



16

# THE SCHOOL PSYCHOLOGIST

VOL. 75, NO. 1 (SPRING 2021)

PUBLISHED BY DIVISION 16 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION



A top-down photograph of a wooden desk. On the left is a silver desk lamp with a circular pattern of small holes. In the upper center are several yellow sticky notes. Below them are three pencils (two pink erasers, one green eraser) and a pair of glasses. The right side of the image is partially covered by a dark grey overlay containing text.

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## WALKING THE TALK: ANTI-RACISM ACTION IN SCHOOL PSYCHOLOGY

Presidential Update by Dr. Samuel Y. Song  
University of Nevada, Las Vegas

It is an honor to write this editorial on Division 16 business in light of the newfound hope in 2021. Not only do we have a new President of the U.S., but we have a new Editor of *The School Psychologist* who also happens to be the new



President-Elect of NASP—Congratulations Dr. Celeste Malone! I am grateful to Dr. Malone and Dr. Pham for inviting me to write this update.

While the division continues to be active in advocating for school psychology within APA and outside, I would like to focus on the work of anti-racism. Division 16 was one of the leaders in writing the [School Psychology Unified Antiracism Statement and Call to Action](#) (García-Vázquez et al., 2020) and; at the time of this writing, it has 3,775 views. What's more important however is that the division and the field take action without ceasing. This sentiment of action is not new and, in fact, it is written in the Call to Action. Still, we need to remind ourselves and one another of our public commitment. We also need to spur action in the field. There have been a number of our colleagues who have taken action to promote anti-racism in the field. In a similar manner, Division 16 seeks to take action on the antiracism vision presented in the Call to Action in concrete, meaningful, and sustainable ways—the 2021 *Anti-racism Action* Presidential Initiative.

With the support of the entire Executive Committee, the Initiatives Committee (Drs. Enedina García-Vázquez, Prerna Arora, Jessica Reinhardt, Julia Ogg, Tara Raines, and myself), is working on several action items that will be



Dr. Samuel Y. Song, Division 16 President

launched this year. The first one is the *Anti-racism Action Grants* program and will launch very soon. The Anti-racism Action Grants is a catalyst grant program intended to inspire larger and more sustainable anti-racism action projects (i.e., projects focused on meaningful change) by providing seed funds. Proposals must advance research, practice, education, or policy in the area of anti-racism action. Anti-racism action must be done collaboratively *with* communities leading to important improvements for the community. Therefore, proposals must show evidence of meaningful collaboration and empowerment throughout the process resulting in actions. A post-award mentor will be matched with each funded project to support the larger catalyst project. Division 16 will award \$6,000 per year and typical funding is \$2,000 per proposal. Project activities must begin July 1, 2021 and end by June 30, 2022.

Other projects include a collaborative Anti-racism Summit and an award in this area for students and early career professionals. In addition, we are working on several improvements on how we conduct business to promote equity and inclusion.

Stay invested in the division, in the field, and in your own work. More information will be communicated as it is ready. Thank you for your support and be well.



# ADDRESSING ANTI-AAPI RACISM AND XENOPHOBIA

A JOINT POSITION STATEMENT BY THE TRAINERS OF SCHOOL PSYCHOLOGY & APA DIVISION 16

As the COVID-19 pandemic continues to disrupt our world and deepen long-standing structural inequities, we stand in solidarity and grieve with our Asian American and Pacific Islander (AAPI) colleagues, graduate students, and P-12 students and families who have faced a rise in racist rhetoric, actions, and hate crimes.

According to [Stop AAPI Hate](#), a national center that collects reports of coronavirus discrimination against Asian Americans and Pacific Islanders, over 2,808 firsthand accounts of anti-Asian hate from 47 states and the District of Columbia were reported between March 19, 2020 (when Stop AAPI Hate began collecting reports) and December 31, 2020. During the same time, Stop AAPI Hate received 126 accounts of anti-Asian hate involving Asian Americans over 60 years old (7.3% of total incidents). More recently, a series of violent attacks in California in early 2021, including several attacks targeting elderly AAPI individuals, have brought increased awareness of, and calls to address, anti-Asian racism during the pandemic. Stop AAPI Hate co-founders issued the following statement in a February 9, 2021 [press release](#), “We are outraged by the disturbing incidents we’ve seen this past week where Asian American elders have been attacked in the San Francisco Bay Area. These violent assaults have a devastating impact on our community as they are part of an alarming rise in anti-Asian American hate during the COVID-19 pandemic.”



Data also support that younger individuals within AAPI communities are being targeted and impacted both directly and indirectly. According to a [report](#) released in 2020 by the Stop AAPI Hate Youth Campaign, a high school internship program at Stop AAPI Hate, one-quarter of Asian American high school students reported being targets of racism over the past year. The discrimination they reported most frequently included verbal harassment, shunning, and cyberbullying. Furthermore, nearly 77% expressed anger over the epidemic of hate against Asians. This report includes key considerations and recommendations for secondary schools in combating racism and supporting AAPI students.

In response to this rise in hate crimes and harassment, President Biden signed an [executive order](#) on January 26, 2021 directing federal agencies to condemn and combat anti-AAPI racism. In addressing the role that the federal government has played in the recent resurgence of xenophobia and anti-AAPI racism, President Biden stated, “The Federal Government must recognize that it has played a role in furthering these xenophobic sentiments through the actions of political leaders, including references to the COVID-19 pandemic by the geographic location of its origin. Such statements have stoked unfounded fears and perpetuated stigma about Asian Americans and Pacific Islanders and have contributed to increasing rates of bullying, harassment, and hate crimes against AAPI persons.” In the executive order, President Biden further pointed out the irony that roughly two million AAPI individuals are serving their country as front-line workers, first responders and in other key roles to mitigate COVID-19 while they are experiencing unprecedented increased rates of racist attacks and hate. These actions are not only unjust in the strongest terms, but they also defy the best practices and guidelines of public health officials and have caused significant harm

to AAPI families and communities that must be addressed.

In light of the recent calls for action focused on racial justice within school psychology, we call, now, upon faculty members, school psychologists and educators to commit by taking demonstrable actions to support the AAPI community. As acknowledged in the *School Psychology Unified Antiracism Statement and Call to Action* (García-Vázquez et al., 2020), efforts focused on other minoritized communities should be considered in tandem with our ongoing and critical work to dismantle anti-Black racism. Instead of working in isolation, we call on non-Asian allies and the AAPI community to work together [in solidarity](#) to fight against white supremacy for real change. For example, local community organizations in the Bay Area have recently [joined forces](#) to demand action against violence and investment in community-centered solutions that promote cross-cultural healing. Their example conveys a powerful message of a collective working together to dismantle oppressive systems that benefit from xenophobia and racism targeting AAPI, Black and other minoritized communities.

### **Some Ways You Can Act:**

- Check in with your colleagues, graduate students, and family and friends in the AAPI community
- Consider watching and discussing the 23-minute Combating AAPI Racism in Age of Covid-19 [educational video](#) in one or more of your graduate courses
- Raise awareness about what is happening and share resources with school and university partners to support AAPI youth and families (see below)
- Read the AAPI (2020) report which contains specific recommendations that school psychologists can implement and support in P-12 schools including: (1) advocating for

ethnic studies training in curriculum, such as including positive representations of US cultural groups, the history of racism, slavery and forms of discrimination and hate that continue to this day; (2) participating and delivering training in anti-bullying which incorporates social-emotional learning; (3) implementing restorative justice practices that build common understanding and inclusivity rather than relying on punitive exclusionary discipline; (4) offering secure, accessible and anonymous harassment reporting sites; and (5) serving as an ally

alongside AAPI-led student affinity groups focused on student safety and anti-racism work

- Support local and/or national advocacy organizations working to ensure the safety and well-being of the AAPI community
- If you witness behavior that is racist or discriminatory, immediately report the incident following your university and/or school's procedure and advocate for anti-racism training in your school and higher education settings.

### Resources for Faculty Members and School Psychologists:

- The White House Briefing Room - [Memorandum Condemning and Combating Racism, Xenophobia, and Intolerance Against Asian Americans and Pacific Islanders in the United States](#)
- American Psychological Association statements to [destigmatize the virus](#) and [how to combat bias](#)
- National Association of School Psychologists (NASP) tips for how [educators can counter coronavirus stigma and racism](#)
- Learning for Justice - [Speaking Up Against Racism Around the New Coronavirus](#)
- [Self-Care Tips for Asian Americans Dealing with Racism amid Coronavirus](#)
- Pew Research Center: [Many Black and Asian Americans Say They Have Experienced Discrimination Amid the COVID-19 Outbreak](#)
- [Asian Americans Advocating for Justice](#) guide to document and address anti-Asian racism
- [Stop AAPI Hate](#)
- [Harvard University's AAPI COVID-19 Project](#)
- Racial Equity Tools created a resource page for coping with and advocacy for anti-Asian racism: [COVID-19-Racial Equity and Social Justice Resources](#)
- [Combating AAPI Hate in Age of COVID-19](#) An Educational Curriculum for Our Students as Hate Crimes Increase During COVID-19



### Acknowledging Contributors:

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*Approved February 18, 2021*





## EARLY CAREER CORNER:

# ADVOCACY IN SCHOOL PSYCHOLOGY: CONSIDERATIONS FOR EARLY CAREER SCHOOL PSYCHOLOGISTS

By Jessica S. Reinhardt, Temple University  
Brittany Johnstone, Baltimore City Public Schools  
Brittany S. Greiert, Aurora Public Schools

Participation in advocacy in school psychology is a growing area of importance for practicing school psychologists. Advocacy has been promoted by the National Association of School Psychologists (NASP) since the 2000 Principles for Professional Ethics (Rogers et al., 2020). It remains a required professional practice outlined in the 2020 Model for Comprehensive and Integrated School Psychological Services specifically covered in Domain 8: Equitable Practices for Diverse Student Populations and Domain 10: Legal, Ethical, and Professional Practice,



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(NASP, 2020). NASP identifies effective communications and advocacy as vital to achieving the goals and objectives of school psychology at the building, state, and federal level (NASP, 2019). Similarly, advocacy was initially mentioned in the American Psychological Association (APA) 2009 Strategic Plan; it is highlighted as a guiding principle in the 2019 Strategic Plan (American Psychological Association, 2019).

Early career school psychologists (ECSPs) are called to keep advocacy central to their practice. Arora et al. (2017) and Grapin et al. (2020) identified resources addressing short-and long-term career planning as a top priority for ECSPs. Indeed, career planning comes with unique challenges for ECSPs. These challenges include but are not limited to navigating new independence, imposter syndrome, balancing best practices learned in graduate school with the realities of underfunded and under-resourced schools. With unique challenges, come unique advocacy opportunities. ECSPs understand their professional responsibility is to advocate for themselves, the students and families they serve, and equitable systems of education and mental health. Advocating for vulnerable populations is both an ethically sound and legally protected practice (Oyen et al., 2019).

Despite the call to advocacy from the major professional organization, there is a dearth of research and guidance for ECSPs. Based on interviews with successful advocates, recommendations for school psychologists new to advocacy include collaborating with others, cultivating expertise, and persistence and patience (Rogers et al., 2020). The present article seeks to build upon recommendations for the field at large with a focus on ECSPs. The following sections offer suggestions for school/district-level advocacy, legislative advocacy, and advocacy online.





## **School District Advocacy**

One unique characteristic of ECSPs is recency of training, current ECSPs were trained with the NASP 2010 Practice Model. Therefore, ECSPs are uniquely poised to advocate in their schools and places of employment for the comprehensive practice model. Anecdotally, many early career practitioners feel a call to do more than “refer-test-place” but find the first steps to advocate daunting. Strategies for advocacy at the district level include: (NASP, 2019)

- Familiarizing yourself with decision makers
  - Depending on what you are advocating for, you might want to engage your superintendent, school board, teacher’s union, voters, state department of education, and/or families
  - State/local school boards have significant influence over how states/districts will implement federal/state law, create policy, and make financial decisions (von der Embse & Cowan, 2019)
- Proactively provide data (Greiert & Faustino, 2020)
  - Use “social math” which contextualizes data and statistics and puts a face to the issue (von der Embse & Cowan, 2019)
  - Review research and identify the scope of the barriers and available resources (von der Embse & Cowan, 2019)
- Speak at school board meetings
- Request in-person meetings with key officials (Greiert & Faustino, 2020)
- Invite decision makers to visit local schools (Greiert & Faustino, 2020)
  - It can be powerful for decision makers to see ideas in action and make personal connections

## **Legislative Advocacy**

Oyen, Eklund, and von der Embse (2019) state that NASP’s Government and Professional Relations committee has strongly encouraged psychologists to become involved in the political process to advance the health and well-being of the citizenry, as has the APA Public Policy Office and Public Interest Directorate. The importance of legislative advocacy cannot be understated; federal legislation and court decisions have dramatically changed the course of public education and health care in our country. Although much has been accomplished through legislation, there is still much work to be done to address the various inequities currently impacting children and families in the educational and health care systems. It is essential that ECSPs embed legislative advocacy into their professional roles and identities in order to address systemic injustices affecting children in public education today.

Suggestions include:

- Familiarize yourself with your state psychology or school psychology advocacy committee (if one exists), or better yet, join the board
- Partner with your state’s school counseling, school social work and special education committees, and consider liaison positions with these boards
- Contact your elected officials via an in-person meeting, phone call, email, or letter to express your concerns or support for legislation
- Become a member of the NASP Advocacy and Public Policy Interest Group and the APA Psychology Advocacy Network



In order to be an effective legislative advocate, it is essential to know who represents your interests in Congress. In the last 10 years ~45,000 advocacy messages have been sent to members of Congress on issues of importance to psychology (American Psychological Association, 2020). ECSPs should contact their elected officials in order to raise awareness of the needs of children, families, educators, and the profession of school psychology, particularly because of the shortages currently facing the field (Bocanegra et al., 2017; Castillo et al., 2014) and the need for highly trained mental health providers in schools. One effective way of contacting elected officials about legislation specific to education, students, mental health, and the profession of school psychology is utilizing NASP and APA resources. Specific suggestions:

- View APA's current advocacy priorities:  
<https://www.apaservices.org/advocacy/actions>
- Sign up for weekly updates via APA's Psychology Advocacy Network  
<https://www.apaservices.org/advocacy/get-involved/>
- View NASP's advocacy resources:  
<https://www.nasponline.org/research-and-policy/advocacy>

## **Social Media, In-Person, Grassroots Advocacy**

Social media can be an effective tool for communicating with those in positions of power, as well as building power among the directly impacted and those with a vested interest in a chosen issue. Social media (e.g. Facebook, Twitter, Instagram, etc.) and online networking sites (LinkedIn, professional organization forums, blogs, etc.) can be useful not only for outreach, but also for coalition building (gathering of individual interest groups together), both vital components for effective advocacy. A benefit for ECSPs using social media as an advocacy avenue is the ability to connect with professionals across disciplines. This can be useful for creating professional and personal connections, and sharing for research, professional opportunities, and advocacy opportunities and outcomes across specialties. Additionally, social media can help ECSPs break down regional, linguistic, or socio-economic barriers that have traditionally impaired the effectiveness of social movements.

NASP's Advocacy Social Media Guide (National Association of School Psychologists, 2017) walks through the steps of creating social media profiles, best practices for outreach (including best times of day for posting, how to use graphics





effectively, etc.), and practical tips for using social media to boost the effectiveness of your advocacy and outreach campaigns. ECSPs establishing social media profiles for advocacy should be mindful to determine whether these accounts will be used exclusively for professional advocacy or if they will also use the account for personal messages and updates. There is not a one-size fits all approach for how to best use social media for advocacy, but the ECSP should be intentional and purposeful in their outreach and engagement.

Having a well-developed online presence using social media is an important component of advocacy for ECSPs, but the importance of also seeking out opportunities to engage in advocacy in-person cannot be overstated. As previously stated, an ECSP can engage in advocacy that addresses issues in a school building, a neighborhood, a school district, or at the state and national level. In-person advocacy includes testifying at school board meetings, City Council or state legislature hearings, or at issue-specific community input forums.

ECSPs may find that they can find entry into in-person advocacy by first engaging and supporting organizations with pre-established advocacy campaigns and community relationships. It can be useful to partner with organizations that work on youth- or education-related issues or organizations that are run by and for youth. Some ECSPs may find entry into in-person advocacy through union or labor organizing. If an ECSP is a member of their local or state school psychology organization, they can inquire if the organization has a committee that addresses legislative outreach and advocacy. If such a committee does not exist, then an opportunity presents itself to build such a committee and engage other ECSPs in advocacy aligned with the vision and mission of the professional organization.

An additional avenue for advocacy for an ECSP is to support grassroots, or people-led,

movements. It is advisable that ECSPs engage in grassroots advocacy by partnering with or supporting the work of existing community-based organizations. ECSPs have a wealth of skills that can support grassroots organizing, including research, professional speaking and writing, mediation, fundraising, and facilitation. These skills can be leveraged to support grassroots movements and increase the efficacy of advocacy campaigns.

ECSPs have many roles and responsibilities, with this comes endless advocacy opportunities to advance causes that are personally and professionally important to them. It is prudent to review the existing resources, training, and professional development of ECSPs to further identify opportunities to promote advocacy.

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

### 2021 Rates:

Full-Page - \$150

Half-Page - \$90

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



# DIVISION 16 ANTI-RACISM ACTION GRANTS

## REQUEST FOR PROPOSALS



**Purpose:** Division 16 supports projects that advance research, practice, education/training, and policy in the area of anti-racism in the fields of school psychology and education.

**Description:** Division 16 was one of the leaders in writing the [School Psychology Unified Antiracism Statement and Call to Action](#) (García-Vázquez et al., 2020). In 2021, the Division's Presidential Initiative, Anti-racism Action, is to take meaningful and sustainable actions on our commitment to the anti-racism statement set forth in the Unified Call to Action.

The Anti-racism Action Grants is a catalyst grant program intended to inspire larger and more sustainable anti-racism action projects (i.e., projects focused on meaningful change) by providing seed funds. Proposals must advance research, practice, education, and/or policy in the area of anti-racism action. Anti-racism action must be done collaboratively with community partners, to effect positive change in the community. Therefore, proposals must show evidence of meaningful collaboration and empowerment throughout the process resulting in actions. Additionally, proposals must generate dissemination products that fall under one of the two categories:

- 1. Community-engaged Projects** are characterized as scholarship that is beneficial to the external community, are visible and shared with community stakeholders, are collaborative, and have public and scholarly impact. Such scholarship must result in innovative, replicable products for dissemination. Examples of deliverables include new technology, education/training improvements, clinical or policy guidelines for state or community agencies, training modules, and technical reports based on evaluation.
- 2. Research Projects** are characterized as work that utilizes qualitative and/or quantitative methodologies to advance new knowledge, science, practice, and policy. Such work includes specific research questions, hypotheses, and data analytic methods to address questions. Research projects will include evidence of collaboration with community or practitioner partners. Examples of research deliverables include qualitative or quantitative peer-review articles, edited or authored book proposals, journal special issues, as well as national or international conference presentations or via other outlets.

A post-award mentor will be matched with each funded project to support the larger catalyst project.

Division 16 will award \$6,000 per year, and typical funding is \$2,000 per proposal. It is possible for one proposal to be awarded 100% of funds.

Project activities must begin July 1, 2021 and end by June 30, 2022.



## Grant deliverables include the following:

1. Narrative report that includes summary of project findings or action plan results, community sustainability of project or actions, and dissemination of project results (preferably in a Division 16 outlet).
2. Annual itemized budget expenditures with justifications.

**Eligibility:** Individuals, groups, or organizations in school psychology may apply. The primary applicant must be a Division 16 member. Preference will be given to individuals, groups, or organizations who have not received extramural funding for this project previously.

## Proposals will be evaluated based on these criteria:

*(A, B, and C are more important and will be double-weighted during evaluation of projects.)*

- A) *Significance:* Proposal addresses an important issue related to the advancement of anti-racism action in school psychology. Specific contributions to research, practice, education, and/or policy are clear.
- B) *Action project or research activities:* An assessment of the overall quality of the project including conceptual framework, design, methods, action plan, analyses or evaluation, and deliverables (high quality and relevant). Specific project activities should vary based on the project's purpose (i.e., research, practice, education, and/or policy).
- C) *Meaningful Partnership:* Involves a partnership with a community from a different constituency than primary investigator/author. Some examples include researcher-practitioner, practitioner-community, researcher-community, and community-practitioner. Evidence of meaningful collaboration, empowerment throughout the process, and sustainability of activities must be provided and/or detailed in the project proposal.
- D) *Significant Catalyst:* The proposal inspires a larger and more sustainable Anti-racism Action project. The connection between proposed project and larger project is clear and logical with identifiable next steps.
- E) *Realistic timeframe:* Likelihood that the project can be completed within one year of award date, July 2021 to June 2022.
- F) *Appropriateness of budget:* Clear justification and rationale for the expenditure of the grant monies; proposed work to be accomplished with the funds requested; plan for other funding sources; grant funds may not be used for overhead or indirect costs.





## How to Apply

Application requirements include the following:

1. Submit all materials via [this link](#) (proposal application).
2. Proposal - [application](#) including abstract, five-page narrative addressing eligibility criteria (single spaced, minimum of 11 pt font, exclusive of budget, references and appendices), budget, budget justification, references, and appendices if any. Narrative must include these bolded headings:
  - Project Description
  - Design, methods, or action plan
  - Analyses or evaluation
  - Deliverables and Timeline
  - Explanation of roles and responsibilities of team members/authors
  - Description of organization/entity that is applying (e.g., relevant history)
  - Budget and budget justification
3. Letters of cooperation and support from (a) community partner detailing specific activities of partnership and agreement with specific activities and (b) author's organization (school, university, etc.).
4. Brief 5 page CV of author(s)
5. Application deadline is April 5th, 2021
6. Notification of decisions will be made by May 1st, 2021
7. Questions may be directed to Samuel Song, Chair of Anti-Racism Initiative Committee, at [sam.song@unlv.edu](mailto:sam.song@unlv.edu)

## Evaluation Process

Proposals will be independently reviewed and scored by the Anti-Racism Initiative Committee. The Anti-Racism Initiative Committee will evaluate each submitted proposal in the context of the program-specific criteria to develop scores and formulate funding recommendations. Proposals will be discussed by the full Committee and the scores (and the averages) adjusted if warranted.





# CALL FOR APPLICATIONS: ASSOCIATE EDITOR OF THE SCHOOL PSYCHOLOGIST



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 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: (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 vita to: Celeste Malone [celeste.malone@howard.edu](mailto:celeste.malone@howard.edu)

Review of applications has been extended to April 1, 2021 and will continue until the position is filled.



# SEEKING NEW EDITORIAL BOARD MEMBERS FOR THE SCHOOL PSYCHOLOGIST



*The School Psychologist* is the official APA Division 16 newsletter, published three times year. The primary purpose of the newsletter is to provide a vehicle for rapid dissemination of news and recent advances in practice, policy, and research in the field of school psychology. As incoming editor for 2021, Dr. Celeste Malone is inviting interested colleagues to apply to contribute as members of the Editorial Board.

We are seeking to expand the Editorial Board to ensure fair representation of faculty, scholars, and practitioners of diverse racial and ethnic minoritized backgrounds. We also invite individuals with various scholarly or methodological expertise. In particular, we believe the efforts to increase the diversity of the Editorial Board will aid in reviewing submissions not only to identify bias but also to promote opportunities for cultural responsiveness and socially just practices.

Members of the Editorial Board serve at least one annual term. They provide reviews of manuscripts, make recommendations regarding potential publication, and help to encourage submissions in their areas of expertise. Members of the Editorial Board will:

- a. complete timely reviews (within 14 days),
- b. receive guidance in preparing constructive reviews that will inform authors and editors
- c. contribute ideas for further development of TSP

Across a given year, it is anticipated that members of the Editorial Board will contribute reviews and recommendations for at least two (2) manuscripts per year.

**For interested colleagues, please email a copy of a current curriculum vitae to Dr. Celeste Malone: [celeste.malone@howard.edu](mailto:celeste.malone@howard.edu).**



# LETTER FROM THE INCOMING SASP STUDENT CORNER EDITOR

By Miranda Zahn, University of Wisconsin



Welcome to *The Student Corner*! As the incoming editor and a representative on the Student Affiliates in School Psychology (SASP) Executive Board, I am happy to introduce myself and welcome you to *The Student Corner*! The purpose of our student column in *The School Psychologist* is to provide a venue for graduate students to disseminate their scholarly writing through a rigorous peer-reviewed process and for school psychologists and trainees to learn from the exceptional academic work and lived experience of graduate students in our field. In order to maintain high quality and timely papers, we accept submissions both through time-limited special issue calls and an ongoing general paper call. Papers in the general category may include student writing about supervision, cohort relationships, practicum experiences, the internship process, advocacy, culture and diversity, or concerns/barriers that are particular to school psychology graduate students. You can find our current call for papers and instructions for authors [here](#). Additionally, we are always seeking student scholars to volunteer as reviewers. To get involved with *The Student Corner* as a reviewer, email the current editors at [thestudentcornerSASP@gmail.com](mailto:thestudentcornerSASP@gmail.com).

In this edition of *The School Psychologist*, we are proud to feature a student manuscript from our recent call for papers on “Anti-Racism, Social Justice, and Equity in Graduate Training.” Following the 2020 media coverage of decades long state-sanctioned murders of black folks and the groundswell of advocacy in the United States, our field has demonstrated a newly heightened focus on anti-racism and dismantling systems of oppression. Graduate student scholars have long found themselves at the forefront of advocating for this work, and create change on personal, institutional, and national levels. Therefore, we wanted to call on these funds of knowledge and highlight the voices of BIPOC and allied student scholars.

I am humbled to learn from and alongside my fellow graduate students as Editor of *The Student Corner* in 2021, and sincerely hope to create a space to elevate the voices of the exemplary trainees in our field. I welcome any questions or concerns you have this year.

Sincerely,

Miranda Zahn, University of Wisconsin – Madison, SASP 2021 Editor  
[mrzahn@wisc.edu](mailto:mrzahn@wisc.edu) | [thestudentcornerSASP@gmail.com](mailto:thestudentcornerSASP@gmail.com)





## SASP STUDENT CORNER:

# HOW TO BE ANTI-RACIST: A SCHOOL PSYCHOLOGY STARTER PACK

By Karissa Lim, Laura Gabriela Salazar, Emily Dvorak, Kayla Parr, & Elle Phansalkar  
Teachers College, Columbia University

**Author Note:** In solidarity with other researchers (e.g., Buchanan, Perez, Prinstein, & Thurston, 2020), we want to acknowledge that the current authorship system in academia, which utilizes a hierarchical order, is based in white supremacy and the patriarchy. Everyone involved in this article is a first author, and we all contributed equally. In addition, our current order of authorship is intended to highlight and amplify our BIPOC authors. When this article was drafted, our authors included a second-generation Filipino American (KL), a first-generation Colombian American (LGS), an Indian and white American (KP), a queer, half-Indian, second-generation American (EP), and a white American (ED).



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## **Why Only a Starter Pack?**

Education at the graduate level is not exempt from the issues plaguing our society, rather it is a reflection of them. Moreover, graduate organizations function as key organisms to perpetuating harmful norms and white hegemony. Historically, there has been a significant underrepresentation of Black, Indigenous, and People of Color (BIPOC) individuals within the field of school psychology at large (Castillo et al., 2013). This underrepresentation stems from a myriad of recruitment and retention barriers (e.g. lack of exposure, lack of representation within the field, lack of financial stability, increased psychological distress, etc.) for BIPOC students to pursue an academic and professional career in this field (Grapin et al., 2016). In 2015, 87% of all school psychologists identified as white (Walcott et al., 2016). Additionally, within the United States (U.S.) there are currently only 19 school psychology graduate programs that emphasize multiculturalism and/or bilingualism in their training (Sotelo-Dynega, 2015). As such, graduate-level programs in our field have continued to marginalize BIPOC trainees (Maton et al., 2011; Proctor & Truscott, 2012) and, ultimately, the BIPOC students they will serve. For instance, in our program, we have seen the lack of BIPOC representation among students and faculty and have personally witnessed and/or experienced how this absence can impact the education of BIPOC students. This lack of representation within graduate programs leads to lack of representation within the field (Bocanegra, 2012), which limits the perspective of diverse individuals in our research and practices (Newell et al., 2010; Shriberg et al., 2008) and ultimately harms the increasingly diverse populations that school psychologists serve (Bocanegra, 2012), thus contributing to the vicious cycle of systemic racism in the U.S. Therefore, it is imperative that nondiscriminatory practices, such as those we will outline below, be reflected in our school psychology training at the graduate level to incorporate more diversity, equity, and inclusion within the field. We hope that our collective work will inspire others directly and indirectly to engage in anti-racist practices and dismantle systemic injustices within school psychology and the U.S. education system.

### **1. Resisting Oppression in Academic Spaces**

Dismantling systems of oppression starts with acknowledging and developing a consistent practice for anti-oppression work. The literature indicates that many anti-racism advocates make the mistake of using “multicultural” frameworks, believing that they are taking actions to decolonize their practice. However, in reality, they are perpetuating systems of power and privilege (Goodman & Gorski, 2016; Vera & Speight, 2003). Specifically, these “multicultural” frameworks center culture in discourse, thereby insinuating that oppression and systemic



racism are a product of culture. In fact, oppression and systemic racism are the consequences of concentrated power and privilege. Furthermore, Shiraz (2011) highlights that one of the cornerstones of colonial ideology is dichotomous thinking (e.g., person of color/white, homosexual/heterosexual, female/male, disabled/able-bodied). This type of thinking juxtaposes the minoritized individual against the “norm,” thereby discursively positioning them as others. As such, the practice of anti-oppression ourselves enables us (especially non-BIPOC and white-presenting BIPOC individuals) to understand our individual positionality within complex systems of power and privilege. Whether we acknowledge it or not, the ideologies of systemic racism and white supremacy exist in our minds, hearts, and bodies. Without the work of recognizing and actively unlearning them, we will perpetuate these ideologies in the ways we interact with and advocate for BIPOC clients, families, peers and colleagues. For example, I (KP) do not see the work of anti-racism and anti-oppression as merely attending a training, taking a course, or reading several books. While those actions are part of the process, developing a practice of anti-racism and decolonization involves a consistent and daily awareness of my privileges, active unlearning of my biases, intentional action to dismantle the ways I uphold white supremacy in my thoughts and actions, acknowledgment of harm caused to Indigenous American communities, and commitment to honoring Indigenous healing practices.

When we fail to engage in anti-oppression work, we perform white supremacy everywhere we go. It is pervasive and destructive even when covert. Throughout our graduate training experiences, there have been many instances where the narratives, experiences, and beliefs of individuals from diverse backgrounds (like ourselves) were excluded or devalued. I (LGS) personally held the naive belief going into graduate school that BIPOC graduate level students, especially those

within a social-justice oriented field, would be supported and celebrated. In this environment, I believed BIPOC students would not have to face microaggressions or instances of overt racism from people within the same program (e.g., faculty, administrators, other students). However, for many BIPOC school psychology students like myself, this has not been the case. Black school psychology students have noted that learning about the racism and cultural bias inherent in IQ testing can be very discouraging (Proctor & Truscott, 2013). Similarly, previous research has found that Black school psychology students have left the field due to professional misalignment; they felt that there was a mismatch between their training and their career goals (Proctor & Truscott, 2012). I (KL) am certain that BIPOC school psychology students (such as myself) have had similar feelings. In recognizing these feelings, students in our program are working in solidarity with a shared desire to create a more hospitable and equitable graduate environment for all BIPOC individuals. We recognize that the history of school psychology has been based in eugenicist beliefs. However, the future of school psychology is in the inclusion - not erasure - of BIPOC narratives and experiences in our work. To this end, it is necessary to view our education and training as future school psychologists with a critical mind. We must work to not only include but also to amplify the voices of BIPOC students, scholars, practitioners, and advocates in our field.

## **2. Radical Healing as BIPOC Resilience**

That said, as practitioners we must also be aware of the disproportionate emotional burden that BIPOC individuals shoulder when engaging in advocacy work, and must all engage in anti-racism work so that BIPOC students can thrive. BIPOC students are often advocating for themselves and others, while simultaneously experiencing racism from faculty and peers. In classes, they can be tokenized and asked to speak for and/or educate others about their





perceived minoritized identities. When BIPOC students do provide honest feedback and lived experiences as funds of knowledge, they are often questioned on the credibility of their experiences and perspectives. White supremacy and colonial ideologies live in the bodies, minds, and hearts of BIPOC individuals in the form of internalized racism (defined as the “conscious and unconscious acceptance of a racial hierarchy in which whites are ranked above People of Color”; Huber et al., 2006, p. 184). To combat the detrimental effects of minority stress, which is both a unique and additive difficulty for groups who have been historically marginalized, French and colleagues (2020) proposed a framework of radical healing. This framework centers the spirit of collectivism in the processes of engaging in critical consciousness, fostering hope, and embodying strength, resistance, and cultural authenticity. Through radical healing, BIPOC individuals both acknowledge and actively resist oppression, while concurrently envisioning how to move forward towards freedom and wellness. Notably this framework centers healing as opposed to coping, to emphasize how BIPOC

individuals deserve to thrive, and not just survive within an oppressive society (Watts, 2004). For BIPOC students to thrive in school psychology programs, we all must engage in radical healing and not rely on BIPOC students to take on the role of racial justice experts in classroom settings. For example, in many of my classes, I (KL) have explicitly told professors and fellow classmates that as a BIPOC woman, my job is not to teach anyone, especially my white peers, about racism. My friends and allies in my classes have supported my boundaries and have stood in solidarity with me when these boundaries were crossed.

### **3. Becoming a Critical Consumer of Your Education**

One of the paramount steps in lessening our BIPOC peers’ educational and emotional burden is altering curricula to acknowledge the role that the field of school psychology has in marginalizing BIPOC students. In recent years, some school psychology training programs have demonstrated an effort to improve training



opportunities for working with culturally and linguistically diverse (CLD) populations. Despite this, research has shown that school psychology programs continue to lack comprehensive training and resources for best practices to support these populations in the field. In addition, many training supervisors are underprepared to effectively address issues of oppression and racism as they arise in fieldwork (Eklund et al., 2014; Proctor & Rogers, 2013). This lack of preparation can perpetuate negative stereotypes of marginalized groups. In both my (ED) clinical training and my coursework, I have heard white individuals apply inappropriate generalizations and share incomplete information regarding work with BIPOC students. These discursive moments continue to marginalize these individuals in the education system. When faced with potentially biased research, we as graduate students have an ethical onus to critically consume teachings from faculty who have yet to actively resist oppression in their syllabi and to seek out resources on anti-racist practices that supplement the gaps in our education.

Our critical consumption must be supplemented with the development of our own funds of knowledge about the systemic educational disenfranchisement and oppression of BIPOC students. We trainees must equip ourselves with research that is aligned with anti-racist best practices for assessment, intervention, and consultation. I (EP) have developed a methodology for being a critical consumer of my education. In my coursework, I ask myself what the skew of the study is, who is being intentionally left out or not captured by the data, and how it fits into anti-racist practice. I utilize articles on queer theory, discourse, and minority stress theory to help me deconstruct and critically examine potential biases. I share the information and sources I collect with my teachers and classmates whenever applicable. Through the implementation of explicitly anti-racist empirical studies and practices, student practitioners can work to dismantle systems that perpetuate harm and erasure of BIPOC students.

#### 4. Anti-Racist Advocacy in Action

To dismantle these oppressive systems, we must advocate for social and racial justice within our field (García-Vázquez et al., 2020). Recently, 25 current students and alumni from our program came together to write the “Advocating for Anti-Racism Practices” proposal (Parr, Lim, Salazar, Phansalkar, Dvorak et al., 2020). This proposal included a thorough literature review, exploration of other similar anti-racism proposals for graduate-level programs, and recommendations specific to our institution. The proposal outlined recommendations for each of five core initiatives: (1) Creating a *Diversity & Inclusion Collective* among faculty, students, and alumni, (2) Providing faculty and student educational opportunities on topics of anti-racism and anti-oppressive psychology practice, (3) Enhancing the curriculum to further integrate a justice pedagogy and anti-racist course content, (4) Addressing barriers to admission and retention of BIPOC students, and (5) Acknowledging Columbia’s historically harmful relationship with the surrounding community and establishing collaborative and relationship-centered partnerships with community stakeholders. Though the task was wrought with emotional labor and psychological distress compounded by the stressors of a global pandemic, we pressed on in the knowledge that this proposal was a critical step. To date, the *Diversity & Inclusion Collective* has been formed and is actively engaged in working with faculty, students, and alumni to transform our proposed recommendations into action. One such action has been the formation of a working group of faculty and student representatives who meet bi-monthly to collaborate on how select recommendations will be implemented within the program. Hopefully the proposal and working groups are situated among many other critical steps in our program’s and, ultimately, the field’s anti-racism journey. To create lasting change, we understand that we must first dismantle the racial inequities that exist within ourselves and in our program while supporting our



BIPOC peers, alumni, and faculty (García-Vázquez et al., 2020).

### **What To Do With Your New Tools: Expansion Pack**

When we do not hold ourselves and others accountable for practicing through an anti-racist and anti-oppression lens, we are bystanders to and perpetrators of the oppression of our most vulnerable students, families, and communities. We encourage you to have critical conversations and share resources with family, friends, and peers. As school psychologists, we must be advocates for racial and social justice in our graduate programs, in our schools, and in our own personal communities. We must be critical consumers of research as students and scholars and share resources that run counter to our white-centered curriculum. We BIPOC students can set boundaries in the classroom, and our allies can provide support and stand up when these boundaries are crossed. Together, we can begin to dismantle white supremacy within the U.S. education system and field of psychology.

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# 2021 CALL FOR DIVISION 16 AWARD NOMINATIONS



## Outstanding Dissertation Award

Each year the Division of School Psychology presents an Outstanding Dissertation in School Psychology Award to a school psychology student who has completed a dissertation that merits special recognition because of its potential to contribute to the science and/or practice of school psychology. Nominees must meet the following criteria:

1. Nominees must have successfully completed their dissertation defense by December 31, 2020.
2. Nominees must (a) have been a student member of Division 16 at the time they completed the dissertation; and (b) be a Fellow, Member, Associate, or Student Affiliate of Division 16 at the time of the nomination.

**Application Process:** Materials to be submitted on each nominee include: the nominee's vita supporting letters (minimum of two from members of the dissertation committee), the dissertation, and contact information for the nominee, nominator and letter writers so they may receive results. All nominations and related materials must be submitted electronically by **April 1, 2021** to the Committee Chair, Tyler Smith at [smithtyle@missouri.edu](mailto:smithtyle@missouri.edu).



## Lightner Witmer Award

Each year the Division of School Psychology presents the Lightner Witmer Award to young professional and academic school psychologists who have demonstrated scholarship that merits special recognition. Sustained scholarship, rather than a thesis or dissertation alone, is the primary consideration in making the award. While a specific scholarly work may be salient in the evaluation of a nominee, it is not likely that a single work will be of such exceptional character that it would be the basis of the award. Similarly, numerous papers, articles, etc., will not by themselves be a sufficient basis for the award. Instead, the Lightner Witmer Award will be given for scholarly activity and contributions that have significantly nourished school psychology as a discipline and profession. This will include systematic and imaginative use of psychological theory and research in furthering the development of professional practice, or unusual scientific contributions and seminal studies of important research questions that bear on the quality of school psychological training and/or practice. In addition, there should be exceptional potential and promise to contribute knowledge and professional insights that are of uncommon and extraordinary quality. Nominees must meet the following two criteria:

1. Nominees must be (a) within seven years of receiving the doctoral degree as of September 1 of the year the award is given
2. Nominees must be a Fellow, Member, Associate, or Student Affiliate of Division 16 at the time of the nomination.

**Application Process:** Each nominee must submit a vita, at least three supporting letters, reprints, other evidence of scholarship, and contact information for the nominee, nominator, and letter writers so that they may receive results. All nominations and related materials must be submitted electronically by **April 1, 2021** to the Committee Chair, Nate von der Embse at [natev@usf.edu](mailto:natev@usf.edu).

## Jack Bardon Distinguished Service Award

Each year the Division of School Psychology presents an annual award in honor of Jack Bardon, who helped bring the profession to maturity during a major expansion period. The Jack Bardon Distinguished Service Award is given to mature professional and academic school psychologists who have continued this important work through voluntary professional service that goes above and beyond the requirements of the position the person holds and who has demonstrated an exceptional program of service across a career that merits special recognition. *A sustained program of service* to the profession of school psychology throughout one's career is the primary consideration in making the award.

The recipient of the Jack Bardon award is a distinguished figure within the profession with a history of sustained contributions and accomplishments. Nominees should meet the following criteria:

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



2. Sustained professional organization contributions including holding offices and committee memberships in state and national professional organizations such as Division 16 and significant products from those contributions that further the profession of school psychology. Examples include creation of and revisions to policy and practice manuals based on innovative guidance; guiding major policy or legislative initiatives; mentoring of new professionals into organizational contributions; administering dissemination of professional materials through such publication editing or convention programming; and representing psychology to the public and government through service on boards and commissions. The Jack Bardon Distinguished Service Award is to be given for sustained service to the profession across a number of years and not for service in one office or major task force.
3. Nominees must be either 20 years past the granting of their doctoral degree or at least 50 years old by December 31, 2020.
4. Nominees must be a Fellow or Member of Division 16 at the time of the nomination.

**Application Process:** The following materials must be submitted electronically for each nominee: a vita, supporting letters (minimum of three), and other supporting materials relevant to the criteria for the award. All nominations and related materials must be submitted by **April 1, 2021** to the Committee Chair, Gene Cash at [cralph@nova.edu](mailto:cralph@nova.edu).

## Tom Oakland Mid-Career Scholarship Award

Each year the Division of School Psychology presents an annual award in honor of Tom Oakland whose extraordinary scholarly pursuits significantly contributed to the field of school psychology. The Tom Oakland Mid-Career Scholarship Award is awarded to professional and academic school psychologists, from 7 to 20 years post-graduation, who have demonstrated scholarship that merits special recognition. Continuing contributions to scholarship is the primary consideration in making the award. Nominees should meet both criteria 1 and 2.

1. Nominees must be a fellow or member of Division 16 at the time of the nomination.
2. Nominees must be (a) more than seven and up to 20 years after receiving their doctoral degree as of Sept. 1 of the year the award is given.

**Application Process:** The following materials must be submitted electronically for each nominee: a vita, supporting letters (minimum of three), and other appropriate supporting documentation. All nominations and related materials must be submitted by **April 1, 2021** to the Committee Chair, Wendy Reinke at [reinkew@missouri.edu](mailto:reinkew@missouri.edu).

## Jean Baker Mid-Career Service/Practice Award

Each year the Division of School Psychology presents an annual award in honor of Jean Baker whose extraordinary professional service and scholarly activity significantly contributed to the field of school psychology. The Jean Baker Mid-Career Service/Practice Award is awarded to professional and academic school psychologists, from 7 to 20 years post-graduation, who have demonstrated exceptional contributions to the field of school psychology through programs of service and/or



innovative practice and/or scholarship that merits special recognition. Examples of such contributions include: major leadership in the administration of psychological service in the schools; major contributions in the development and implementation of policy leading to psychologically and socially sound training and practice in school psychology; sustained direction or participation in research that has contributed to more effective practice in school psychology; or the inauguration or development of training programs for new school psychologists or for the systematic nurturance of in-service training for psychologists engaged in the practice of school psychology. Nominees should meet both criteria 1 and 2.

1. Nominees must be a fellow or member of Division 16 at the time of the nomination.
2. Nominees must be (a) more than seven and up to 20 years after receiving their doctoral degree as of Sept. 1 of the year the award is given.

**Application Process:** The following materials must be submitted electronically for each nominee: a vita, supporting letters (minimum of three), and other appropriate supporting documentation. All nominations and related materials must be submitted by **April 1, 2021** to the Committee Chair, Lea Theodore at [ltheodore@adelphi.edu](mailto:ltheodore@adelphi.edu)



## Senior Scientist in School Psychology Award

Each year the Division of School Psychology presents a Senior Scientist in School Psychology Award to a mature professional and academic school psychologist who has demonstrated a program of scholarship that merits special recognition. A sustained program of scholarship of exceptional quality throughout one's career is the primary consideration in making the award. The award recipient's program of work should reflect systematic and imaginative use of psychological theory and research in furthering the development of professional practice and/or consistent empirical inquiry that bears on the quality of school psychology training and practice. The program of scholarly work should be of exceptional quality in its contribution to the scientific knowledge base of school psychology training/practice. Nominees must meet both of the following criteria:

1. Nominees must be either 20 years past the granting of their doctoral degree or at least 50 years old by December 31, 2020.
2. Nominees must be a Fellow, Member, or Associate of Division 16 at the time of the nomination.

**Application Process:** The following material must be submitted electronically for each nominee: a vita, supporting letters (minimum of three), reprints of five major papers or publications, and contact information for the nominee, nominator and letter writers so they may receive results. All nominations and related materials must be submitted by **April 1, 2021** to the Committee Chair, Bonnie Nastasi at [bnastasi@tulane.edu](mailto:bnastasi@tulane.edu).

## Contributions to Practice Award

Each year the Division of School Psychology will present a Contributions to Practice Award. The award is presented at the APA Convention to school psychologists who have demonstrated exceptional contributions to the field of school psychology through innovations in practice. The winner of the award will be invited to submit a manuscript for the annual awards issue of *The School Psychologist* and to give a brief presentation at the meeting of the American Psychological Association where the award is presented. Nominees should meet both criteria 1 and 2.

1. Nominees must be a fellow or member of Division 16 at the time of the nomination.
2. Significant contributions to the field of school psychology in the domain of practice.

Examples include creation and dissemination of assessments, interventions, or practice models; encouraging best practices through advocacy, policy, and legislative work; mentoring of students and new professionals through internship and post-doctoral supervision; and development of innovative preservice or inservice training or supervision programs.

**Application Process:** The following materials must be submitted electronically for each nominee: a vita, supporting letters (minimum of three), and other appropriate supporting documentation. All nominations and related materials must be submitted by **April 1, 2021** to the Committee Chair, Franci Crepeau-Hobson at [franci.crepeau-hobson@ucdenver.edu](mailto:franci.crepeau-hobson@ucdenver.edu).

# 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](mailto: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](http://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](http://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.

# DIVISION 16 EXECUTIVE COMMITTEE

| Office  | Term    | Name                  | Contact Information  |
|---|---------|-----------------------|--|
| President   | 2021-22 | Samuel Song           | University of Nevada Las Vegas<br>Email: <a href="mailto:sam.song@unlv.edu">sam.song@unlv.edu</a>                                  |
| Past-President  | 2021-22 | Enedina Vazquez       | New Mexico State University<br>Email: <a href="mailto:evazquez@nmsu.edu">evazquez@nmsu.edu</a>                                     |
| President-Elect   | 2021-22 | David Hulac           | University of Northern Colorado<br>Email: <a href="mailto:david.hulac@unco.edu">david.hulac@unco.edu</a>                           |
| Vice President for Convention Affairs & Public Relations (VP-CAPR)          | 2020-22 | Jessica Reinhardt     | Temple University<br>Email: <a href="mailto:reinhardt@temple.edu">reinhardt@temple.edu</a>   |
| Vice President for Professional Affairs (VP-PA)                             | 2018-23 | Janine Jones          | University of Washington<br>Email: <a href="mailto:jjones@uw.edu">jjones@uw.edu</a>  |
| Vice-President for Membership   | 2021-23 | Melissa A. Bray       | University of Connecticut<br>Email: <a href="mailto:mbray@uconn.edu">mbray@uconn.edu</a>   |
| Vice-President for Education, Training, & Scientific Affairs (VP-ETSA)      | 2017-22 | Franci Crapeau-Hobson | University of Colorado Denver<br>Email: <a href="mailto:franci.crapeau-hobson@ucdenver.edu">franci.crapeau-hobson@ucdenver.edu</a> |
| Vice-President of Publications and Communication                            | 2016-21 | Michelle M. Perfect   | University of Arizona<br>Email: <a href="mailto:mperfect@email.arizona.edu">mperfect@email.arizona.edu</a>                         |
| Vice-President for Social, Ethical, and Ethnic Minority Affairs (VP-SEREMA) | 2019-21 | Prerna G. Arora       | Teacher's College, Columbia University<br>Email: <a href="mailto:arora23@tc.columbia.edu">arora23@tc.columbia.edu</a>              |
| Treasurer   | 2020-22 | Cheryl Maykel         | Rivier University<br>Email: <a href="mailto:cmaykel@rivier.edu">cmaykel@rivier.edu</a>   |
| Secretary   | 2019-21 | Julia Ogg             | Northern Illinois University<br>Email: <a href="mailto:jogg@niu.edu">jogg@niu.edu</a>  |
| Council Representative  | 2019-21 | Linda Reddy           | Rutgers University<br>Email: <a href="mailto:LReddy@rutgers.edu">LReddy@rutgers.edu</a>  |
| Council Representative  | 2016-21 | Bonnie K. Nastasi     | Tulane University<br>Email: <a href="mailto:bnastasi@tulane.edu">bnastasi@tulane.edu</a>   |
| Council Representative  | 2020-22 | Lea A. Theodore       | Adelphi University<br>Email: <a href="mailto:ltheodore@adelphi.edu">ltheodore@adelphi.edu</a>                                      |



# 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:

Celese Malone, PhD  
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School Psychology Program  
Howard University  
[celeste.malone@howard.edu](mailto:celeste.malone@howard.edu)

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

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

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

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



