



16

# THE SCHOOL PSYCHOLOGIST

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## EARLY CAREER CORNER

# DEVELOPMENT OF PROFESSIONAL IDENTITY AS A SCHOOL PSYCHOLOGIST

By Paul C. Jones, Temple University

Ashley M. Mayworm, Loyola University Chicago

Julie Grossman, Prince George's County Public Schools

A cursory literature review of research related to the professional identity development of school psychologists reveals limited results, with some exceptions (e.g., Newman, 2020). Rather, results related to graduate training in counseling and clinical psychology were more prevalent. This existing research primarily focuses on the identity formation of students and trainees (e.g., Moss et al., 2014) with a few exceptions (e.g., Rønnestad & Skovholt, 2003). What, then, can be said about the professional identity development of school psychologists as they grow from trainee to seasoned professional? The present article sets forth to elaborate on the process of professional identity development within the field of



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school psychology, focusing specifically on the importance of professional socialization, the divergence between role expectations and reality, and concluding with recommendations for trainers of school psychologists.

Despite much of the research focusing primarily on trainees, professional identity development is an ongoing process of identification with the professional roles associated with one's work, integrating both professional and personal values, goals, and attributes throughout one's professional career (e.g., Dong et al., 2018). Researchers have proposed stages of early professional identity development related to specific tasks associated with professional growth within a field (e.g., Gibson et al., 2010) as well as stages of development, akin to those an infant or child might go through as they move through dependence on a caregiver to autonomy as an older child (Bruss & Kopala, 1993). The development of professional identity as a trainee to early career and beyond shifts from an idealized role as a school psychologist to one of realism about what the role entails. Indeed, as Adams and colleagues (2006) point out, trainees with the greatest knowledge base within their field report the strongest professional identity.

Development of knowledge about the role and function of an individual within an occupation occurs through professional socialization. Theoretically, early ideas about what the roles of a school psychologist are may be formed during contemplation about joining the field (perhaps from internet research, personal experiences with a school psychologist, etc.), enrollment in a school psychology training program with academic trainers in the field, to practicum and internship experiences with practicing school psychologists, and, finally, entry into the field as a practicing professional. Academic school psychologists follow a similar path; however, their socialization occurs in the context of academia and other academic professionals. Still, other school psychologists working in non-traditional settings (e.g., academic medical centers, community mental health clinics, residential treatment facilities) likely have an alternative path that blends their school psychology background with other professional skills and duties. Within a school setting, as there can be several mental health professionals, including school counselors, clinical counselors, school social workers, and clinical psychologists, part of professional identity development is retaining one's own identity while differentiating themselves from other similar professional groups. The process of professional identity development begins during graduate training but has far reaching consequences into one's professional career (Foo & Green, 2022).

Authors advocate for support to be provided to graduate students to ensure their professional identity development needs are being met by faculty and trainers within a developmental framework (Bruss & Kopala, 1993; Kaslow & Rice, 1985). From this perspective, students require different types of support from their "caretakers" or teachers/supervisors/mentors. As such, it is critical for trainers of



school psychologists to consider how graduate students are being supported in their present and future professional identity development and refinement. That is, teaching students how to consider and re-consider their professional roles, skills, and sense of purpose. This socialization process happens through numerous avenues including coursework and readings, fieldwork, research experiences, and formal and informal mentorship. Discussing the importance of training programs socializing students into the profession, Bruss and Kopala (1993) suggest the integration of seminars aimed at professional socialization, including those that discuss career planning, ethical issues, imposter syndrome and self-esteem, among many other topics. Furthermore, regular conversation about professional identity and the development of professional identity should be integrated into the training program – both informally (e.g., discussions with advisors) and formally (e.g., readings and discussion in classes or seminars).

One critical piece of professional identity formation for trainees is the development of what it “actually means to be a professional” (Adams

et al., 2006, p. 57). Graduate students may enter the training program with an idealized version of the field, which may not square with the reality of the profession for those who are practicing. This is of particular importance for school psychologists, as there is a documented crisis of role confusion and divergence between expectations and reality (Kratochwill, 2007; Nastasi, 2000; Sheridan & Gutkin, 2000). Training programs following the NASP practice domains (National Association of School Psychologists, 2020) are preparing their students for a wide variety of roles and responsibilities, many of which focus on systems change, mental, behavioral and academic student support services, consultation and collaboration. However, in practice, school psychologists are largely carrying out psychoeducational testing and IEP support activities to the exclusion of other roles. This discrepancy can lead to identity role confusion, burnout, and dissatisfaction as students transition from their didactic experiences to practical experiences. Students begin to identify this discrepancy the moment they begin interacting with practicing school psychologists, in particular during their school



practicum placements. Thus, this role confusion should be discussed and addressed before students enter the field for their internship and first full-time position.

Further, as individuals transition from identifying as early career to mid-career and beyond, the development of their professional identities continues to evolve. Within the context of counseling education, although likely applicable to school psychology as well, professional identity develops as a result of didactic education, personal experiences within the field, and intrapersonal interactions with other professionals (Gibson et al., 2010). Often, individuals at different stages of their career seek out different types of experiences to further their professional identity development. Findings from Moss et al. (2014) also suggested that when counselors at different stages in their careers experience similar situations, it can have different implications for the development of their professional identity. Whereas novice counselors described having increased feelings of self-doubt about their abilities when discussing how they can continue to develop their professional identity, those with more experience were able to acknowledge their limitations while remaining confident in their skillset. Conducting six focus groups comprised of beginning, experienced, and expert counselors to learn about how professional identities change over time, Moss and colleagues (2014) found that while all counselors reported being engaged in continuous learning activities, the specific types of activities and their underlying rationale differed. Beginning counselors reported being excited to learn about as much of the counseling field as possible. In comparison, more experienced counselors reported seeking out more specific and focused learning opportunities that clearly aligned with their identified areas of expertise and interest. Trainers are well-advised to consider the unique developmental needs related to identity formation at these various stages.

A primary way in which professional identity is developed is through mentorship and modeling in applied experiences, thus the role of practica and internships in trainee development cannot

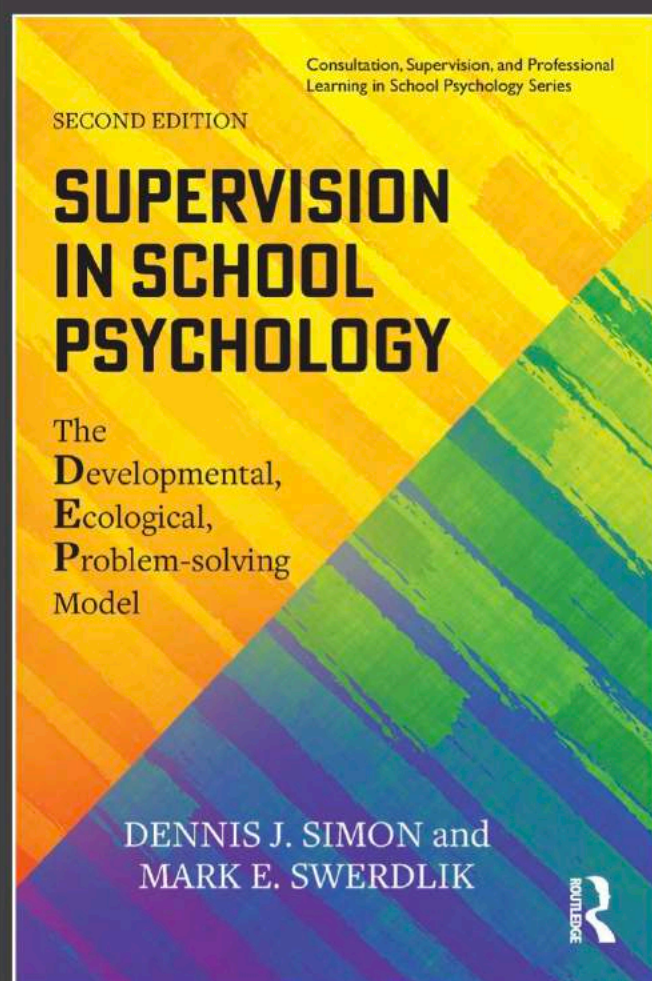
be understated (e.g., Newman 2020). One practical step for school psychology trainers is to seek out practicum and internship sites and supervisors engaging in multiple roles and functions for their students, aligned with the NASP practice model to advocate for and improve training within the comprehensive model of school psychology service delivery. Real-world training opportunities in the comprehensive model of school psychology service delivery will prepare future school psychologists to advocate for an expanded and more varied role of school psychologists, beyond the traditional test-and-place role. It is also important that supervisors receive adequate training in supervision, so they can support students in a developmentally appropriate way and better facilitate professional learning and growth (Tarquin & Truscott, 2006). Further, students should be engaged in conversations about issues like work-life balance, burnout and self-care; it is important that students see models of healthy work habits and boundaries (Chen et al., 2020). As Bruss and Kopala (1993) explain, "Training staff function as connections to the external world and can orient students to realistic goals and expectations" (p. 690). Students that have structured experience asking themselves questions like - Does my career define me as a person? Do I know who I am outside of my professional identity? Can I establish healthy and safe boundaries between myself and my students/colleagues/work? - will be better equipped to continually self-reflect on these questions throughout their career.

Professional identity is ever evolving, from training to late-career stages, reflecting changes within the field (i.e., changes in role and function) as well as personal growth and development. A strong professional identity acts as a protective factor against burnout and role confusion and promotes growth as a professional. Future research should examine more specific professional identity development among school psychologists to highlight ways in which professional identity can be supported at all levels of one's career.

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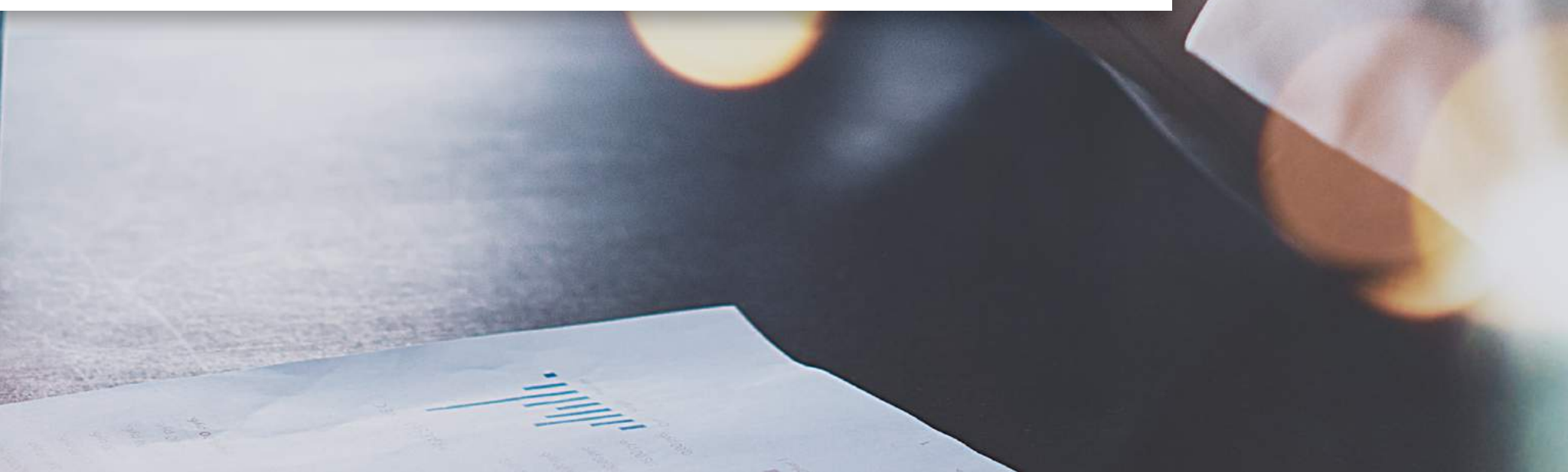




# 2022 DIVISION 16 AWARD WINNERS

## Part One 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 the winners. The remaining award winners will be profiled in the next issue.







## **Karissa Lim, M.A.**

2022 Outstanding Commitment to Anti-Racism in School  
Psychology, Outstanding Student Award  
*Teachers College, Columbia University*  
([kyl2129@tc.columbia.edu](mailto:kyl2129@tc.columbia.edu))

The Outstanding Student Award for Outstanding Commitment to Anti-Racism in School Psychology is presented at the APA Convention to recognize a graduate student's demonstrated commitment and potential for significant contributions to advancing anti-racism scholarship, practice, or service.

Karissa Lim from the Teachers College, Columbia University has demonstrated a strong commitment to antiracism and serving historically underrepresented populations in the areas of advocacy, scholarship, and mentorship and she demonstrates potential for continued significant contributions to advancing anti-racism in the profession of School Psychology. Karissa is interested in Black, Indigenous, People of Color (BIPOC) youth mental health, with a particular focus on Asian American immigrant communities, culturally-informed school psychology and mental health practices, and anti-racism advocacy in school psychology programs and she has already engaged in impressive scholarly activity in terms of publications and presentations. Additionally, Karissa is the lead research assistant on a grant-funded project examining school climate for newcomer immigrant-origin youth. As a graduate student, Karissa has made active efforts to advocate for more explicitly anti-racist training in her training program, serving as one of the developers of the *Advocating for Anti-Racism Practices* proposal, a student-led initiative in which school psychology students and alumni partnered to make recommendations for faculty to integrate anti-racism into the program. Karissa has also served and continues to serve a variety of student committees at the local and national, including as the APA Division 16 Diversity Affairs Chair on the Student Affiliates in School Psychology (SASP) Executive Board. Within this role, Karissa is responsible for organizing the annual SASP Diversity Scholarship and providing spaces for BIPOC school psychology students across the country to build community.





## Aijah Kai Baruti Goodwin

2022 Outstanding Dissertation Award Recipient

*Louisiana State University*

([abarutigoodwin@som.umaryland.edu](mailto:abarutigoodwin@som.umaryland.edu))

*Dissertation Title: The Role of School Sociocultural Factors on the Academic Competence and Mental Health of Elementary-Aged Children*

The Outstanding Dissertation Award is presented at the APA Convention to a school psychology doctoral student entering the profession of school psychology who has demonstrated outstanding scholarly effort.



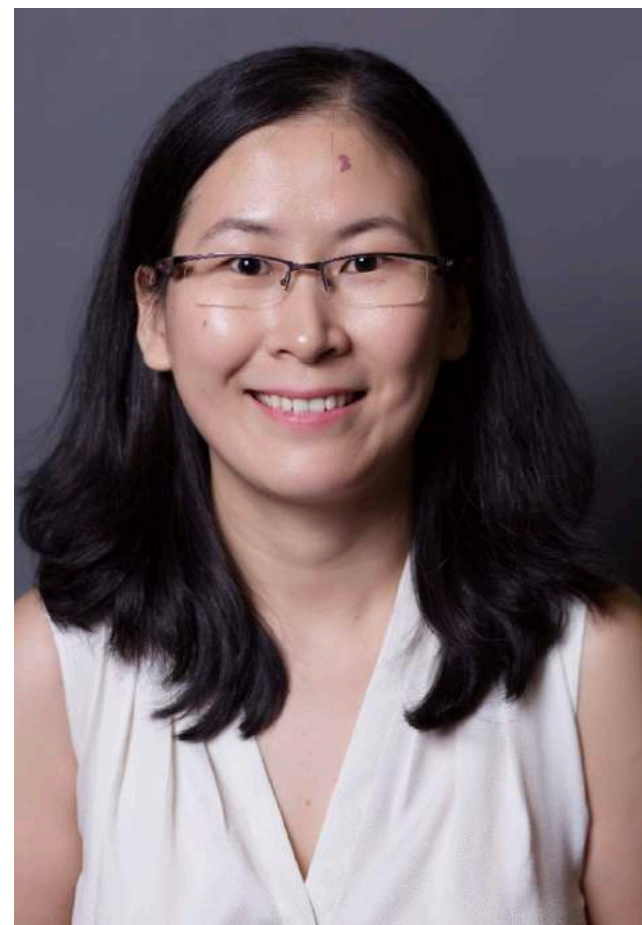
My dissertation assessed the relationship between sociocultural factors (culturally responsive practices, ethnic match, and discrimination) and the mental health and academic competence of elementary aged children based on their caregiver's report. This study also aimed to investigate the mediating and moderating relationship that culturally responsive classroom practices play on children's mental health and academic competence. According to parents and legal guardians, culturally responsive teaching was positively associated with children's prosocial behaviors; experiences of school discrimination were associated with mental health; and culturally responsive teaching served as a significant moderator in the relationship between discrimination and mental health, including internalizing behaviors.





## **Dr. Chunyan Yang**

2022 Lightner-Witmer Early Career Award  
*University of California, Berkeley*  
([yangcy@berkeley.edu](mailto:yangcy@berkeley.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. Yang has had a substantial impact on the profession of School Psychology as an early career professional through an active and ambitious program of research. Dr. Yang has made exceptional scholarly contributions via examination of how students, teachers, and parents interact with their diverse social contexts to develop resilience in the face of a variety of risk factors, including bullying, teacher-targeted violence, and COVID-19 pandemic. One notable contribution of Dr. Yang's was the development and validation of the first Multidimensional Teacher Victimization Scale (MTVS) to assess teachers' victimization experience with violent and aggressive behaviors from students. In less than seven years, Dr. Yang has published five book chapters and 49 peer-reviewed articles in top tier national/international journals such as Journal of School Psychology, School Psychology Review, and School Psychology. In her brief career, her work has already been cited more than 1450 times. Additionally, Dr. Yang has been successful in obtaining internal and external funding to support her research agenda and she has presented her work extensively at national and local conferences. Dr. Yang's verified, peer-refereed accomplishments demonstrate that she is a skilled and accomplished scientist-practitioner who is able to run contextually valid studies on risk, resilience and culture in applied environments. Through her applied research, Dr. Yang is improving the lives of children and contributing to our literature substantially.







## Dr. Prerna Arora

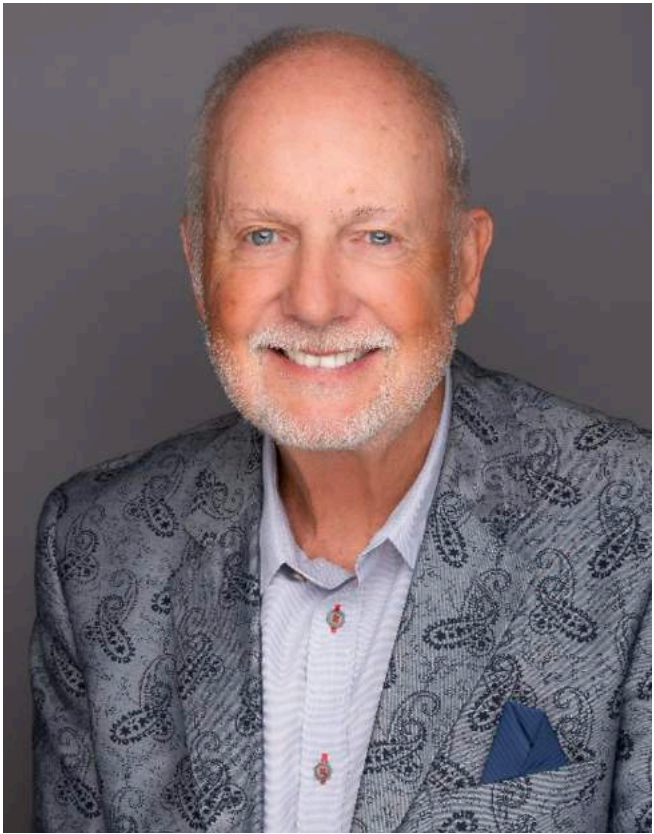
2022 Outstanding Commitment to Anti-Racism in School  
Psychology, Emerging Professional Award  
*Teachers College, Columbia University*  
([pa2542@tc.columbia.edu](mailto:pa2542@tc.columbia.edu))

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

Dr. Arora has had a substantial impact on the profession of School Psychology and demonstrates potential for sustained contributions to a range of efforts that are key to enacting the field's commitment to antiracism. Her dedication to supporting an anti-racist scholarly agenda on the mental health needs and mental health treatment of youth from racially, ethnically, and linguistically minoritized groups is noteworthy. In addition to her scores of publications and presentations, Dr. Arora is also a key collaborator in the development and pilot testing of the *Strategic Treatment and Assessment for Youth* clinical protocol, a culturally-adapted measurement-based care approach to improve treatment relevance and acceptability for minoritized adolescents with depression. Dr. Arora's numerous service commitments are also quite remarkable and include co-authoring the *School Psychology Unified Anti-Racism Statement and Call to Action*, *Addressing Anti-AAPI Racism and Xenophobia Position Statement*, and *School Psychology Unified Call for Deeper Understanding, Solidarity*, serving as Vice President for Social, Ethical, and Ethnic Minority Affairs for APA's Division 16, and serving on the planning committee for Division 16's inaugural *School Psychology Anti-Racism UNconference: Uprooting School Psychology*. In her faculty position at Teachers College, Columbia University, Dr. Arora has not only been an effective mentor and role model for minoritized students, she has made active efforts to advocate on behalf of the needs of her students for more explicitly anti-racist training and she is the faculty advisor for the School Psychology Advocacy Collective for Racial and Social Equity, where she continues to advocate for antiracism work at the faculty level and provide resources to students.







## **Dr. Scott Poland**

2022 Jack Bardon Distinguished Service Award

*Nova Southeastern University*

([spoland@nova.edu](mailto:spoland@nova.edu))

The Jack Bardon Service award is presented at the APA Convention to a mature school psychologist who throughout his/her career has demonstrated exceptional programs of service that merit special recognition.

Dr. Poland has had an impact on the field of School Psychology through leadership in the administration of psychological service in the schools, as well as the development and implementation of policy leading to psychologically and socially sound training and practice in school psychology. Chief among Dr. Poland's service contributions is his long-standing and important involvement in youth suicide prevention and crisis response. He was instrumental in the development of the National Emergency Assistance Team and served as its first chair. Dr. Poland has been involved in multiple responses to major crisis events across the U.S. and has fostered the development of best practices in crisis intervention and suicide postvention. Dr. Poland has established himself as a nationally renowned expert who has testified before congress on youth violence and has contributed to the school psychology knowledge base through his many books, book chapters, journal articles, and technical reports and professional materials. He has also served in a variety of other leadership roles, including president of the National Association of School Psychologists. Dr. Poland served as the Director of Psychological Services for the Cypress-Fairbanks Independent School District where he broadened the scope of school psychological services and established both a crisis intervention model and a suicide prevention model. As a faculty member at Nova Southeastern University, Dr. Poland helped lead the institution to national prominence through the development of the Nova Southeastern Office of Suicide and Violence Prevention. Dr. Poland is a recognized leader in the field of school psychology whose exceptional record of service demonstrates an extraordinary commitment to the science and practice of school psychology.





# ADVICE FROM OUR AWARD RECIPIENTS

**From Aijah Kai Baruti Goodwin:** My advice is to finish your dissertation before leaving for internship, if possible! Start earlier, give yourself strict deadlines and timelines, reward yourself for small accomplishments along the way, and advocate for yourself if/when needed. You got this!

**From Dr. Chunyan Yang:** At the early career stage, it's easy to focus solely on your individual progress, experiences, and career development. But reaching out to others and establishing a support network can be a great way to develop your voice as a new psychologist.

**Advice From Dr. Scott Poland:** There are many facets to school psychology and it is impossible to be an expert on them all. I encourage each school psychologist to develop an expertise area and strive to become a local, state or national expert in it. School psychologists need frequent and hopefully daily access to each other for consultation and collaboration. My career took me in a direction that I never imagined. For example, my dissertation was on teaching second graders mathematics but when I went to work in schools, I faced numerous crises. The response of the Cypress-Fairbanks ISD Department of Psychological Services to school shootings, student suicides and a variety of crises greatly broadened our recognition and support from the district and the community. At the simplest level school psychologists need to be an asset to the school district and should serve all students. As the Cy-Fair Director for 24 years, I kept the Psychology Department separate from the Department of Special Education and this allowed us to serve regular education students and to provide extensive counseling and preventative services. School psychologists are exceptional people and my closest friends are all school psychologists. School psychologists make a huge difference in the lives of children and we are rewarded by all the meaning the work provides us. I highly recommend this career to others and I was certainly never bored or watching a clock at work. My experiences in providing direct services to schools and communities after a crisis continues today and as a trainer, it is my great privilege to share real world school psychology experiences and insights with motivated students at NSU Florida.



# DIVISION 16 CALL FOR 2023 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, 2022.
- 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:

The following materials must be submitted for each nominee:

- 1) A copy of the person's vita;
- 3) The dissertation;
- 4) No more than five supporting letters (at least two should be from members of the dissertation committee). *Additional letters received will not be considered.*

All nominations and related materials must be submitted electronically by **April 1, 2023** to the Committee Chair, Garret Hall at [gjhall@fsu.edu](mailto:gjhall@fsu.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, the number of 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 nourished school psychology to grow as a discipline and profession within the current context. This might include systematic and imaginative use of psychological theory and research in furthering the development of professional practice, or unusual scientific contributions and/or foundational studies of important research questions that bear on the quality of school psychological training and/or practice; and/or scholarly activity that advances educational equity and social justice within the field. In addition, there should be evidence of continued potential and promise to impact and advance school psychology into the future.

**Self-nominations are welcomed and encouraged.** 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:

The following materials must be submitted for each nominee:

- 1) A copy of the person's vita;
- 2) a 1-2 page personal statement from the nominee describing their scholarly activity and its significance to and/or impact/potential impact on the field. For example, the statement might highlight how their scholarship translates to school psychology practice in the current context; the breadth of reach (e.g., research contributing to policy, legislation, training); and/or how the work advances Diversity, Equity and Inclusion in the field;
- 3) No more than three reprints or other reproductions of major papers, articles, etc.;
- 4) No more than three letters of support from diverse writers such as community partners and/or peers/colleagues to demonstrate impact of the scholarship.  
*Additional letters received will not be considered.*

All nominations and related materials must be submitted electronically by **April 1, 2023** to the Committee Chair, David Klingbeil at [dklingbeil@wisc.edu](mailto:dklingbeil@wisc.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 given to a mid-career school psychologist (7 to 20 years post-graduation) who throughout their career has demonstrated exceptional scholarly activity that merit special recognition. 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, the number of papers, articles, etc., will not by themselves be a sufficient basis for the award. Instead, the Tom Oakland Award will be given for scholarly activity and contributions that have nourished school psychology to grow as a discipline and profession within the current context. This might include systematic and imaginative use of psychological theory and research in furthering the development of professional practice, or unusual scientific contributions and/or foundational studies of important research questions that bear on the quality of school psychological training and/or practice, or scholarly activity that advances educational equity and social justice within the field. In addition, there should be evidence that the scholarly activity has begun to influence other research in the field, as well as continued potential and promise to impact and advance school psychology into the future.

**Self-nominations are welcomed and encouraged.** 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:

- 1) A copy of the person's vita;
- 2) A 2-3 page personal statement from the nominee describing their scholarly activity and its significance to and/or impact/potential impact on the field. For example, the statement might highlight how their scholarship translates to school psychology practice in the current context; the breadth of reach (e.g., research contributing to policy, legislation, training); and/or how the work advances Diversity, Equity and Inclusion in the field;
- 3) No more than three reprints or other reproductions of major papers, articles, etc.;
- 4) No more than three letters of support from diverse writers such as community partners and/or peers/colleagues to demonstrate impact of the scholarship. *Additional letters received will not be considered.*

All nominations and related materials must be submitted by **April 1, 2023** to the Committee Chair, Amanda Nickerson at [nickersa@buffalo.edu](mailto:nickersa@buffalo.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.

**Self-nominations are welcomed and encouraged.** 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, 2022.
- 2 Nominees must be a Fellow, Member, or Associate of Division 16 at the time of the nomination.

### Application Process:

The following materials must be submitted electronically for each nominee:


- 1) A copy of the person's vita;
- 2) A 2-3 page personal statement from the nominee describing their scholarly activity and its significance to and/or impact/potential impact on the field. For example, the statement might highlight how their scholarship translates to school psychology practice in the current context; the breadth of reach (e.g., research contributing to policy, legislation, training); and/or how the work advances Diversity, Equity and Inclusion in the field;
- 3) Reprints of no more than five major articles, chapters, books, etc.;
- 4) No more than three letters of support from diverse writers such as community partners and/or peers/colleagues to demonstrate impact of the scholarship. *Additional letters received will not be considered.*

All nominations and related materials must be submitted by **April 1, 2023** to the Committee Chair, Steven Evans at [evanss3@ohio.edu](mailto:evanss3@ohio.edu)

## Outstanding Commitment to Anti-Racism Awards

Each year, the Division of School Psychology honors those who are making significant contributions in the advancement of anti-racism scholarship, service, and/or practice in school psychology. The award recognizes a student, early career, and mid/late career school psychologist who identify as a member of a racially/ethnically minoritized group and has contributed to the advancement of anti-racism scholarship, practice, and/or service.





**The Outstanding Student Award** will be given to a graduate student who has demonstrated commitment to benefiting minoritized populations and potential for significant contributions in scholarship, practice, or service in the future. Nominees should meet all of these criteria:

- 1 Be a graduate student in a school psychology program as of Sept. 1 of the year the award is given
- 2 Identifies as a member of a racially/ethnically minoritized group,
- 3 Nominees must be a fellow or member of Division 16 at the time of the nomination.

**The Emerging Professional Award** will be given to an early career professional who is 10 years or less post-doctorate and has significantly advanced scholarship, practice, or service for minoritized communities; and demonstrates potential for sustained contributions over time. Nominees should meet all of these criteria:

- 1 Be a professional in school psychology of no more than 10 years after receiving their doctoral degree as of Sept. 1 of the year the award is given,
- 2 Identifies as a member of a racially/ethnically minoritized group,
- 3 Nominees must be a fellow or member of Division 16 at the time of the nomination.

**The Committed Professional Award** will be given to a professional who is past 10 years post-doctorate. This professional will have demonstrated sustained commitment and significant contributions over time in advancing scholarship, practice, or service for minoritized communities.

Nominees should meet all of these criteria:

- 1 Be a professional in school psychology of more than 10 years after receiving their doctoral degree as of Sept. 1 of the year the award is given.
- 2 Identifies as a member of a racially/ethnically minoritized group,
- 3 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:

- 1) A copy of the person's vita;
- 2) Three to five letters of support from diverse writers such as community partners and/or peers/colleagues to demonstrate impact;
- 3) Other appropriate/relevant documentation relevant to the criteria for the award (for details, [visit here](#))

All nominations and related materials must be submitted by **April 1, 2023** to the Committee Chair, Sam Song at [sam.song@unlv.edu](mailto:sam.song@unlv.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 of these criteria:

- 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 for each nominee:

- 1) A copy of the person's vita;
- 2) Three to five letters of support from diverse writers such as community partners and/or peers/colleagues;
- 3) Other appropriate/relevant documentation relevant to the criteria for the award.

All nominations and related materials must be submitted by **April 1, 2023** to the Committee Chair, Sam Song at [sam.song@unlv.edu](mailto:sam.song@unlv.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 criteria 1, 2, and 3.

- 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, 2022.
- 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:

- 1) A copy of the person's vita;
- 2) Three to five letters of support from diverse writers such as community partners and/or peers/colleagues;
- 3) Other appropriate/relevant documentation relevant to the criteria for the award.

All nominations and related materials must be submitted by **April 1, 2023** to the Committee Chair, William Pfohl at [billnasp@aol.com](mailto:billnasp@aol.com)



## Contributions to Practice Award

Each year, the Division of School Psychology will present a Contributions to Practice Award. The award is given to school psychologists who have demonstrated exceptional contributions to the field of school psychology through innovations in practice. 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:

- 1) A copy of the person's vita;
- 2) Three to five letters of support from diverse writers such as community partners and/or peers/colleagues;
- 3) Other appropriate/relevant documentation relevant to the criteria for the award.

All nominations and related materials must be submitted by **April 1, 2023** to the Committee Chair, Steve McCallum at [mccallum@utk.edu](mailto:mccallum@utk.edu).

## DIVISION 16 REQUEST FOR WEBINAR PROPOSALS



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.

**Submission deadlines:** 09/01 for October webinars; 03/01 for April webinars; 05/01 for July webinars.

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



# PAUL E. HENKIN SCHOOL PSYCHOLOGY TRAVEL GRANT

**Deadline: April 15, 2023 | Sponsored by APA Division 16**

This grant provides support of up to \$1,500 to defer the costs of registration, lodging and travel for student members of APA Division 16 to attend the APA Annual Convention. Grant monies may not be used for food, drink or any materials that are not included in the registration fee.

Proposals will be evaluated on:

- Conformance with stated program goals
- Demonstrated understanding of the field of school psychology, including its demands, research and application opportunities, and
- The value of continuing professional development for contributing to its advancement; and applicant's scholarly accomplishments and potential in this field.

**For further details on eligibility, how to apply, and past recipients please visit [here](#).**

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## RAYMOND FOWLER AWARD

**Deadline: March 31, 2023 | Sponsored by APA**

The APA Raymond D. Fowler Award recognizes “outstanding contributions to APA.” Nominate an APA member who has had a significant and enduring impact on APA as an organization and who has shown a clear dedication to advancing APA's mission. Nominees must be an APA member.

Prospective nominees for the Raymond D. Fowler Award will demonstrate one or more of the following:

- A clear dedication to advancing APA's mission.
- Outstanding effort in advancing APA as a professional organization.
- Consensus-building among constituent groups within the organization.
- Contributions that have a significant and enduring impact on the association.
- Contributions that have a significant impact on the financial health of the organization.

To nominate someone. APA members may be nominated by another APA member or constituent APA group (i.e., APA boards, committees, divisions, state/provincial psychological associations). Members of the Board of Directors are not eligible to be nominated for the award during their term of service on the board. A complete nominations package is required for consideration. That includes: A nomination statement of up to 500 words, a current CV of the nominee, and at least one letter of support (but no more than three letters).

**Nominations are due via email to [lmurdock@apa.org](mailto:lmurdock@apa.org).**





## **BOOK REVIEW** - PROMOTING A NEW LENS ON ADHD THROUGH INNOVATIVE PRACTICES: A REVIEW ON ADHD 2.0 (HALLOWELL & RATEY, 2021)

By Nancy J. Hernandez & John S. Carlson  
Michigan State University

Ever thought about symptoms of Attention-Deficit/Hyperactivity Disorder (ADHD) as an asset? Hallowell and Ratey's (2021) *ADHD 2.0: New Science and Essential Strategies for Thriving with Distraction-from Childhood Through Adulthood* does just that. The book contrasts with the readings typically covered by graduate training programs in health service psychology that depict ADHD from a deficit perspective. Utilizing a combination of personal challenges with ADHD, parenting children with ADHD, and extensive experience in psychiatry, the authors bring a unique lens to ADHD, to which all school psychologists (SPs) should be exposed. Using the metaphor "An ADHD brain is like a race car brain with bicycle brakes" (p. 128), the authors provide guidance on how SPs can help students build better brakes for themselves to promote successful functioning at home, school, and in the community.



A school setting is a perfect context to create a robust structure for facilitating academic and behavioral wellness, especially in those children with symptoms associated with ADHD. The authors highlight how those diagnosed with ADHD can go on to become talented executives, entrepreneurs, and trendsetters. They also contrast those successes with those who develop substance abuse disorders or experience trouble with the law. Effective practices are identified in this book to improve skills that children with ADHD struggle with by shifting developmental trajectories in positive directions. Biopsychosocial approaches (i.e., medication, teacher/parent management, social skills training) have been frequently utilized to reduce symptoms of ADHD in school-aged populations. As SPs implement tiered approaches to service delivery, they can assist families in gathering and summarizing data to develop and deliver these empirically supported school-based interventions. Suppose progress associated with those interventions is limited. In that case, documentation surrounding the intervention's successful implementation and resulting ineffectiveness can be provided to the family for their use in consulting with their child's pediatrician. Support for the safety and effectiveness of ADHD medications (especially when combined with psychosocial interventions) is thoroughly reviewed in Chapter 8. SPs can enlighten other mental health professionals about the evidence-based ADHD treatments presented in this book, focusing their collaboration and data-based problem-solving skills on helping children get the support they need to be successful at school. The importance and need for drug abuse prevention among those presenting with ADHD symptoms are reviewed. This future-oriented risk perspective can benefit SPs as they work with others to conduct cost-benefit analyses associated with treatment planning.

While information pertaining to evidence-based ADHD treatments is especially essential for SPs to read, we believe that the book's middle chapters (i.e., Chapters 3-7) will be of particular interest. These chapters provide extensive coverage of the importance of using a gratitude

perspective while engaging youth in a range of daily 30-minute balancing exercises. A case study report highlights this movement approach's impact on reducing disruptive behaviors while increasing class participation and attentional skills. The biological bases associated with the changes resulting from these balancing exercises are clearly defined. Yet, the research on the connection between these exercises and improved self-regulation for children with ADHD is surprisingly limited. When considering ADHD symptom improvement, SPs can fill the void by utilizing their program evaluation skills to investigate the impact of coordinative exercises or other physical activities.

Zing Performance (Zing) is a structured, manualized online program that is thoroughly reviewed. It is a packaged approach to implementing daily 30-minute coordinative movement exercises. Rotational, vertical, lateral, and cognitive stimulation exercises are prescribed to challenge the brain to respond with balance and coordination. Cerebellum stimulation from these different exercises is purported to improve learning difficulties and ADHD symptoms. Conceptually the idea is quite innovative, and preliminary outcome data appear promising for adolescents and older adults (Blouchou & Nicolson, 2020; Gallant & Nicolson, 2017). However, the designs for studies that investigate Zing are methodologically limited, and no outcome data is provided specifically for children diagnosed with ADHD. Therefore, a cautious interpretation of the studies' findings is necessary. Given the authors' apparent conflict of interest pertaining to the Zing program, future studies conducted by those not associated with its development or marketing (e.g., SPs) should be undertaken.

An ADHD diagnosis is linked in the book to a paradoxical tendency to focus on strengths. For instance, a person with ADHD can often lack focus but can also hyper-focus at other times. This hyper-focus can lead to amazing productivity and talent development if channeled around the child's interests or other positive endeavors. SPs must aim to strengthen student weaknesses





while attending to students' unique skill sets and interests. To help SPs to identify strengths in children with ADHD, the authors suggest posing questions such as "What three or four things are you best at doing? What three or four things do you like doing the most? What three or four activities or achievements have brought you the most praise in your life?" (p. 68). A specific aptitude test called the [Kolbe Y Index](#) is highlighted as an effective approach to discovering one's innate strengths, and SPs are encouraged to check out this link.

In *ADHD 2.0* (Hallowell & Ratey, 2021), one of the treatment approaches recommended is to train the brain to distract from the distracter. When students start to wander off from their tasks, suggesting physical activity is recommended. External activities such as getting up while seated, walking around, whistling, or jump roping are believed to help distract the ADHD brain to stay focused on the task at hand. Students with ADHD may divert their attention briefly to engage with a distracting task. Completing a few jumping jacks and sitting back down to resume focus, may prove effective. When consulting with parents about their

home-based strategies to manage ADHD symptoms, SPs may recommend parents allow their children active breaks while completing homework. Although no concrete guidelines recommend these specific approaches in school, the concept leaves room for individuality and flexibility for SPs to meet students' individual needs.

This book presents excellent ideas for shifting the ecology or environment for youth diagnosed with ADHD. For example, rules at home should include kind language with one another, a positive mindset for bedtime, and a caring interaction style. Although specific school-based practice examples are absent from discussion in *ADHD 2.0* (Hallowell & Ratey, 2021), those recommended at home can be simply modified by SPs for use in the school setting. Some examples include establishing and facilitating daily school routines, sharing responsibilities within the classroom, and creating opportunities for positive peer engagements. Teachers can also be encouraged to support students by standing in close proximity, literally and figuratively. School administrators can be consulted to implement school-wide approaches



to help facilitate parent-teacher communications around children's interests that may be targeted within the school setting to improve classroom attention. One of the authors' take-home messages is to remember that consistent love, support, encouragement, and parent engagement are vital to any successful treatment plan.

A new classroom innovation presented in *ADHD 2.0* (Hallowell & Ratey, 2021) is called time-in, which "focuses on engaging the child with physical activity in a separate room from their active learning environment" (pp. 99-100). In our experiences working in schools, we have seen this strategy effectively improve symptoms of ADHD. One example is a student that we worked with in a preschool setting. When they showed hyperactivity, a staff member would bring them to the hallway for a minute or so for a couple of quick short sprints. This physical activity break helped this boy reduce externalizing behaviors and engage more effectively during large group circle time. SPs may find that an intervention such as "time-in" can enhance their data collection for students exhibiting impulsivity and hyperactivity symptoms. Martial arts was also proposed as an approach to help improve ADHD symptoms. While we recognize that martial arts may help build self-awareness, improve one's ability to inhibit behaviors, or brings precision to one's movement, we were left to figure out how teachers or schools might assist with this recommended approach. Unfortunately, the book was short on the details of techniques, teaching methods, and scheduling that could be used to implement this approach.

In sum, *ADHD 2.0* (Hallowell & Ratey, 2021) offers unique insight into the implementation of prevention and intervention approaches to improve life functioning outcomes in children and adults with ADHD. This book may remind SPs to prioritize family engagement and work collaboratively with teachers to create a nurturing environment to support the unique needs of all within the classroom. One of our favorite quotes from the authors is to remember that "No brain is the same, no brain is the best, each brain finds its own special way" (p. 130). As SPs, we must

embrace this message to motivate our students with ADHD, their families, and their teachers to find success and academic achievement despite the challenges associated with ADHD symptoms.

## Limitations

It is essential for readers of *ADHD 2.0* to recognize that positive clinical experiences and case study success must be interpreted with caution. Interventions mentioned, such as time-in or coordinative exercise must be implemented with a focus on progress monitoring individual-level change to support their use. While short on implementation details for how the strategies are to be used within school settings, there is much else to be gleaned from this book, especially around home-based strategies and the biological bases for how exercise may improve focus and attention. This quick read will be quite worth the time, even if only to remind SPs that ADHD symptoms can be an asset.

## References

- Blouchou, P., & Nicolson, R. I. (2020). "Cerebellar Challenge" for Adolescents at Risk of School Failure: Evaluation of a School-Based "Whole Person" Intervention. *Frontiers in Education*, 5. <https://doi.org/10.3389/feduc.2020.00088>
- Gallant, Z., & Nicolson, R. I. (2017). "Cerebellar Challenge" for Older Adults: Evaluation of a Home-Based Internet Intervention. *Frontiers in Aging Neuroscience*, 9. <https://doi.org/10.3389/fnagi.2017.00332>
- Hallowell, E.M. & Ratey, J.J. (2021) *ADHD 2.0: New science and essential strategies for thriving with distraction-from childhood through adulthood*. Random House Publishing Group.



# 2022 EARLY CAREER ACTIVITIES

It has been a busy year for the Division 16 Early Career Professional Workgroup! Much of our work this past year has continued to follow from a division-wide survey of the needs of ECP members in 2019.

## **Three submissions were made to *The School Psychologist*:**

- Using Psychological First Aid to Support Graduate Student Mental Health
- Professional Development in Quantitative Methods
- Development of Professional Identity as a School Psychologist

Members of the ECP Workgroup presented at the 2022 APA Convention (Charting the Course of Our Professional Identities as ECPs in School Psychology) and are planning to present at the NASP 2023 Convention (Establishing School-University Partnerships and Collaborations between Practitioners and Researchers).

In November 2022, the ECP Workgroup produced a panel for postdoctoral fellowship applicants. The panel answered participants questions on the how-to's of applying to a variety of different postdoc positions in school psychology and beyond.

## **Our goal for this coming year is to continue to support early career professionals through a variety of activities, including:**

- Development of resources and trainings to be presented through webinars and convention programming.
- Continue outreach to new and current early career professionals and encourage their participation in the ECP Workgroup, APA and Division 16 activities.

## **We Want to Hear from You!**

We would like to take the opportunity to spotlight early career professionals. If you are an early career professional or know an early career professional who has a story to tell about their research, practice, or teaching, we would like to hear from you! Email [D16ECP@gmail.com](mailto:D16ECP@gmail.com) with your suggestions for our ECP Feature.

We are also 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).



# SASP CALL FOR SUBMISSIONS

## THE STUDENT CORNER SPECIAL TOPIC SECTION: LGBTQ ISSUES, SOCIAL JUSTICE, & EQUITY

**Editor: Sam Leff | Editor-Elect: Sindhu Venkat | Initial Submission Deadline: March 1st, 2023**

Student Affiliates in School Psychology (SASP) is pleased to announce a Special Topic in a forthcoming edition of The Student Corner. The purpose of our student column, entitled The Student Corner, in The School Psychologist is to provide a platform for graduate students to share their perspectives on a variety of topics pertinent to our field. Our hope for The Student Corner is that the unique experiences of graduate students in our field are shared and then integrated into the programs and practices of school psychology programs around the country.

For this forthcoming issue, we are seeking submissions that center graduate students' experiences and expertise in LGBTQ issues, social justice, and equity. A broad range of manuscript topics may be appropriate. Areas that the papers might address include but are not limited to:

- Graduate program supports for the LGBTQ community and inclusion in curriculum
- Student organizations or leadership roles promoting LGBTQ equality
- Clinical training (e.g., coursework, practicum experiences, professional development) to support assessment and intervention that is LGBTQ friendly, social justice oriented and equitable.

### **All papers must meet the following criteria:**

- Submissions should be between 4 and 8 pages (double spaced) and not exceeding 2,500 words total, including references
- While current literature should be integrated into your topic of choice, please include your thoughts, experiences and ideas. We want to hear how this topic may be unique to your experiences – first person writing is accepted and encouraged!
- Submissions must comply with APA Journal Article Reporting Standards.
- You will be asked to upload the following separate files: a cover letter verifying that the manuscript has not been published or submitted to any other outlet, a blinded manuscript, a title page, and upon acceptance, an infographic.

**Submit papers by March 1st to the following form: <https://forms.gle/rEZRRDgXcoyU85Gs8>**

Papers that do not conform to these guidelines and those are not appropriate for publication in the Student Corner may be returned without full review. If you have questions about submitting an article for the Student Corner, please contact Editor Sam Leff ([thestudentcornerSASP@gmail.com](mailto:thestudentcornerSASP@gmail.com)).



# 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:

D16TSP@gmail.com

**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 30th; Submission Deadline - August 30th

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





# WELCOMING OUR NEW EXECUTIVE COMMITTEE MEMBERS!



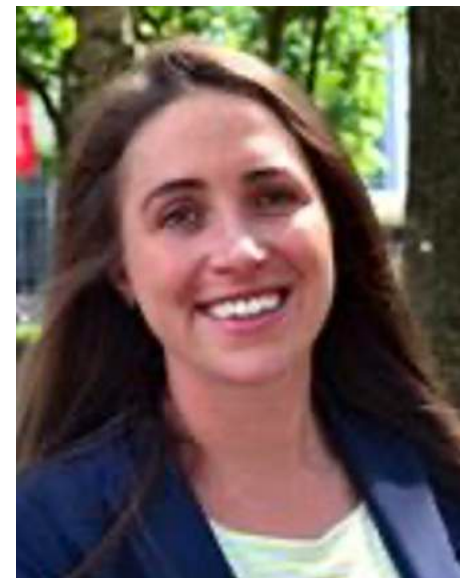
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**Lyndsay Fallon**  
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Scientific Affairs (VP-ETSA)  
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*Gonzaga University*



**Paul C. Jones**  
Early Career Workgroup Chair  
*Temple University*



**Jessica Poling**  
SASP President  
*University of Connecticut*



# DIVISION 16 EXECUTIVE COMMITTEE

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