions),

carefully prepared in advance of the session, contextually relevant, and socially valid. An effective way to build engagement through telehealth is to provide frequent opportunities to respond, which includes typing in a chat box, showing a favorite toy, book, or activity, using the electronic whiteboard for games (e.g., dots, tic-tac-toe), or sharing a screen to browse appropriate images/videos online.

Conduct Shorter Sessions

Session length is important when practicing with youth, but also an important consideration to maintain engagement through videoconferencing. Across the past several months many individuals experienced Zoom fatigue, and we should be conscious that students experience this same phenomenon. Thirty-minute sessions should be a target starting point, similar to the recommendations for online pedagogy in the classroom (i.e., take a break every 30-min). This allows the student and therapist the chance to be dynamic in session, while building intentional breaks throughout the day

Differentiate between Individual and Group Formats

All of the previous recommendations for telepsychotherapy are applicable in both individual and group format; however, there are unique considerations when conducting group telepsychotherapy. For example, in groups there is a need to facilitate therapy and the interpersonal dynamic across many students. For school psychologists to effectively provide therapy content to students, and manage student interactions and behavior, having a co-facilitator is helpful. With the potential for related mental health providers and educators to join sessions, school psychologists can lead the content and have the co-facilitator conduct the reinforcement system used to maximize engagement and acknowledge appropriate student responding during the session. During group telepsychotherapy, school psychologists should

also be mindful of students' interest in socializing with their peers, and leverage students who are more engaged in group as facilitators of the session in their own right. An approachable way to do this is to ask students who are engaged in session to ask their peers who are less engaged similar questions as the therapist. Similar to in-person groups, bolstering peer interactions is a fruitful way to promote within-group engagement.

Teleconsultation

The need to support students through their educators and caregivers is even more important now, especially as we move forward through the COVID-19 pandemic. Empowering individuals who support students, such as educators, related service providers, and caregivers, can have transformative outcomes for the student, as well as the adults who support the student. To date, teleconsultation has been effective at supporting academic skills, behavior assessment, and behavior intervention.

In an effort to be purposeful in teleconsultation practice, school psychologists should adhere to a theoretical framework. One teleconsultation framework that shows promise and has the most literature to support is problem-solving teleconsultation (Bice-Urbach et al., 2018). This model is based on traditional problem-solving consultation described by Frank and Kratochwill (2014), and has multiple studies showing its effectiveness and acceptability, particularly for students with disabilities and the school teams who serve them.

For school psychologists who are interested in doing teleconsultation work, Fischer et al. (2018) edited a special issue on teleconsultation in the *Journal of Educational and Psychological Consultation*, and described teleconsultation as the “new frontier” of psychological consultation. Additionally, Bloomfield et al. (2019) provided a recent review of school-based teleconsultation applications. Most recently, Rispoli and



Machalicek (2020) edited a two-volume special issue on behavior health and educational telehealth applications in the *Journal of Behavior Education*, with many articles focusing on teleconsultation supports for educators and caregivers in a variety of settings.

While the spread of COVID-19 poses a societal public health risk, and students access school through hybrid or online methods, teleconsultation is a viable modality to engage in face-to-face supports that would otherwise be unavailable during the pandemic. Beyond the pandemic, teleconsultation also should be used to increase work efficiency, reduce travel, and stay connected with school teams and caregivers. Further, teleconsultation can be used within metropolitan areas with dense traffic conditions, or schools in remote or underserved areas.

Telesupervision

Supervision practices guide the early career trainee, as well as individuals with various levels of professional experience. Although supervision practices look different across a career, school psychologists should embrace a life-long learner mentality, continuously remaining open to acquiring new knowledge and skills. During the recent school dismissal, school psychologists learned how to use many new technologies to support practice, and they will likely need to continue to learn new tools as online pedagogy

becomes a staple of our practice. The content below describes a few of the ways school psychologists can engage in supervision practices through telehealth. It is important to note that the following supervision practices also parallel teleconsultation supports.

Store-and-Forward Content

The store-and-forward format allows individuals to record content on a device and upload to a secure cloud-based storage for later viewing and coding. Storing and forwarding video content are efficient ways to record interactions in the classroom, home, or other areas of interest. Supervisors can also video record themselves (or use examples online) as models for implementing interventions, and send those to the supervisee. This format is helpful for school psychologists who are unavailable to observe and provide modeling and feedback in real-time.

Synchronous Face-to-Face

This form of supervision includes the typical videoconference meeting in a one-on-one or group format. In synchronous telesupervision, the supervisor and supervisee benefit from the dynamic real-time nature of the modality, and it allows for reciprocal conversations about various topics, and engagement through the tools enabled by various videoconferencing software (e.g., screen sharing, chats, and file transfer).

Synchronous Observation

This modality is similar to the synchronous face-to-face supervision previously described; however, this format is usually conducted with the supervisor's camera off and sound muted. With these features disabled, the supervisor can discretely observe the supervisee while they are engaged in practice with students, school staff, or caregivers. The option to turn the video and sound on is available, but should be considered with the supervisee. This format is also useful for observing therapy sessions, classrooms, or a student's home (when applicable). An additional training and support element supervisors can use through this modality is bug-in-ear training. During bug-in-ear-training a supervisor provides coaching and performance feedback through a small ear bud or headphone connected to a phone or radio communication device that the supervisee wears. While observing the supervisee, the supervisor communicates how to modify or maintain services in real-time, always being encouraging and constructive.

Ethical Telehealth Practice

When providing ethical telehealth practice, school psychologists need to consider their competency and be open to learning new technology, ongoing professional development, and formative feedback about the experience using technology in practice with students, educators, and caregivers. School psychologists must be deliberate in their telehealth practice to ensure desired outcomes for students by considering equity and access to technology, privacy and security, caregiver consent for services, and telehealth practice considerations. The following sections provide an overview of those considerations.

Equity and Technology Access

Unfortunately, family and school access to computing technology and high-speed internet

looks different across the country, and varies based on the individual's or school's availability of computing technology and reliable high-speed internet. For students and families who can reliably connect to telehealth services, this modality is viable for practice. However, since many students and families do not have reliable internet, devices to connect to the internet, and potentially multiple users in a living space sharing internet bandwidth (i.e., slowing the rate of data transfer), school psychologists need to be flexible in their practice. Some suggestions include driving to student living spaces and interacting through appropriate physical distancing, preparing hard copy versions of materials, or sending materials to the student in the mail. This flexibility ideally allows for dynamic and continuous service provision for a clients and caregivers

Although telehealth has become a recent norm, many students still need (and will continue to need) in-person services, especially students who have individualized education plans and students who have caregivers who do not engage often or substantively with the school. Realizing the complexities of family-school engagement, particularly for students and families who are marginalized, the education system at the local, state, and federal levels needs to support students through innovative strategies, policies, and funding to transform the education system for all students.

Privacy and Security

With inherent issues associated with data transfer across the internet (e.g., hacking, unintentional disclosures), privacy and security for clients and their families must be prioritized. Federal protections, such as the Health Insurance Portability and Accountability Act (HIPAA, 2004) and the Family Educational Rights and Privacy Act (FERPA, 1974), still apply, and similar to in-person work, there are many privacy and security breaches that could occur. School

psychologists can mitigate unintentional disclosures and security breaches, focusing on confidentiality and privacy by setting expectations with stakeholders, taking reasonable procedural and technical safeguards, and performing due diligence to intentionally arrange virtual and in-person spaces and online content. Some relevant examples include having conversations with students, caregivers, and educators about the sensitivity and potential for data breach and unintentional information sharing (e.g., a Zoom link), the importance of using unique passwords and two-factor authorization, and the benefits of using headphones to improve privacy. Considering privacy, if a student needs continuous supervision, and the topics discussed are related to caregivers or home circumstances, it is probably not advantageous to provide certain therapeutic telehealth services such as individual or group therapy. However, many students can interact appropriately within this digital therapeutic context without their caregiver's continuous supervision. Further, group therapeutic telehealth services pose potential problems for privacy. Family members and individuals living in spaces with students could overhear or observe other students who attend the group. Similar to in person groups, privacy issues exist and school psychologists can set norms for students and caregivers when telehealth services are provided in the home setting, and for paraprofessionals and teachers when services are provided in the school setting.

Caregiver Consent for Services

School psychologists who conduct telehealth should provide a consent form in addition to the typical consent acquired. Keeping this content as a separate document is helpful to ensure the caregiver or student providing consent would understand the explicit benefits and risks associated with telehealth, and that pertinent information is not overlooked. Further, a school psychologist who wants to record content must provide this request as separate consent

document to caregivers, and many districts have stipulations to recording telehealth content. Although some content occurs in real-time through telehealth, and no data is stored (i.e., there is no permanent product), it can be beneficial to record content, and in those instances all students who are captured on the screen must have caregiver consent.

Telehealth Practice Considerations

School psychologists who conduct telehealth services should become familiar with nuanced practice considerations. Some of the most germane considerations include:

- looking at the camera to simulate eye-contact;
- ensuring adequate front facing light;
- using headphones with a microphone to maximize sound quality and reduce audio feedback;
- discussing plans to connect through a phone call if connectivity issues occur;
- developing a crisis response plan if the client is at risk of harming themselves or others;
- using telepresence robots to move and look around environments where students change location frequently (Fischer, Clark, & Lehman, 2020).

The Pacific Southwest Mental Health Technology Transfer Center (2020) recently released a technical resource, *Telehealth Clinical and Technical Considerations for Mental Health Providers*, which is a comprehensive and practical tool for every school psychologist who wants to conduct telehealth services.

Conclusion

During the COVID-19 pandemic, the need for telehealth services to support communities, students, educators, and caregivers is apparent. The field of school psychology has much to offer in terms of addressing educational, behavior, and mental health issues. School telepsychologists, who provide access to critical services for

students and their families, give connectedness to individuals who need supports, as well as fulfilling professional and ethical responsibilities to our clients. Telehealth is not a replacement for in-person services; however, during this time, and in the future, it is a viable tool. The services of school psychologists are needed now, more than ever, and providers must be able to execute their professional responsibilities with school teams, students, and families with as much continuity as possible. COVID-19 will continue to impact our communities into the 2020-2021 academic year, and we must have realistic solutions, such as telehealth, to support youth education, behavior, and mental health, particularly students with the highest needs.

References

- American Telehealth Association (n.d.). *Telehealth basics*. Retrieved from <https://www.americantelemed.org/resource/why-telemedicine/>
- Baker, D. C., & Bufka, L. F. (2011). Preparing for the telehealth world: Navigating legal, regulatory, reimbursement, and ethical issues in an electronic age. *Professional Psychology: Research and Practice*, 42, 405–411. <https://doi.org/10.1037/a0025037>.
- Bice-Urbach, B. J., Kratochwill, T. K., & Fischer, A. J. (2017). Teleconsultation: Application to provision of consultation services for school consultants. *Journal of Educational and Psychological Consultation*, 28, 255-278. <https://doi.org/10.1080/10474412.2017.1389651>
- Bloomfield, B., Lehman, E., Clark, R., & Fischer, A. J. (2019). School-based teleconsultation applications. In A. J. Fischer, T. Collins, E. Dart, & K. Radley (Eds). *Technology Applications in School Psychology Consultation, Supervision, and Training*. New York: Routledge.
- Farmer, R. L., McGill, R. J., Dombrowski, S. C., Benson, N. F., Smith-Kellen, S., Lockwood, A. B., Powell, S., Pynn, C., & Stinnett, T. A. (2020). Conducting psychoeducational assessments during the COVID-19 Crisis: The danger of good intentions. *Contemporary School Psychology*, 1–6. Advance online publication. <https://doi.org/10.1007/s40688-020-00293-x>
- Fischer, A. J., Clark, R., Lehman, E., (2019). Telepresence robotics and consultation. In A. J. Fischer, T. Collins, E. Dart, & K. Radley (Eds). *Technology Applications in School Psychology Consultation, Supervision, and Training*, 62-82. New York: Routledge.
- Fischer, A. J., Collins, T., Dart, E. H., & Radley, K. (Eds.) (2019). *Technology applications in school psychology consultation, supervision, and training*. New York: Routledge.
- Fischer, A. J., Erchul, W. P., Schultz, B. K. (2018). Teleconsultation as the new frontier of educational and psychological consultation: Introduction to the special issue. *Journal of Educational and Psychological Consultation*, 28, 249-254.
- Rispoli, M. & Machalicek, W. (2020). Advances in telehealth and behavioral assessment and intervention in education: Introduction to the special issue. *Journal of Behavioral Education*, 29, 189–194.
- Telehealth Clinical and Technical Considerations for Mental Health Providers (2020). Retrieved from <https://mhttcnetwork.org/centers/pacific-southwest-mhttc/product/telehealth-clinical-and-technical-considerations-mental>
- United States. (2004). *The Health Insurance Portability and Accountability Act (HIPAA)*. Washington, D.C.: U.S. Dept. of Labor, Employee Benefits Security Administration.



ACADEMIC PARENTHOOD: WE ARE ALL DOING OUR BEST

By Tara C. Raines, University of Denver
Stacy-Ann January, University of South Florida
Nicholas Gelbar, University of Connecticut
Courtenay Barrett, Michigan State University

With shifting university landscapes, the demands of managing a career as a scholar can feel like the sword of Damocles. For many, their role as caregiver to children adds to feeling overwhelmed. We hope that in reading this, caregivers see they are not alone, find some helpful tips, and remember they are doing a fantastic job!

**Correspondence
concerning this article
can be addressed to:**

Tara C. Raines
University of Denver

Email:
Tara.Raines@du.edu

“The flexibility of working in academia means that you may be used to working outside of the “traditional” work hours and having full control over your schedule. However, having children, and young children in particular, means that you will lose some of that control.”

The Shift

Becoming a parent will change your life. This can be especially daunting during your early career as you work to establish a sure-footed hold on your scholarship, teaching, and service. Being a parent and an academic requires reframing your thinking on productivity. Acknowledging and embracing this is a first step to adjusting to your new life. Redefine expectations for time spent on teaching, research, and service. Like any shift or change, you should allow yourself to feel the associated grief. Changes in productivity may leave you feeling inadequate or like you are not doing enough. Learn to extend yourself some self-compassion. Be kind to yourself; there are only so many hours in a day and so much that you can do at a given time.

Changes in priorities and additional family responsibilities can mean making a major shift in your approach to how and when you work. The flexibility of working in academia means that you may be used to working outside of the “traditional” work hours and having full control over your schedule. However, having children, and young children in particular, means that you will lose some of that control. Whereas at one time your optimal writing time may have been from 3pm-9pm or on a Sunday morning, that time may now be best for school pick up, meals, or spending time with kids. Additionally, expect that tasks will take longer, as unexpected family obligations will inevitably arise (e.g., your child gets sick). One strategy for the pre- to post-baby shift is to define your work hours during the day/week and the time you will spend with family. Then be mindful to focus your energies during those associated times only on work or only on your family. You may even find that you become more efficient at work.

Many faculty have at least some teaching load. Evening and night classes may introduce challenges for arranging childcare. Be explicit as soon as possible with colleagues, such as your department chair or program director, about your scheduling needs; advance notice may result in better class times for you and your family. Fortunately, academia is often flexible. Faculty may be able to shift their work hours so they can spend the first part of the day engaged in childcare or family activities if they need to teach at night.

Returning from Family Leave

Whether a birth parent, adoptive parent, mother, or father the return from family leave can be challenging. We often feel compelled to jump back in with both feet forgetting that we have become acclimated to a different pace and priority in the preceding weeks. Give yourself space to miss your children, be nervous about new caregiver arrangements,



and be distracted by all of the thoughts that come with adjusting to new circumstances. This is the case no matter how many children you have. Communicate with your colleagues, students, and collaborators before you return that you will likely need a transition period. This is particularly true if you are returning to work when your child is still waking regularly during the night and/or experiencing sleep regressions. As it turns out, the brain needs sleep to function. Give yourself some grace if you are not getting good sleep.

In the early years of parenting considerable time and energy are spent providing food for the baby. For bottle-fed babies, parents need to prepare bottles for the day. Nursing mothers may be faced with providing enough stored milk for the workday, pumping at work, storing breastmilk safely on campus, and sanitizing pump parts. These responsibilities should be considered when planning to return to work. Build in time for all these tasks. Further, all women are different. Where some women may be able to work while they pump, others may not be able to due to the impact stress can have on milk supply. Depending on your space, you may need to work with administrators to gain access to additional resources in order to safely pump and store breastmilk, such as a private room with an outlet and a method for refrigeration. Women who are pump-

ing may find the regular interruptions challenging and should seek support from lactation groups and other mothers for how to maintain supply during the transition back. It is possible to balance work and pumping, however, as one of the authors has maintained an effective pumping schedule for a few years. Either way, academic mothers should be comforted that providing food for their baby is the priority. Academic parents should be patient with themselves and know that it will take time to develop a system that works.

Finding the right childcare arrangement for your family may be a process and faculty should have realistic expectations for themselves regarding productivity during the transition. There may be waitlists for some settings and temporary care may be required in the interim. If you are expecting or adopting, you should learn the childcare landscape as soon as possible. While many universities have childcare on campus spaces may be limited or unavailable for faculty. As babies and children transition to some settings, there may be a temporary increase in illnesses, which may require you to stay home with a sick child more than usual or leave work early to attend additional doctor appointments. Be patient with yourself. It might take years or a couple of different arrangements to find a situation that works for you.

The Balance

Having children and being an early career academic requires substantial balance. This means that it is not possible to say “Yes” to everything and it is necessary to say “No” gracefully. It may require having few service obligations and prioritizing specific research projects. If you can, gather a substantial quantity of data prior to the arrival of your child. Then during the first few years of their life focus on data analysis and writing; these are both tasks that can be completed when one’s schedule is being dictated by a new addition. We have found that it is essential to strictly dedicate time to work each week, and to block out time dedicated to research and other time dedicated to course preparation.

As you redefine your academic life it is important that you communicate your new way of work to colleagues and students. Many of us have built working relationships and closely mentor students. It is important that in redefining your role as a scholar, you share your new expectations and schedule with others to reduce everyone’s feelings of frustration. Allow yourself more time than you need to finish projects. Set deadlines with the understanding that anything can happen, and you may be pulled away from your work. Being transparent about what you can actually accomplish and what limitations you are facing can help build partnerships as you transition.

It is also important to directly communicate expectations around email. We have found it helpful to provide explicit parameters in our syllabi about email and managing expectations. Many of us tell students that email is the preferred form of communication and they will be answered within 24 hours during the work week. Realistically, there may be a golden moment on a weekend or after hours to address email. To remain consistent in this, some of us send emails using the scheduled send time. This practice helps manage expectations for the times when we are unable to work beyond our allotted email time. Doing this condi-

tions students and colleagues to attempt to seek solutions independently. With time, this reduces the volume in your inbox.

Special consideration should be taken as you prepare for professional travel. Conferences offer opportunities for networking, professional development, and training. However, given the challenges of balancing travel with family life, it may be beneficial to strategically prioritize conferences to ensure they align with your professional goals. For example, in research-intensive settings, presentations at professional conferences may not be valued as much as peer-reviewed publications in academic journals, so the costs of attending and presenting at conferences may not always be worth the benefits. These decisions should be made to meet the needs of your career and family, as there may be other considerations such as a partner’s work schedule. In some cases, it may also be useful to “get the most bang for your buck” by engaging in several activities at one conference (e.g., multiple presentations and service activities) to optimize the time away from your children. If you choose to travel with your children, be aware that you will have to be strategic about your scheduling during the conference to balance meeting the needs of your family.

Ultimately, everyone is different. Remember you are not alone. Reach out to colleagues with children who are the same age as your kids and brainstorm. In the end, you have to do what works for your family. Remember, your kids will only be young once. Enjoy them!

This paper was born from acknowledgement that navigating a career as a scholar and the life of a parent can feel like an enormous feat. For many of us, this challenge has been exacerbated by the impacts of Covid19. With that in mind, during this unprecedented time, wherever you are in your caregiving journey, we salute you! <insert *Hunger Games* salute>



SASP STUDENT CORNER:

HOW COVID-19 AFFECTED OUR SCHOOL PSYCHOLOGY GRADUATE STUDENTS

By Cydney V. Quinn, Duquesne University
& Miranda Zahn, University of Wisconsin-Madison

As the situation surrounding the coronavirus pandemic has continuously evolved during the spring semester of the 2019-2020 academic school year, school psychology students have faced unique challenges with regard to prioritizing their academic work, practicum requirements, research involvement, and their well-being. Many students faced housing, financial, professional, and personal challenges as well that have consumed their time, conversations, and thoughts. Through The Student Affiliates in School Psychology (SASP) organization under the auspices of the Division 16 Executive Committee, one of our main goals is to keep graduate stu-

**Correspondence
concerning this article
can be addressed to:**

Cydney Quinn
Duquesne University

Email:
quinnnc3@duq.edu

dents apprised of issues pertaining to school psychology, as well as work to support the interests and concerns within our specialty on a regional, national, and international basis. Due to the sudden changes from this international pandemic, the SASP Executive Board came together to gather the experiences of school psychology graduate students across the country, as it relates to course work, practicum, research, program, and navigating social distancing.

Coursework

Halfway through the spring semester, students everywhere, from primary grade school all the way up to graduate students, experienced a shift in their learning. Schools across the nation closed and sent students preparing to become online learners. For some the transition was simple; for others, the transition to online learning has been a slow learning curve. Graduate students shared their experiences, both positive and negative, relating to their academic progress. While many have found things they enjoy about online courses, not all students felt that this learning format fits their needs. One student shared that extra assignments and demands were placed upon students in her program to “make up for school hours and class time.” Instead of her typical face-to-face interactions during practicum, research demands increased in order to meet her required hours of didactic training. Other students felt that discussion based classes were no longer feasible. Even while utilizing synchronous learning tools (i.e., video conferencing software), the depth of discussion online could not replicate the in person discussions they replaced. Further, some students found themselves losing focus during lectures and struggling to understand concepts, such as statistics. Lastly, one student shared with us that moving the course she was teaching to an online platform was a task she was not prepared for and it was difficult to capture field-based skill building activities in an online format from an instructional perspective.

However, while online learning is new to many and has revealed opportunities for growth, many graduate students were able to find ways to make online learning a positive experience. For some, the flexibility of learning at home, as well as the nature of self-paced courses have emerged as a preferable way to learn. These students reported feeling that the freedom to complete assignments, participate in class discussion, and learn the material on their time has decreased demands and thereby made learning more enjoyable. Across multiple universities, syllabi were modified, deadlines were extended, and some assignments were eliminated to help alleviate the difficulties of learning from home. Further, some programs allowed courses to shift from the typical grading system into a pass/fail option to accommodate the needs and changes for students. With students and faculty at home, meetings have



been held through videoconferencing for many students, and students report that faculty now seem more accessible.

Practicum

When the stay-put orders were put in place, or schools began closing, many universities had to find alternate ways for students to reach required practicum hours. While the National Association for School Psychologists (NASP) and many other organizations released statements in reference to alternative activities graduate students could participate in to obtain required practicum experiences and hours, programs had to make quick decisions on how to best support students' emerging clinical competencies. Some students were able to complete school-based evaluations remotely and felt that they were able to spend more time conceptualizing cases, rather than just writing reports to "get them done." Telehealth quickly became the focus of webinars, and some students were able to participate in intakes, evaluations, and therapy through a virtual platform. Before the international pandemic, many of our students weren't provided the opportunity to deliver services through telehealth, and now feel that they are more prepared to provide services to clients using this format. Further, students shared that they were able to focus more on system de-

velopment, supervision, and consultation, as these clinical activities are able to continue remotely. The development of consultative skills broadened, and students have found ways to problem-solve, gather resources, and engage with their practicum teams through new lenses.

Although many graduate students have had positive experiences while learning through new practicum activities, students still feel wary about their lower direct practicum hours and their inability to engage in psychological activities, such as evaluations. Further, while telehealth has become a new and exciting way to deliver services, there are still many challenges presented by this unfamiliar format. At times, internet connections are slow and it may be difficult to engage with clients through a screen. As clinicians that work with young children at times, graduate students have found that the need for creativity increased as it was difficult to keep highly energized young children engaged virtually. Another barrier our students found was that some of our most vulnerable youth (e.g., children in juvenile detention facilities) cannot engage virtually or through online services. The lack of resources and support available for our youth was highlighted during this pandemic and recognized by many. Aside from the actual practicum experience, graduate students who are in the early years of their program have

felt that they were not prioritized by their programs because they either did not have the skills yet to engage in telehealth services, or they recognized that there was a need for the program to make sure the students leaving for internship met their requirements first. However, while we all experienced changes regarding practicum, we can say that the guidance from governing boards and program directors has helped many students calm their nerves and feel supported by professional communities.

Research

One of the biggest concerns heard across school psychology graduate students was the impact this pandemic has had on research. While some students felt they had more time to work on projects they had pushed to the side in the past, most students experienced decreased productivity and progress on research projects. Institutional Review Board (IRB) decisions have become delayed, and even completely discontinued at some universities during this time. Human subject research was canceled and students were recommended to identify alternative options for data collection. For some students, this news put a halt in dissertation data collection, or even required students to consider starting their dissertation over completely. Students whose projects centered around evaluation, implementation of best practices, or completely driven by student data were forced to cease and for many, these changes delayed their ability to submit papers or complete required program benchmarks. Further, some students indicated they were going to have to complete their oral comprehensive examinations, dissertation proposal, or even their dissertation defense virtually. Lastly, while there were many changes to the nature of data collection, the ability to focus on research has presented difficulty as well. Students have been putting their focus into gathering resources for their practicum placements, completing academic work, or learning how to cope with this new normal, which in result pushed some projects even further to the side.

Program Support

While difficulties navigating practicum, academic work, and our personal life have been in the forefront of students' minds, students highlighted the support and guidance coming from their programs. Students felt that their advisors and program directors were caring and responsive to unique needs that developed during their time at home. Faculty members were engaged and focused on providing students with support and grace as they all navigated the changing environment. Many felt that their faculty became more transparent, open for communication, and largely responsive to questions and feedback. The quick change in our society led to a rapid response from school psychology programs, which graduate students noted appreciating. Aside from faculty support, SASP chapters have increased their activity to ensure support for program, cohort, and community members. SASP chapters across the country have donated goods to local food banks, shelters, and schools. Additionally, SASP chapters have sent emails, set up virtual group calls, and provided professional community members with additional resources for practicum activities, program updates, personal self-care, and ways to stay socially connected. The support received from students and faculty has been the most uplifting part for many students during the difficult and unpredictable time.

Social and Family Considerations

During this time of social and professional isolation, students reported feeling restless or having trouble concentrating on work, as well as experiencing waves of anxiety about the unknown. Multiple students shared that they found it difficult to create work-life balances and have firm boundaries as to their work schedule and personal time while working remotely from home. The social nature of school psychology has led to students' difficulty to stay accountable without typical levels of peer support on projects or assignments. Others shared that they were used to working in an office space or a coffee shop—so the adjustment to

finding an “at home office” was difficult. Additionally, for those living with a roommate, family members, or a significant other, working from home or having synchronous classes or meetings via video conferencing has required great care to avoid disrupting others around them.

While it is easy to focus on the struggles of adjusting to spending more time at home, many graduate students shared the ways they are coping. Some students found that setting work hours (e.g., 8am–4pm) with intentional breaks allows them to stay focused and complete more work, while avoiding burnout. They engaged in activities they categorized as self-care, such as finding time to watch an episode of their favorite show each night, getting outside for exercise, reading a book, or finding time to connect with friends and family virtually. Graduate students shared that they experienced this time on a continuum—some days more positive, and some days more difficult. With the ability to stay connected to cohort members, program faculty, family, and friends, school psychology graduate students have found ways to make online learning, service delivery, research, and self-care manageable in ways we never thought possible.

YOUR AD HERE!



Division 16 invites individuals, institutions, and relevant companies to purchase ad space in upcoming issues of *The School Psychologist*.

Ads should ideally be centered around content, products, or technology relevant to our membership. *TSP*'s Editorial staff, in concert with the Division 16 Executive Committee, reserves the right to refuse space for advertisements in conflict with its mission.

For more information—and to reserve space—please contact *TSP* Editor [Andy Pham](#).

2020 Rates:

Full-Page - \$150

Half-Page - \$90

Quarter-Page - \$50

**Design assistance available upon request for an additional fee.*

CALL FOR APPLICATIONS: ASSOCIATE EDITOR OF *THE SCHOOL PSYCHOLOGIST*

DIVISION 16 NEWSLETTER

Division 16 is searching for an Associate Editor for *The School Psychologist* (D16's newsletter). The publication focuses on empirical articles with a strong research-to-practice linkage, with a commitment to inclusivity and social justice. The newly elected Associate Editor will serve for 2-year term beginning January of 2021, and then is expected to assume the role of Editor in January of 2023 for another 2-year term. Thus, the Associate Editor must be willing to make a commitment to serve for two years as Associate Editor and two years as Editor.

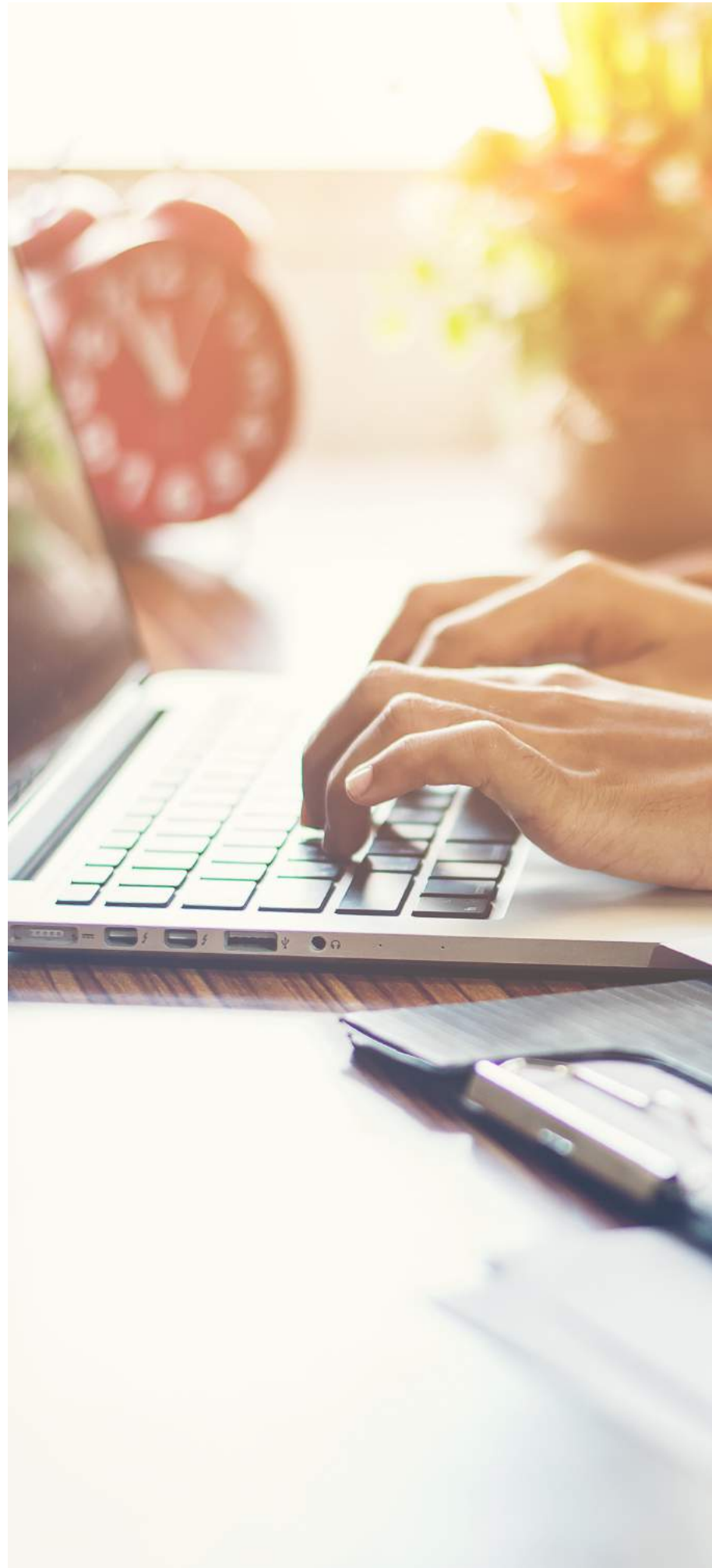
The new Associate Editor will work closely with the incoming Editor, Dr. Celeste Malone. The Associate Editor is responsible for soliciting and reviewing newsletter contributions, soliciting peer reviewer feedback, helping in the peer-review process, assisting in publication procedures, and undertaking other special assignments at the discretion of the Editor. The Associate Editor is expected to become familiar with all newsletter operations and provide input for the editorial decisions.

Applicants for the position should have demonstrated skills in technical writing, editing, and public relations and be willing to conduct an average of approximately one to two days per month to newsletter work.

Interested candidates should email the following to Celeste Malone, Ph.D. (celeste.malone@howard.edu) and Andy Pham, Ph.D. (avpham@fiu.edu):

- (1) a letter detailing relevant experience, as well as goals and expectations for the newsletter,
- (2) contact information for three professional references, and
- (3) a recent curriculum vitae

Review of applications will start on October 1, 2020 and will continue until the position is filled.



IN MEMORIAM, 1947-2020

HENRY THOMPSON (TOM) PROUT

By Ron Reeve

University of Virginia



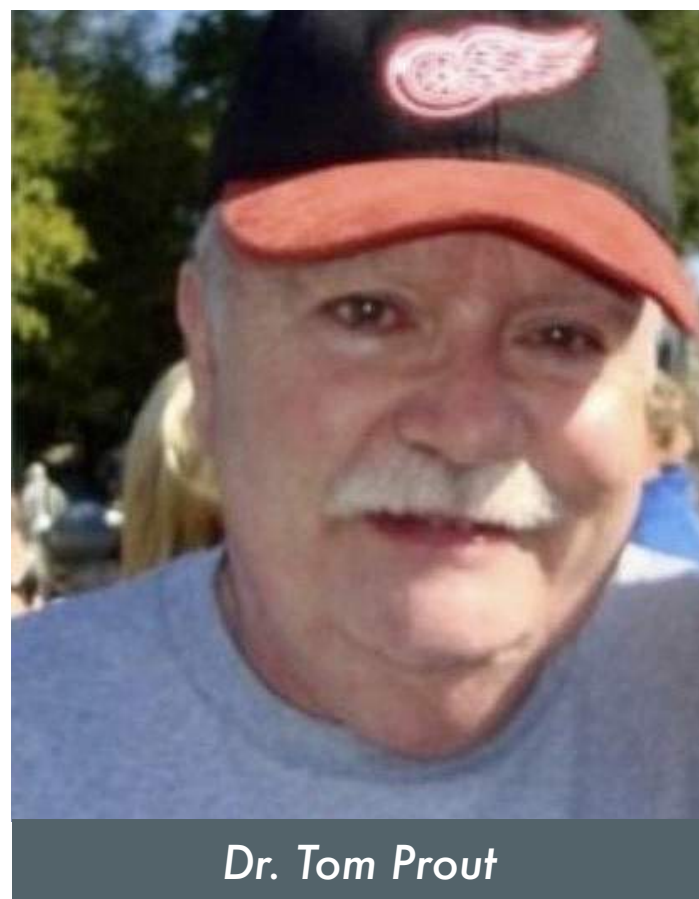
Tom Prout died unexpectedly at his home in Lexington, KY, February 27, 2020. He was 72 years old. Tom had retired from the faculty at the University of Kentucky six years ago, following a distinguished career in School Psychology.

Tom was born May 18, 1947, in Ithaca, New York. He attended Newark High School in Newark, NY, then completed his undergraduate work at Bowling Green State University in Ohio. After receiving his bachelors degree in psychology, he went to the University of Missouri for a masters degree. He completed his PhD in School Psychology at Indiana University, with a doctoral internship at the Hospital School at the University of Iowa. He then accepted a one year Staff Psychologist position at the Waisman Center at the University of Wisconsin, staying in Madison an additional year teaching in their Department of Educational Psychology. In 1978 Tom moved to James Madison University to direct their Human Development Center, and then became Director of the EdS program for two years. His next career stop was at SUNY Albany for nearly a decade before taking a position at Florida State University in 1991. While at FSU he played a major role in developing their Combined Program in Counseling and School Psychology. Tom's last academic stop was at the University of Kentucky. He served a number of roles there, including Program Director for School Psychology and Department Chair. Before and during retirement he consulted extensively with Disability Determination Services in Kentucky.

While at the University of Wisconsin, Tom met and married Susan Prout, who survives Tom. Susan completed her School Psychology training while they were at JMU, and eventually was named a NASP School Psychologist of the Year. Two children, Lauren and Alex, also survive.

Tom authored more than 80 professional publications. The most influential, probably, was *Counseling and Psychotherapy with Children and Adolescents*, the 5th edition of which came out in 2015. The first four editions were co-edited by Doug Brown, and the most recent was with Alicia Fedewa. Tom also was a national leader in advocating for mental health services for individuals with intellectual disabilities.

Tom was a humble man with a wry sense of humor. He loved college sports, and for many years he played a credible game of golf. He and Susan began traveling extensively over the past dozen or so years, and had plans for much more. Tom was a great friend to many of us in the field. We will miss him greatly.



Dr. Tom Prout

DIVISION 16 EXECUTIVE COMMITTEE

Office	Term	Name	Contact Information
President	2020-21	Enedina Vazquez	New Mexico State University Email: evazquez@nmsu.edu
Past-President	2020-21	Melissa A. Bray	University of Connecticut Email: mbray@uconn.edu
President-Elect	2020-21	Samuel Song	University of Nevada Las Vegas Email: sam.song@unlv.edu
Vice President for Convention Affairs & Public Relations (VP-CAPR)	2020-22	Jessica Reinhardt	Temple University Email: reinhardt@temple.edu
Vice President for Professional Affairs (VP-PA)	2018-20	Janine Jones	University of Washington Email: jjones@uw.edu
Vice-President for Membership	2018-20	David Hulac	University of Northern Colorado Email: david.hulac@unco.edu
Vice-President for Education, Training, & Scientific Affairs (VP-ETSA)	2017-22	Franci Crapeau-Hobson	University of Colorado Denver Email: franci.crepeau-hobson@ucdenver.edu
Vice-President of Publications and Communication	2016-21	Michelle M. Perfect	University of Arizona Email: mperfect@email.arizona.edu
Vice-President for Social, Ethical, and Ethnic Minority Affairs (VP-SEREMA)	2019-21	Prerna G. Arora	Teacher's College, Columbia University Email: arora23@tc.columbia.edu
Treasurer	2017-19	Cheryl Maykel	Rivier University Email: cmaykel@rivier.edu
Secretary	2019-21	Julia Ogg	Northern Illinois University Email: jogg@niu.edu
Council Representative	2019-21	Linda Reddy	Rutgers University Email: LReddy@rutgers.edu
Council Representative	2016-21	Bonnie K. Nastasi	Tulane University Email: bnastasi@tulane.edu
Council Representative	2020-22	Lea A. Theodore	Adelphi University Email: ltheodore@adelphi.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:

Andy Pham, PhD

School of Education & Human Development

Florida International University, ZEB 360B

avpham@fiu.edu

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

Fall Issue: Approximate publication Date - October 15th; Submission Deadline - August 15th

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

Summer Issue: Approximate publication Date - June 15th; Submission Deadline - April 15th

