



16

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A top-down view of a dark, textured surface, possibly a desk or table. In the upper left, there is a white ceramic cup filled with dark coffee and a thin layer of foam. Below the cup, on the left side, is a dark-colored notebook with a textured, crocodile-like pattern. In the lower left, a pair of black-rimmed glasses lies diagonally. To the right of the glasses, a black pen with silver accents is positioned diagonally. At the very bottom, the top edge of a black smartphone is visible.

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# PRESIDENTIAL MESSAGE

By Michelle Perfect, University of Arizona

I am excited to be writing my first editorial as President of the American Psychological Association Division 16: School Psychology. I am honored I have been to be elected to serve as the 2023 Division 16 President. I have had the pleasure of beginning my journey of D16 service as part of a mental health task force, with our subgroup focused on advancing trauma-informed practices within the field of school psychology. Fast forward past serving as the 2015 Convention chair, Vice President of Publications and Communications for six years, President-Elect during 2022, and now to the 2023 President, I am more energized than ever to support the division's continued commitment to anti-racism action, school safety, and children's mental health. One of my presidential initiatives for our Division is to address attempts to censor diversity, equity, inclusion, and justice work in higher education address censorship in higher education. Through the formation of a task force, we aim to track state-level policies that seek to block or thwart DEI efforts in academia and propose advocacy strategies. We are also actively discussing and collaborating with other divisions on issues related to reproductive rights, gender affirming care, and censorship in K-12 educational settings.







I want to extend an appreciation to Dr. Laurel Snider who just assumed the role of TSP's editor after having served as Associate Editor for the past two years. I want to welcome our new Executive Committee members who began their terms in January 2023—Drs. Robyn Hess (President-Elect), Lindsay Fallon, PhD (Vice President of Education, Training, & Scientific Affairs-VP-ESTA), Paul Jones (Early Career Workgroup Chair), and Vincent Alfonso (Council Representative). Dr. Jessica Reinhardt was re-elected as Vice President of Convention Affairs and Public Relations. As these colleagues have settled into their roles, we are pleased to announce our future contributors to the Division as the election results for 2024 have been released. Drs. Antoinette Miranda (President-Elect), Andy Garbacz (Treasurer-Elect), and Suzanne Margiano (Vice President of Professional Affairs) have will be joining the executive committee, and Dr. Melissa Bray has been re-elected as Vice President of Membership.

With active committees under the six Vice Presidents, there are many upcoming member-oriented activities. Under Dr. Jorge Gonzalez, newly appointed members of the ethics committee are hosting a session in our

hospitality suite at the APA Convention and staying up-to-date on the revision of the APA Ethics Code. Under Julia Ogg's (Vice President of Publications and Communications) and Robin Coddington's editorship, *School Psychology* continues to publish robust and innovative scholarship. The Division 16 Book Series, *Psychology in the Schools*, also several books slated for publication. Moreover, be sure to check out our bi-weekly digest and website for announcements related to webinars and home-study options for continuing education. Also, critical this year is the recent kick-off of the School Psychology Futures that began in June 2023 and intends to run through April 2024. We encourage school psychology professionals and organizations to participate in the interactive journey (visit and explore [this page](#) for further information). We will provide updates regarding D16's conference activities related to Futures at the APA convention.

As I close out this message, I want to reiterate how appreciative I am to have been entrusted with this leadership position and how grateful I am to each of you—our members! I extend an invitation to reach out to me for any feedback, ideas, collaborations, and/or interest in volunteering.





## CONVENTION NEWS

# WELCOME TO WASHINGTON, DC!

By Jessica S. Reinhardt, Division 16 VP of Convention & Public Relations  
& Sarah Bonis, D16 Convention Committee Chair

On behalf of the Convention Planning Committee and Executive Committee, you are invited to the 2023 APA Convention in Washington, DC (August 3-5, 2023).





We have an exciting schedule of sessions addressing diverse topics concerning practice to research and research to practice gaps, equity in school psychology, culturally responsive practices, cyberbullying, and more. This year's D16 programming features: 10 symposia, 7 critical conversations, 3 large posters sessions, many virtual posters, and 31 co-listed sessions.

The Annual Student Poster Competition will continue; top student posters receive a blue ribbon special designation and are judged to receive one of three awards from the Division.

Need CEs? D16 has three CE sessions at convention, including one main stage presentation, "Cyberbullying Victimization: Associations with Peer Discrimination, Bystander Behavior, & Media Use."

The complete D16 program can be found on our [website](#) in mid-July. Be sure to download the APA Convention Mobile App ([Google Play](#), [Apple Store](#)). There are ample opportunities for students, early career professionals, practitioners, and friends of school psychology. In the mobile application you can build your personal convention calendar- be sure to browse by Division and star D16 sessions to add to your schedule.

Co-occurring with APA programming is the SASP run Student Research Forum (SRF). SRF takes place Friday August 4, 5pm-7pm in the D16 hospitality suite at the nearby Marriott Marquis.

Please join us for the D16 Business Meeting, Presidential Address, and Awards Ceremony on Saturday August 5, 2023 2-4:50 in the Walter E. Washington Convention center, Level 2: Room 204B. This session will be led by D16 President Michelle Perfect. Dr. Perfect's presidential address is titled "It's Time to Manage Energy, Not Time."

Similar to 2022, the D16 Social Hour will be held off-site! More information to follow.

Looking forward to spending time with you!





# 2022 DIVISION 16 AWARD WINNERS

## Part Two of a Two-Part Series

The APA Division 16 would like to highlight the amazing work of our most recent award winners. In this issue, we will highlight five of our winners. The other award winners from 2022 were profiled in the previous issue (Winter 2023).





## Dr. Marisa Marraccini

2022 Lightner-Witmer Early Career Award  
*University of North Carolina at Chapel Hill*  
([mmarracc@unc.edu](mailto:mmarracc@unc.edu))

The Lightner-Witmer Award is presented at the APA Convention to recognize the research program of an early career scholar whose scholarly activity and contributions that have significantly cultivated school psychology as a discipline and profession.

Dr. Marraccini has had a substantial impact on the profession of School Psychology as an early career professional through her significant and sustained program of research. Dr. Marraccini's primary scholarly focus is aimed at improving school-based suicide prevention and intervention strategies and considerations of school context within clinical interventions. This has included examination of how to leverage school-related protective factors to prevent suicide in youth, as well as how to improve school-based and hospital-based treatments for youth struggling with suicide-related thoughts and behaviors. Notably, across these areas Dr. Marraccini applies a social justice framework.

Dr. Marraccini has already published 40+ peer-reviewed journal articles and 2 book chapters. Her journal articles have been published in a variety of high quality outlets, including School Psychology, School Psychology Review, and Journal of School Psychology. Beyond publications, Dr. Marraccini has a strong record of presenting her research and its practical applications in a variety of venues and she has been successful in obtaining external funding to support her research agenda, including sizeable grants from the National Institute of Mental Health and the American Foundation for Suicide Prevention. Her program of scholarly work is of exceptional quality in its contribution to the scientific knowledge base of school psychology practice.



**Advice from Dr. Marraccini for others:** Always come back to what drew you to school psychology. Although you may find yourself navigating changes in policy, structural barriers, and difficult relationships, appreciate the moments you get to connect with the students, families, and colleagues you are passionate to support.



## **Dr. Lisa Sanetti**

2022 Thomas Oakland Mid-Career Scholarship Award  
*University of Connecticut*  
([lisa.sanetti@uconn.edu](mailto:lisa.sanetti@uconn.edu))

The Tom Oakland Award is presented at the APA Convention to recognize the research program of a mid-career scholar who has demonstrated scholarship that merits special recognition.



Dr. Sanetti has had a substantial impact on the profession of School Psychology through her outstanding, innovative, and sustained program of research. Dr. Sanetti's exceptional scholarly contributions have primarily focused on treatment fidelity (enhancement and measurement) and has stretched the field's conceptions of treatment integrity. Dr. Sanetti's work has also examined implementation sciences and educator wellbeing.

Over the course of her career, Dr. Sanetti has published over 70 journal articles, 2 books, and 16 book chapters. In addition, she has also been PI or Co-PI on over \$8 million of grant funded projects and she has served as an expert consultant on seven IES grants. Dr. Sanetti has published in a wide variety of top-tier journals including Journal of School and Educational Psychology, Exceptional Children, and Journal of School Psychology. Moreover, she has not only generated new knowledge to be shared with the scientific community, but she has also translated her work into accessible formats for practitioner communities. Added to these impressive metrics is her prolific presentation of refereed papers at national conferences and dozens of invited addresses at professional meetings. Dr. Sanetti is recognized as an innovative, leading scholar in the field of school psychology who has been at the forefront of treatment integrity research.





## **Dr. Shane Jimerson**

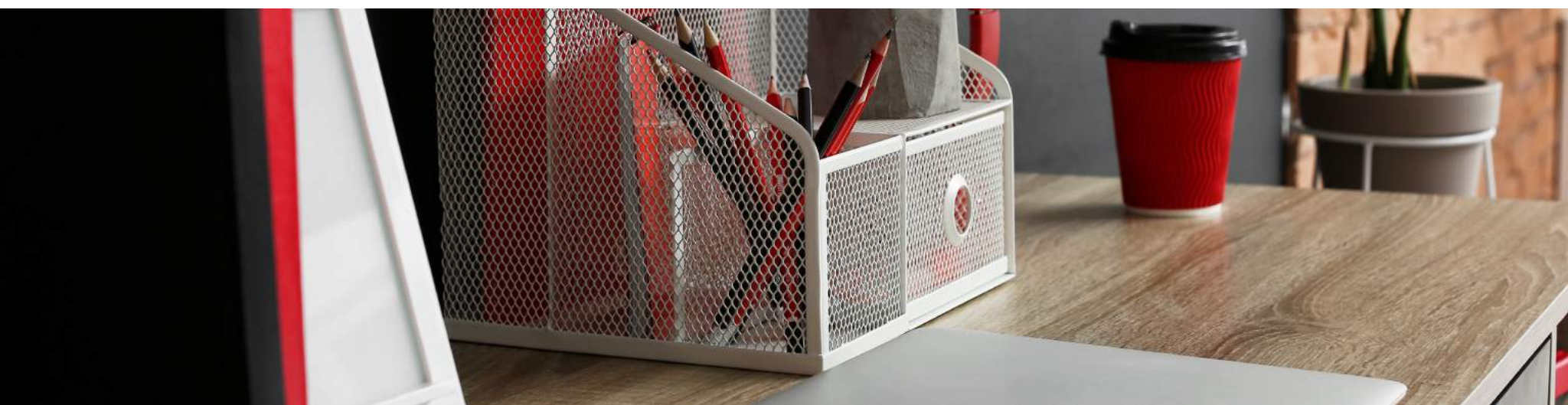
2022 Senior Scientist Award  
*University of California, Santa Barbara*  
([jimerson@education.ucsb.edu](mailto:jimerson@education.ucsb.edu))



The Senior Scientist Award is presented at the APA Convention to recognize the research program of a senior scholar whose program of research has had a significant impact on school psychology.

Dr. Jimerson has had a substantial impact on the profession of School Psychology through his significant and sustained program of research. Dr. Jimerson has made exceptional scholarly contributions in the areas of school climate and safety, school engagement, academic achievement trajectories, and international school psychology services. He has authored or coauthored more than 120 peer-reviewed journal articles and 50 book chapters over the course of his career. Dr. Jimerson has published in a wide variety of top-tier journals in school psychology and education. In addition, he has written or edited 33 books and he co-developed PREPaRE, the comprehensive school crisis prevention and response training curriculum. Dr. Jimerson's work has had superior impact as indicated by his 15,000+ of citations and impressive h-index (56) and i10 index (138). Indeed, four of his articles were cited in a recent analysis of the top 100 most cited articles ever published in school psychology journals. Moreover, Dr. Jimerson has served as principal investigator or co-investigator on numerous research and training grants that were funded by a wide variety of federal agencies and private foundations.

In addition to this extensive scholarship, Dr. Jimerson has an impressive track record as a research mentor. Along with extensive mentoring of graduate students and junior faculty throughout his career, Dr. Jimerson spearheaded the highly successful UCSB School Psychology 2020 Doctoral Scholars Initiative which aimed to recruit and mentor high-quality school psychology students and facilitate their transition into faculty and research positions. Dr. Jimerson is recognized as an innovative, leading scholar in the field of school psychology who has been at the forefront of school climate and safety research, as well as international school psychology. His program of scholarly work is of exceptional quality in its contribution to the scientific knowledge base of school psychology training and practice.







## **Dr. Robert Brett Nelson**

2022 Contributions to Practice Award

*California State University, San Bernadino*

([brettn327@yahoo.com](mailto:brettn327@yahoo.com))

The Contributions to Practice award is presented at the APA Convention to a school psychologist who has demonstrated exceptional contributions to the field of school psychology through innovations in practice.

Dr. Nelson has had a significant, positive impact on the field of School Psychology and championed the development of professional practice in numerous ways. First, and perhaps most notable, was his involvement in the conceptualization and implementation of an integrated comprehensive service model of school psychological services in the Greeley, Colorado schools. This integrated service delivery model was recognized by a joint APA/NASP joint committee as one of three “Exemplary Mental Health Services in Schools” in the country. Dr. Nelson and colleagues examined the effectiveness of the model and found many positive outcomes associated with it, including significant increases of time spent on interventions and improved school discipline.

In addition to delivering multiple presentations on the model at professional conferences, he also consulted with other school districts on implementing integrated services. Second, Dr. Nelson’s scholarship and peer-reviewed publications have demonstrated the importance of psychological wellness and school engagement. Another noteworthy contribution of Dr. Nelson is his mentoring and supervision of numerous school psychology graduate students, interns, and early career professionals, who have gone on to impact the field through their work in schools, academia, and government. Dr. Nelson is recognized as an influential leader in the field of school psychology and the impact of his work has advanced the practice of school psychology.







## **Dr. Cixin Wang**

2022 Anti-racism Awards, Committed Professional  
*University of Maryland*  
([cxwang@umd.edu](mailto:cxwang@umd.edu))

The Committed Professional Award for Outstanding Commitment to Anti-Racism in School Psychology is presented at the APA Convention to recognize a school psychologist's sustained commitment, and significant contributions over time, to advancing anti-racism scholarship, practice, or service.

Dr. Wang has had a substantial impact on the profession of School Psychology through her significant and sustained program of research, training, and service. Throughout her entire career she has been focused on social-emotional well being, parenting, student-teacher relationships, and bullying in minoritized youth, having published more than 70 peer-reviewed journal articles and ten book chapters. Her scholarly contributions have advanced the field in our understanding of how school climate and bullying interact with ethnicity and well being, and more recently, has focused on the urgent need to address racism and mental health challenges and support Asian American families during COVID-19.

In 2020, Dr. Wang and a colleague received a sizeable NSF RAPID grant (more than \$125,000.00) to study the influences of the COVID-19 Outbreak on racial discrimination, identity development and socialization among Chinese American families. More recently, Dr. Wang was the co-awardee of a \$27,500.00 Russell Sage Foundation grant to study racial discrimination, identity, socialization, and civic engagement among Asian American families during COVID-19. In addition to her prolific scholarly contributions, Dr. Wang routinely engages in pro bono consultation with schools and community organizations and has given over 300 hours of free workshops to parents, educators,





## EARLY CAREER CORNER

# IMPOSTOR SYNDROME IN SCHOOL PSYCHOLOGY: ANALYZING AND ADDRESSING ROOT CAUSES

By Brittany Zakszeski, PhD, NCSP, BCBA-D, University of Delaware

Janise S. Parker, PhD, LP, LSP, NCSP, William & Mary

Rachel Wiegand, MS, MA, EdS, NCSP, Chapman University

& Iris Mackey, CAGS, LSP, Prince George County Public Schools

School psychologists and trainees are more likely to experience personal wellbeing and role satisfaction when they perceive they are effective in their professional role (e.g., Young et al., 2021). In recent years, the field of school psychology has gained interest in *impostor syndrome*: a socioculturally based process in which individuals experience low professional





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self-efficacy despite evidence to the contrary (Clance & Imes, 1978). The objectives of this article are to (a) analyze the origins and root causes of impostor syndrome and (b) describe a path for dismantling impostor syndrome in school psychology through a combination of systemic and individual interventions.

### **Origins and Root Causes**

The term “impostor phenomenon” emerged in the late 1970s when researchers Pauline Rose Clance and Suzanne Imes published their landmark study (1978), “The Impostor Phenomenon in High-Achieving Women: Dynamics and Therapeutic Intervention.” Their research underscored feelings of inauthenticity relative to one’s accomplishments and successes among high-achieving women in professional realms, especially the academy. Their research also recognized the contributions of societal processes (namely, stereotyping) in the development and maintenance of these feelings.

In the last 20 years, researchers have examined the impostor phenomenon (contemporarily more often labeled “impostor syndrome”) from a more critical perspective, given its relationship to racism, sexism, and gender-based discrimination (Cokley et al., 2013, 2017; Gottlieb et al., 2020). For example, Cokley and colleagues (2013, 2017) examined the impact of impostor feelings among racial and ethnic minoritized college students and found that impostor feelings were significantly and positively associated with indicators of psychological distress, including anxiety, depression, and minority stress. In a similar vein, several autoethnography studies have highlighted the ways in which ongoing encounters with discrimination and microaggressions in educational and work settings contributed to Women of Color developing indicators of impostor syndrome over time (Collins et al., 2020; Edwards, 2019; Jarldorn & Gatwiri, 2022; Lee & Morfitt, 2020). The findings from the autoethnographies support results of a scoping review executed by Gottlieb et al. (2020), in which the researchers examined prior literature to understand the impostor phenomenon among physicians and physicians-in-training. One important finding of their review was that although personal characteristics (e.g., perfectionism) contributed to feelings of impostor syndrome, systemic factors such as the work culture and climate were critical contributors as well. Together, these studies underscore the systematic and structural nature of impostor syndrome, particularly in the context of oppression and discrimination experienced in professional settings.

Given the extent to which oppressive factors contribute to and sustain impostor syndrome, it may not be surprising that impostor syndrome is most prevalent among women (McGregor et al., 2008), people of color (Cokley et al., 2013, 2015), and first-generation college students (Peteet et al., 2015). Yet, it impacts individuals with diverse identities and lived experiences (Tigranyan et al., 2020). Moreover, impostor syndrome may present in various ways; however, researchers have consistently linked





specific cognitive and behavioral patterns to the experience of impostorhood (Schubert & Bowker, 2019), which are summarized in Table 1. Although these indicators in isolation or manifesting in singular occurrences may not be cause for concern, the presence of multiple suggests that the individual may be experiencing impostor syndrome, which has the potential to impact a person's wellbeing and work performance and must be addressed to foster both personal wellness and professional growth (Hutchins et al., 2017).

### **Systemic and Individual Interventions**

Mullangi and Jagsi (2019) emphasized the importance of “treating the cause, not the symptoms” of impostor syndrome, with the cause being steeped in systemic oppression and other acts of discrimination. Specifically, Mullangi and Jagsi (2019) indicate that critical practices must be in place in work and professional settings to minimize the devaluing and exclusion of marginalized groups, both of which contribute to indicators of impostor syndrome. Settings that engage in the following practices create ideal conditions for individuals to thrive, grow, and contribute to professional processes in meaningful ways: (a) increase the inclusion of historically excluded groups; (b) maintain a

supportive and inclusive organizational climate; (c) nourish the career of marginalized people; (d) recognize marginalized people for their contributions; (e) avoid punishing marginalized populations for exercising power and being direct; (f) encourage marginalized people to acknowledge their accomplishments, ambitions, and salary expectations; and (g) provide opportunities for marginalized populations to assume leadership roles (Mullangi & Jagsi, 2019).

Parris and colleagues (2021) presented preliminary data outlining racially/ethnically minoritized school psychologists' perceptions of how White colleagues may serve as allies and accomplices in school psychology. Unlike *allies* who often discuss equity work without engaging in meaningful action to facilitate change, *accomplices* were viewed as colleagues who advocated for marginalized populations, such as initiating difficult conversations to champion for equitable treatment of marginalized people. Accordingly, school psychologists who hold power and privilege due to their own sociodemographic identities (e.g., White men and women) can position themselves as accomplices in the field by advocating for the inclusion of the above practices in work and professional settings.



# Table 1: Behavioral Patterns Associated with Impostor Syndrome

Category	Indicators
Low Self-Efficacy	<ul style="list-style-type: none"> <li>▪ Engages in private or overt negative self-talk</li> <li>▪ Communicates distrust of their perspective or abilities</li> <li>▪ Expresses feelings of inadequacy</li> </ul>
External Attribution	<ul style="list-style-type: none"> <li>▪ Minimizes their accomplishments</li> <li>▪ Explains successes as a function of external factors (e.g., others' efforts) rather than internal factors (e.g., their own efforts)</li> </ul>
Rumination	<ul style="list-style-type: none"> <li>▪ Perseverates on past challenges</li> <li>▪ Frequently discusses anticipated future challenges</li> </ul>
Work Patterns	<ul style="list-style-type: none"> <li>▪ Displays perfectionistic tendencies (e.g., working excessively on tasks)</li> <li>▪ Struggles to say "no" or decline additional responsibilities</li> </ul>
Social Comparison	<ul style="list-style-type: none"> <li>▪ Frequently compares their competencies to others'</li> <li>▪ Frequently compares their accomplishments to others'</li> </ul>
Situational Avoidance	<ul style="list-style-type: none"> <li>▪ Declines opportunities for which they perceive being unqualified</li> <li>▪ Avoids scenarios in which others might highlight their differences from the group</li> </ul>



School psychologists from marginalized populations can draw from the work of Haskins et al. (2019) to develop personal strategies for dismantling imposter syndrome. Grounded in a Womanist Epistemology (Walker, 1983), Haskins and colleagues proposed a five-step process to help Women of Color interrogate traditional discourse surrounding imposter syndrome and move to a place of liberation by challenging internal feelings of inadequacy: (1) cultivate validating experiences, (2) dismantle the imposter syndrome's dominant discourse, (3) embody cultural reflections, (4) observe womanish support, and (5) continue social justice activism. A detailed review of their framework is beyond the scope of this article. However, broad ideas from their framework can be used to encourage school psychologists from marginalized groups to (a) critically examine the systemic conditions that perpetuate imposter syndrome among marginalized groups; (b) internalize and celebrate their strengths, values, and contributions to the field; and (c) surround themselves with like-minded colleagues who are also pushed to the margins for uplift and collective support.

In fact, the general strategies of critically examining systemic factors, celebrating personal strengths and contributions, and engaging with supportive others (Haskins et al., 2019) are personal strategies beneficial for *all* individuals experiencing imposter syndrome (Zakszeski et al., 2020). With regards to this first type of strategy, school psychologists may analyze how, for example, their own negative self-evaluations are not a reflection of their true competencies but rather an artifact of an oppressive environment. In celebrating personal strengths and contributions, school psychologists must be sure to nurture their self-compassion, developing realistic expectations and supportive boundaries for themselves and prioritizing self-care as a critical preventative approach to managing societal and professional stressors. In engaging with supportive others, school psychologists may connect with trusted peers, mentors, and/or supervisors to seek support, both emotional and instrumental, in identifying and disrupting the

(external and internal) processes that are sustaining their experience of impostorhood.

Peers, mentors, and supervisors can support school psychologists experiencing impostor syndrome in several ways (Zakszeski et al., 2020). First, it is important to assess whether the experience of impostorhood is a function of time-limited discomfort in novel contexts, which may be both situationally appropriate and adaptive; in this case, supportive others can normalize these feelings and emphasize a developmental approach to professional growth. It is also important to assess what elements of the organizational culture and climate are contributing to one's impostorhood experience, and to act as an accomplice (Parris et al., 2021) in addressing identified forces of harm—for example, increasing the inclusion of underrepresented groups in the setting, nurturing collaboration rather than competition, and eliminating microaggressions. Throughout the process of remediating structural oppression, supportive others can model self-care and -compassion, offer opportunities for self-reflection and feedback, and assist school psychologists in developing personal strategies aligned with their values and objectives.

## Conclusion

Dismantling imposter syndrome in school psychology requires concerted efforts to disrupt systemic, structural forces of minoritization, both within and beyond professional settings, to effectually address the root causes of “internal experience[s] of intellectual phoniness” (Clance & Imes, 1978, p. 1) while promoting the wellbeing of all school psychologists, and particularly women and psychologists of color. Amid pronounced workforce shortages that threaten the quality of school-based service delivery (National Association of School Psychologists [NASP, 2021a], these efforts are critical to retaining school psychologists in the profession and diversifying the field of school psychology (NASP, 2021b).



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## We Want to Hear from You!



We are interested in your ideas for topics to write about in The School Psychologist Early Career Corner section. We are also interested in collaborating with early career professionals who want to co-author Early Career Corner pieces. Please email your suggestions to the ECP Publications and Research Officer: Jackie Caemmerer at [jacqueline.caemmerer@uconn.edu](mailto:jacqueline.caemmerer@uconn.edu).



# About The Authors



**Brittany Zakszeski** is an assistant professor in the School of Education at the University of Delaware and the incoming chair of the NASP Early Career Committee. Her scholarship focuses on systemic approaches to promoting students' and school personnel's wellbeing, and particularly ensuring equitable educational and health outcomes.

**Janise Parker** is an associate professor in the William & Mary School of Education and the Publications co-chair of the NASP Early Career Committee. Her research focuses on culturally responsive mental and behavioral health services, sociocultural factors and positive youth development among Black K-12 students, and religious and spiritual diversity among marginalized youth.

**Rachel Wiegand** is a Nationally Certified School Psychologist practicing in Los Angeles, CA, and a first-year doctoral student and graduate student instructor at Chapman University. Her research interests include equitable mental health service provision in the schools, and transition planning and interventions related to post-secondary preparation for students with disabilities.

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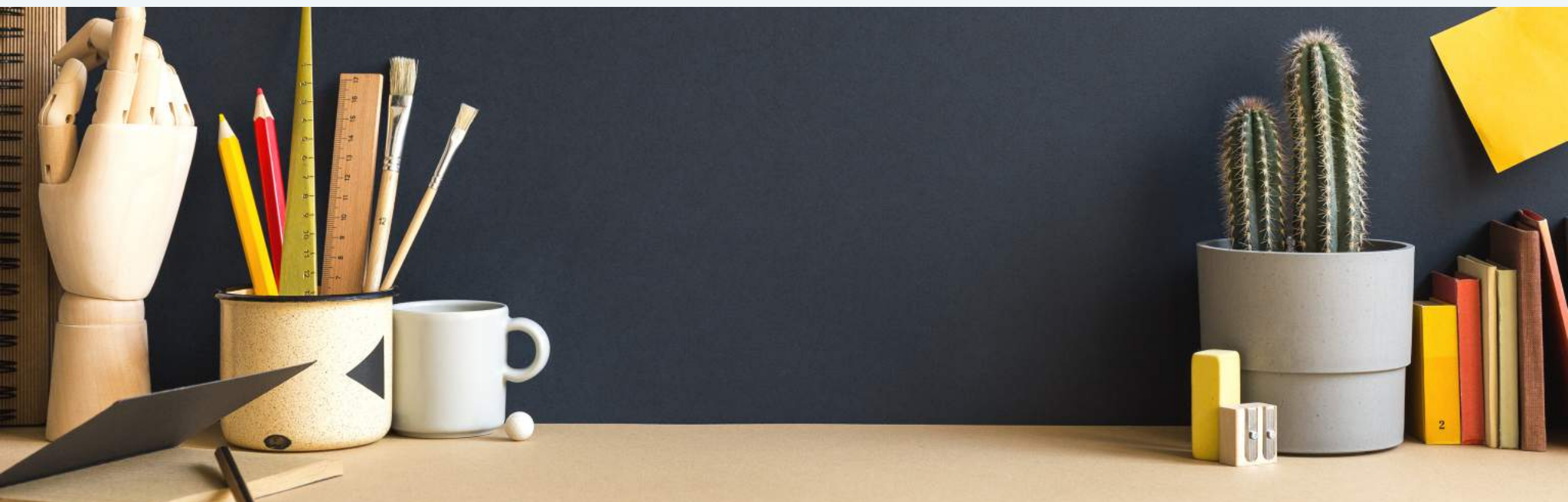
# GRANT PROGRAM FOR SCHOOL PSYCHOLOGY INTERNSHIPS (GPSPI)

**Deadline: December 2, 2023**

In 2014, Division 16 developed the Grant Program for School Psychology Internships (GPSPI) to assist with the predoctoral internship crisis in the nation. GPSPI's goals are to provide support, consultation and funding for developing new School Psychology Internship Programs that will eventually obtain APA Accreditation. Internship programs that accept doctoral students from more than one doctoral program are strongly preferred (non-captive programs). GPSPI has already generated 20 new internships across the country! Special thanks to our wonderful sponsors Division 16, NASP, CDSPP, TSP, and ABSP!

Applications are being accepted for the 2024 cycle, and are due no later than December 2, 2023. Please find a full description of the program, application instructions and past recipients [here](#).

Please submit questions and proposals to: [LReddy@rutgers.edu](mailto:LReddy@rutgers.edu).



## CALL FOR WEBINAR PROPOSALS

**Sponsored by APA Division 16**

APA Division 16 invites proposals for webinars to be offered as part of the Division's continuing education offerings. D16 Webinars are an effective way to provide crucial and timely information to a national audience of psychology professionals, in a 60- or 120-minute online format. The webinars provide participants with best practices, research relevant to practice, effective solutions and strategies, and quality resources—with preference given to webinars with a highly practical focus.

We particularly encourage experienced speakers who haven't previously delivered a D16 webinar and those from minoritized backgrounds to submit. Proposals will be accepted on a rolling basis. Presenters will be notified once the proposal is received and a decision is made.

Please submit your webinar proposal [here](#).



The background of the entire page is a photograph of a sunset or sunrise over the ocean. The sky is filled with dramatic, colorful clouds in shades of blue, purple, pink, and orange. The sun is low on the horizon, creating a bright glow that reflects on the water. The waves are visible in the foreground, and the beach is partially visible on the right side.

IN MEMORIAM

# REMEMBERING BEEMAN PHILLIPS

## FORMER DIVISION 16 PRESIDENT (1927-2023)

By Tom Fagan

The University of Memphis

Beeman Noal Phillips was born on March 4, 1927, in Boonville, Indiana and died in San Diego, California on February 8, 2023, at age 95. His parents were Bishop Noel and Carrie (nee Dreves) Phillips who were farmers in the Evansville area. Beeman attended a combination elementary and high school which had four rooms downstairs for the eight elementary grades (two grades in each room), and four rooms upstairs for the high school. He completed elementary school at Trinity Lutheran Church School and completed the state requirements for high school in three years, graduating from Evansville Central High School in 1944.



Dr. Phillips completed undergraduate work in mathematics, physics, and chemistry at Evansville College (1949). He completed M.S. (1950), and Ed.D. (1954) degrees in educational psychology at Indiana University. He served as Director of the Division of Research for the Indiana State Department of Education (1954-1956); and served in the U. S Army (1944-1946). Before receiving his doctorate, Dr. Phillips worked as a research assistant at Indiana University (1950-1951), and as an instructor at Ball State University (1951-1952), and at Indiana University (1952-1953). In 1956 he accepted a position in the University of Texas (UT)-Austin's College of Education, Department of Educational Psychology and developed its school psychology program which he directed from 1965-1992. Dr. Phillips served as Assistant Professor 1956-1961, Associate Professor 1961-1968, Full Professor 1968-1998, and as an Emeritus Professor in retirement.

**Service to the Field**

A credit to his career, Dr. Phillips' biography appears in the *Encyclopedia of Special Education* (Reynolds and Mann, 1987) which mentions, "Phillips' work as a whole reflects a strong educational orientation to psychological research coupled with a concern for theoretical relevance and practical applications of research." (p. 1190). Several of his activities and contributions appear in Table 1.

**Table 1: Selected Contributions & Achievements of Beeman Phillips**

1. Awarded the diplomate in 1969 from then named American Board of Examiners in Professional Psychology (ABEPP, now ABPP) being one of the 12 initially selected nationally, without examination, when the diplomate in school psychology was first recognized.
2. Elected a Fellow in Division 16 in 1970; Division 15 (Educational Psychology) in 1981.
3. Recipient of New York University's Dorothy Hughes Award in 1976.
4. Recipient of Division 16's Distinguished Service Award in 1978.
5. Invited to both the Spring Hill (1980) and Olympia (1981) Conferences.
6. Outstanding School Psychologist Award, Texas Psychological Association. 1988.
7. Outstanding Alumnus Award, School of Education, IU, 1991.
8. Editor, Journal of School Psychology, 1972-1980.
9. Member, Editorial Board, School Psychology Monograph series, 1973-78.
10. Advisory editor and member of editorial board for Professional School Psychology, now School Psychology Quarterly.
11. Division-16 president 1985-1986
12. President of the Texas Psychological Association and its Division of School Psychology, 1970
13. Founder of the Council of Directors of School Psychology Programs (CDSPP) in the late 1970s (see Phillips, 1993)
14. President, Society for the Study of School Psychology (SSSP), 1997 and 1998.
15. Licensed as a clinical psychologist in Texas, 1970.

Among his most notable accomplishments is the fact of UT-Austin being the first APA accredited school psychology program in the United States. The 5-member accreditation team was chaired by Jan Duker, PhD. On February 11<sup>th</sup> and 12<sup>th</sup>, 1971, APA conducted a joint accreditation visit with the UT-Austin's school and counseling psychology programs. On June 1<sup>st</sup>, 1971, APA sent the accreditation letter to the President of UT-Austin. The UT-Austin school psychology program joined 81 clinical and 20 counseling programs that were then accredited by APA.

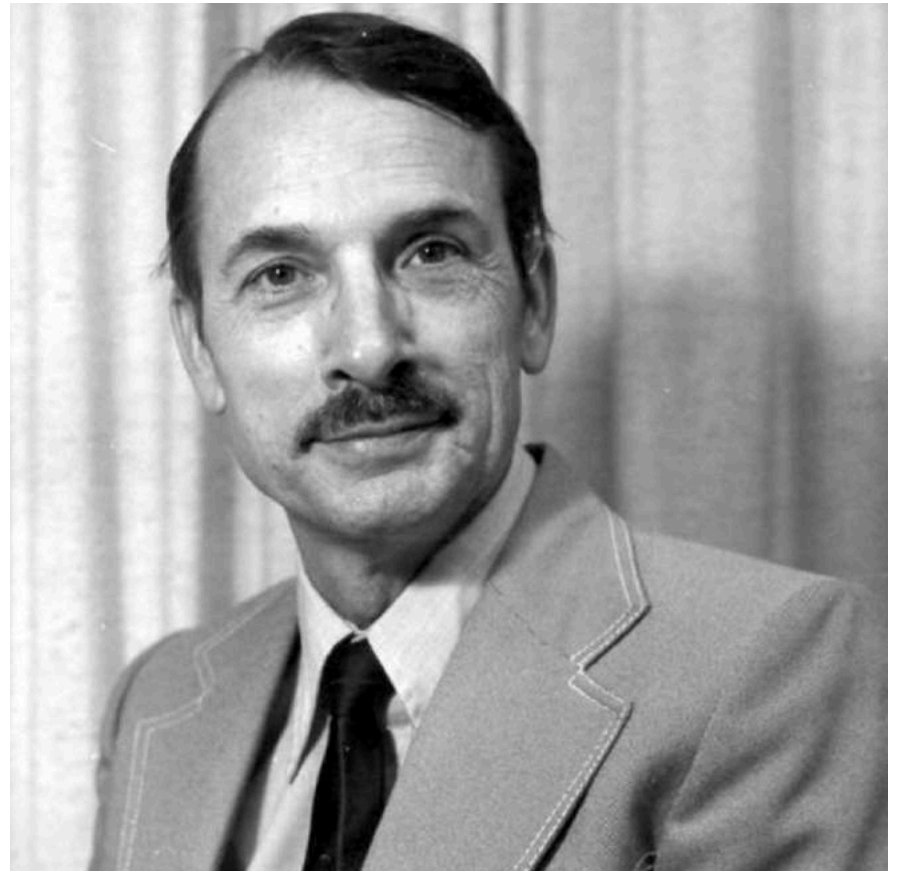


Dr. Phillips gave presentations in the United States and other countries and published more than 130 articles. He was a principal investigator on several research and training grants. While at the Indiana State Department of Education, he conducted a study of report cards (Phillips, 1956a, 1956b). He studied anxiety in children for almost 40 years, and was very interested in legal-ethical issues, measurement, and the long-standing problem of translating theory into practice (Phillips, 1982).

His educational psychology research and publication activities reflect the broad interests of many who entered school psychology several decades ago. The journals in which he published included *American Psychologist*, *Bulletin of the National Association of Secondary School Principals*, *Child Development*, *Childhood Education*, *Educational Administration & Supervision*, *Educational Leadership*, *Educational & Psychological Measurement*, *Journal of Consulting Psychology*, *Journal of Cross-Cultural Psychology*, *Journal of Educational Psychology*, *Journal of Educational Research*, *Journal of School Psychology*, *Phi Delta Kappan*, *Professional Psychology* (now *Professional Psychology: Research and Practice*), *Professional School Psychology*, now *School Psychology Quarterly*, *Psychology in the Schools*, *Psychological Reports*, and *Review of Educational Research*. There are few people in school psychology who ever published in as many journals outside of the core school psychology literature. His broader interests and philosophy of school psychology were expressed in his writing, perhaps best in the last chapter of *School Psychology at a Turning Point: Ensuring a Bright Future for the Profession* (Phillips, 1990).

### **Mentoring and Leadership**

Among Dr. Phillips' doctoral students by the time of his retirement in 1998 many were notable academics and practitioners in our field: Alan Coulter, Mike Curtis, Paul de Mesquita, Stewart Ehly, Ruth Kelly, Roy Martin, Susanna Maxwell, Tom Oakland, and Ann Schulte. He also mentored several school psychologists in the



Memphis, TN schools: Mary Berk, Greg Meeks, and James Paavola. There are many others with whom I am less familiar. In the era of strong emphasis on consultation services, the UT program was a beacon for faculty development and research contributions; program graduates radiated the consultation mantra across the country.

Dr. Phillips was at the center of the long-standing issue of doctoral vs. non-doctoral training and credentialing, and practice. His dedication to APA policy was well known, outspoken, and identified him as among the more controversial leaders in the Division of School Psychology (at least as seen by the advocates of the non-doctoral positions of the National Association of School Psychologists). Whether you agreed with him or not, Beeman was a force to be reckoned with. I got along with him through the tough times because I was familiar with APA history and its doctoral policy since its founding in 1892. I don't recall when I first met Beeman Phillips but on one occasion we were discussing the doctoral-nondoctoral issue, and he said to me, "What we need to do is to get all the nondoctoral school psychologists to think like doctoral people." I've never been certain what he meant by that, or what the field would be like but a hint exists in Chapter 10 of Phillips (1990).



Dr. Phillips was active in the selections of Lightner Witmer Award recipients, the operations of the CDSPP, and the American Board of Professional Psychology, and the Divisions 16 representation to APA Council.

### **Personal Perspectives:**

Beeman shared his career with many of the first generation of school psychologists who entered the field from varied backgrounds, developed specialized training programs, and helped shape the basic structure of the profession. He was aware of his accomplishments and occasionally would send me items he felt were of historic importance (e.g., UT-Austin's accreditation). For much of the time I knew him, a trademark was his unlit cigar. He was a proud person, looked distinguished and was always well dressed.

He married Sarah Ann Haworth in 1952 who passed away at age 89 in January 2018 after being married 65 years. Sarah worked in public education in Indiana and Texas. They met at Indiana University in 1951 and moved to Texas when Beeman joined the faculty at UT-Austin.

After the death of his wife, he lived in Austin for three years. In 2021 Dr. Phillips moved to San Diego to live near his son, Gregory. He later required more care and lived in a skilled nursing memory care unit. He died with Gregory at his side while in hospice care. Dr. Phillips is survived by his children, Gregory, Richard, and Kathryn Phillips. A memorial service was held on February 25th, 2023, at St. Martin's Church in Austin, TX .

***Information for this tribute was obtained from Dr. Phillips' obituary, his son Richard Phillips, and from a dinner "roast" in Beeman's honor on Friday, August 14, 1998, at the Empress of China Roof Garden Restaurant in San Francisco, CA.***

***Author Tom Fagan is the former historian for the Division of School Psychology. For information contact Tom Fagan, Professor Emeritus, Department of Psychology, University of Memphis, Memphis, TN 38152. [tfagan@memphis.edu](mailto:tfagan@memphis.edu)***

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# SUBMIT TO A NEW COLUMN IN THE SCHOOL PSYCHOLOGIST!

Introducing “From the Stacks”



Is there a scholarly article that still stands out to you years after you have read it? What about a research study that changed how you approach graduate training or your clinical practice?

You are invited to submit a proposal for “From the Stacks”, a new recurring feature in *The School Psychologist*. This column will showcase reviews of articles that have had a significant impact on the development of school psychologists, graduate students, and school psychology faculty.

We are excited to review proposals that highlight an article that was impactful to your worldview, shifted your clinical practice, expanded your research toolbox, or encouraged you to join the field. This column is open to all members of the school psychology community, and to all articles regardless of whether they were published within or outside the field of school psychology.

If you have articles in mind that have greatly influenced your development as a professional, we encourage you to submit a proposal of no more than 500 words. Proposals will include a brief summary of the article, and describe its relevance to your professional development and its influence and implications for the broader field of school psychology. Accepted proposals will receive an invitation from the editors to submit a 6-8 page manuscript for publication in *The School Psychologist*, which will undergo internal review with our Editor and Associate Editor.



# EDITORIAL UPDATE AND CALL FOR GENERAL SUBMISSIONS

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.



In light of this mission, the TSP editorial team has worked hard over the last year to streamline our internal procedures and expedite the time to publication for our authors. We have instituted a permanent email address that will stay with the newsletter; you can now reach out to [D16TSP@gmail.com](mailto:D16TSP@gmail.com) at any time with questions about ongoing submissions or ideas for future articles.

We are actively seeking manuscript submissions with a strong applied theme, or empirical pieces conducted in school settings and that have a strong research-to-practice linkage. Non-empirical pieces with a strong applied element will also be reviewed for potential publication. Briefer (up to 5 pages) applied articles, test reviews, and book reviews will also be considered. We particularly encourage you to submit articles that are timely to the current practice needs of school psychologists, such as collaborative efforts to support teachers and school staff, calls and actions for advocacy within schools, or the influence of technology on school psychology practice.

All submissions should be double-spaced in Times New Roman 12-point font and emailed to the Editor. Manuscripts should follow APA format, identify organizational affiliations for all authors on the title page, and provide contact information for the corresponding author. Authors submitting materials to *The School Psychologist* do so with the understanding that the copyright of published material shall be assigned exclusively to APA Division 16.

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

**D16TSP@gmail.com**

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

**Fall Issue:** Approximate publication Date - October 30th; Submission Deadline - August 30th

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

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



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