



16

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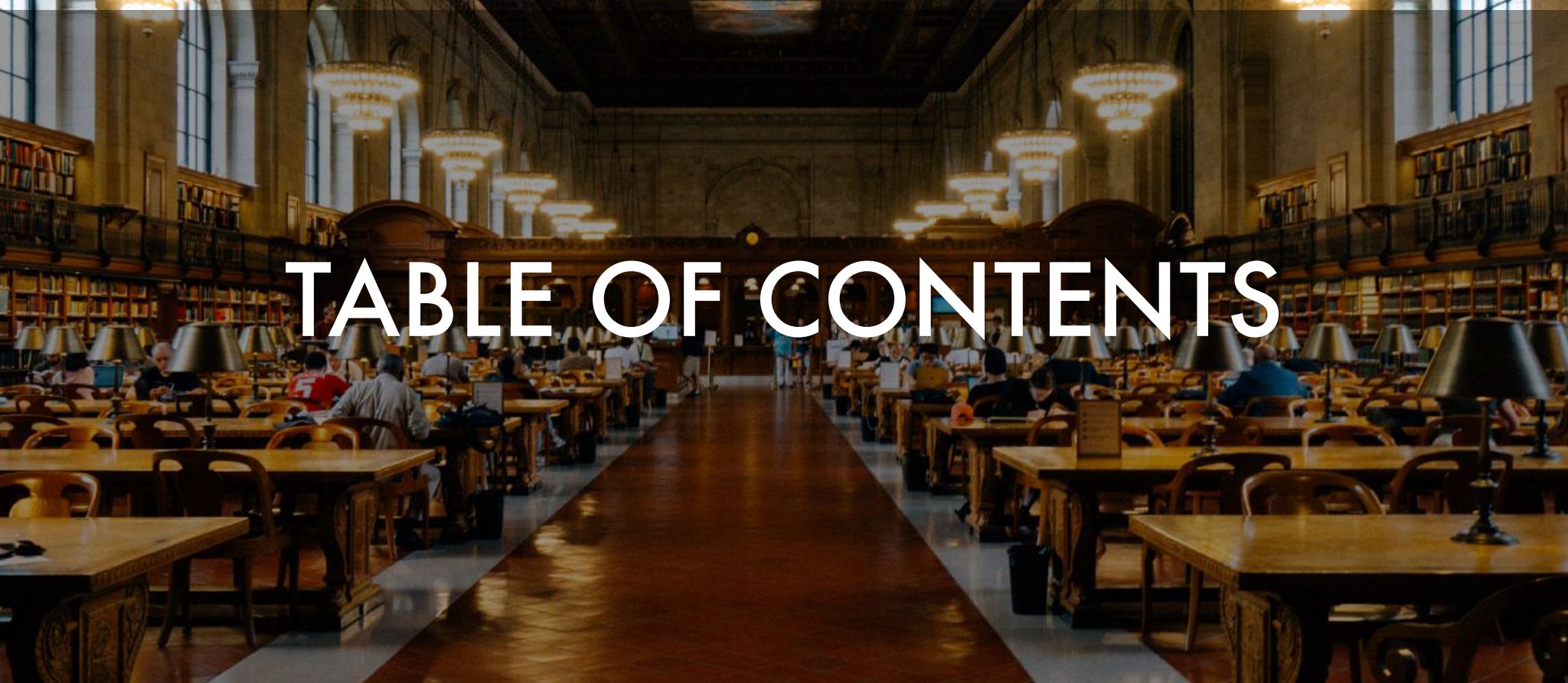


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An aerial photograph showing a large white ship with a black hull and a light blue cabin, moving through dark, churning ocean waves. In the background, a massive, swirling hurricane eye is visible, with a dark center and concentric rings of white foam and dark water. The ship is positioned in the lower left corner, heading towards the center of the storm.

PRESIDENT'S MESSAGE

IN THE EYE OF THE STORM: FINDING PURPOSE AND PROGRESS IN SCHOOL PSYCHOLOGY

An Excerpt from APA Presidential Address, APA (August 9, 2025)

By [Antoinette Miranda, PhD](#), The Ohio State University

This past year has tested our profession in unprecedented ways. We've seen a wave of legislation across multiple states that seeks to ban or severely restrict Diversity, Equity, and Inclusion efforts. These are not mere policy shifts. They are systemic attempts to erase the work many of us have spent our careers building—work aimed at making schools safer, more inclusive, and more just.



"We must recommit to the core values of our profession: compassion, equity, advocacy, and truth."

Alongside these efforts, we've watched a chilling trend emerge: an assault on free speech in educational spaces. Books are being banned. Curricula are being scrubbed of anything that makes those in power uncomfortable. Students are being told they cannot speak their truths—about race, gender identity, mental health, even the history of their own communities. These are not abstract threats. They are real, and they are here. And yet, in the face of all this, we are still here too.

We are here because we know our purpose. We are here because we understand what it means to advocate for the most vulnerable students in our care—those navigating trauma, poverty, racial discrimination, disability, identity struggles, or unsafe home lives. We are here because we refuse to abandon the sacred responsibility we carry: to train the next generation not just to succeed academically, but to lead with empathy, courage, and conviction.

We must recommit to the core values of our profession: compassion, equity, advocacy, and truth. We must model courageous leadership—not just in boardrooms or faculty meetings, but in our day-to-day work with students. When we witness injustice, we speak. When we see exclusion, we intervene. When our students feel silenced, we teach them how to reclaim their voices

We must also support one another. These are isolating times for practitioners and educators who dare to speak up. But none of us can afford to stand alone. We need professional networks, mentorship, safe

spaces, and solidarity. We need to affirm to each other: you are not alone in this fight.

And finally, we must equip our students with the tools to advocate—not just for themselves, but for others. Because advocacy is not a luxury skill. It is a survival skill. And teaching students to question, to challenge, to stand up and speak out—that is one of the most radical and hopeful things we can do. Friends, the arc of the moral universe may bend toward justice—but it does not bend on its own. It bends because people like you refuse to let it stay crooked.

So let us continue to bend it. Let us be brave in our classrooms, bold in our practices, and unshakable in our belief that every child matters. We know — and the science confirms — that students learn better in environments where they feel safe, seen, and valued. That culturally responsive practices improve outcomes. That representation in curriculum and staff enhances student engagement and mental health. We dig deep. We remember that this profession has always been about standing in the gap — between policy and practice, between the vulnerable and the powerful, between what is and what *ought* to be.

We:

- Advocate even when it's uncomfortable.
- Train the next generation of school psychologists to be not only competent practitioners, but courageous leaders.
- Build coalitions with families, educators, and communities who refuse to let equity become a dirty word.
- Document and disseminate the outcomes of inclusive practices — because when data are threatened, documentation becomes resistance.
- Take care of ourselves and each other — because burnout is real, and community is how we survive it.

Let it be said that in a time of retreat, school psychologists stepped forward. That we told the truth. That we protected the dignity of all children. That we chose courage over comfort.



A MESSAGE OF GRATITUDE

from Division 16's Convention Planning Committee



On behalf of the Convention Planning Committee and Executive Committee, thank you for joining us for the 2025 APA Convention in Denver, Colorado (August 7–9, 2025).

We had an exciting schedule of sessions addressing diverse topics including: racial trauma, training evaluation, envisioning antiracist school psychology, integrating play into learning, autism, bullying, school-to-prison pipeline, SEL assessments, inclusive environments for LGBTQIA+ families, and pseudoscience in academic instruction. This year's D16 programming featured: five symposia, four critical conversations, four skill building sessions, and 3 packed poster sessions that included 106 posters!

Many of us gained Continuing Education credits at one of the six D16 sessions designated for CEs, and the new Skill Building session format proved to be an excellent way to increase critical school psychology skills in participants. School Psychology had prominent representation at the convention including a main stage talk "Youth Mental Health: How to Help a Generation Heal" featuring Dr. Janine Jones.

As a part of Division efforts to connect with school psychology practitioners and leaders across the globe, Division 16 gave two free convention registration to local leaders. This year's recipients were: Rasheeda Ouedraogo Ed.S. (Colorado Society of School Psychologists President) and Brittany S. Greiert Ph.D. (Colorado Society of School Psychologists Treasurer). Just prior to convention, APA Council of Representatives approved 5 new D16 Fellows: Linda Caterino, Franci Crepeau-Hobson, Danny Hajovsky, Lyndsay Jenkins, and Cixin Wang.

The Annual WPS Student Poster Competition continued; top student posters received a blue ribbon special designation and were judged for one of three awards from WPS. Winners included:

- A Systematic Review of Dialectical Behavior Therapy-based Interventions for Adolescents in Schools, Mary MacDonald, University of Kentucky
- Study Skills App Use Among Middle and High School Students, Mireya Smith, Texas A & M University
- Bus Driver and Monitor Perceptions of Student Bullying and Behavioral Management on the Bus, Maxwell Seigel, Southern Illinois University – Carbondale

We gathered for the D16 Business Meeting, Presidential Address, and Awards Ceremony on Saturday, August 9, 2025, 1:00–3:50PM at the Colorado Convention Center. This session was led by D16 President Dr. Antoinette Miranda. During the award ceremony, Dr. Mark Standing Eagle Baez offered a moving musical tribute to the award winners. Following the ceremony, we came together for the D16 Social Hour at a lively Denver venue, enjoying food, drinks, human bingo, and a celebration of our division.

It was wonderful spending time with so many of you. We look forward to seeing you in Washington DC August 6-8, 2026. Stay tuned to the Division for information about submitting proposals for the 2026 Convention.

With enthusiasm,

Jessica S. Reinhardt, PhD, NCSP

Patrice Leverett, PhD

Stephanie M. Campbell, PhD, NCSP, HSP



APA DIVISION 16 CALL FOR 2026 CONVENTION PROPOSALS

Division 16 invites your proposals for the APA's 2026 Annual Convention in Washington, DC! We are excited to be back in DC and hope to see you there! The convention will be held from **August 6 to 8, 2026**. Proposals are encouraged in all areas related to school psychology. We will accept skill-building sessions, symposia, critical conversations, and posters. Poster presentations will be in person or virtual. You may indicate your preference in **the application portal**.

We are accepting proposals through **Wednesday, January 14, 2026, at 5:00 PM Eastern time**. **Presenters are encouraged to request to be considered for CE credits**. APA will make decisions about CE sessions after proposals are accepted.

- **Skill Building Session (60 minutes):** Skill Building sessions should offer practical experience to help participants increase their understanding and skills in a particular area of current interest in psychology. Activities and discussions should be woven into the session plan to help attendees apply learnings to their work. Session topics might include (but are not limited to) demonstrations of various methodologies, interviews, therapeutic or assessment techniques, and statistical or scientific approaches.
- **Symposia (60 minutes):** Symposia are focused sessions in which multiple speakers present information related to a unifying topic viewed as a significant common theme, issue, or question. The presentations generally include a data review but may include discussions of contrasting viewpoints or other innovative strategies for engaging the audience. A symposium should consist of 2 or 3 brief presentations of research, practice, or educational content. Other symposia roles, including chairs and discussants, are optional.
- **Critical Conversations (60 minutes):** Critical Conversations support informed conversations between presenters and audience members. These sessions should begin with one or more brief presentations designed to provide the information needed for the audience to participate in the discussion effectively. The chair should act as a moderator to ensure that most of the time in the discussion portion is spent conversing with the audience.
- **Poster (60 minutes):** Present research findings, new ideas, innovations, and advances in the profession may be shared with as many individuals as possible. Poster sessions allow presenters and attendees to engage in extended discussions regarding the author's presentation that is in an illustrated format on a poster board. Posters will be accepted for in person or virtual sessions. In-person presenters will also be able to participate in the virtual poster hall. Virtual-only poster presenters are not required to register for APA 2026 to upload their materials but are required to register for the virtual event if they want to participate as an attendee.
 - **Division 16 Student Poster Competitions:** Additionally, Division 16 will hold a student poster competition across the two division 16 poster sessions. All identified first author, student posters will be automatically entered into the division 16 student poster competition.
- **Continuing Education Workshops:** Due January 14, 2026, at 5:00pm Eastern Time. More information: <https://convention.apa.org/proposals/division-programs#ce>

All proposals should be submitted through APA's convention proposal portal. Available at <https://convention.apa.org/proposals>

Those with questions about proposal formats or submission requirements should contact Division 16 Convention Chair Stephanie Campbell (stmc.campbell@gmail.com) and/or Division 16 Convention Co-Chair Briana Williams (williamsbri25@ecu.edu).



2025 AWARD RECIPIENTS

CONGRATUATIONS TO OUR WINNERS!

Division 16 would like to offer our sincerest congratulations to our 2025 award recipients! We could not be more proud of these scholars' and practitioners' contributions to our field.



Convention Awards - WPS Student Poster Winners

- **Mary MacDonald, University of Kentucky.** *Poster Title: A Systematic Review of Dialectical Behavior Therapy-based Interventions for Adolescents in Schools*
- **Mireya Smith, Texas A & M University.** *Poster Title: Study Skills App Use Among Middle and High School Students*
- **Maxwell Seigel, Southern Illinois University – Carbondale.** *Poster Title: Bus Driver and Monitor Perceptions of Student Bullying and Behavioral Management on the Bus*

Local Leaders - Division 16 Convention Waivers

Rasheeda Ouedraogo, CSSP President
Brittany S. Greiert Ph.D., CSSP Treasurer

Anti-Racism in School Psychology Awards

Student Award: Jaida Lilly, University of Montana
Emerging Professional Award: Kamontá Heidelberg, Ph.D., The Ohio State University
Committed Professional Award: Enedina García Vázquez, Ph.D., The University of Iowa

Practice, Mentorship & Service Awards

Jean Baker Mid-Career Service Award:
 David Hulac, Ph.D., University of Northern Colorado

Jack Bardon Distinguished Service Award:
 Tammy L. Hughes, Ph.D., ABPP, Duquesne University

Contributions to Practice Award:
 Markeda Newell, Ph.D., Loyola University of Chicago

Contributions to Mentorship Award (Two Co-Winners):

- Brea M. Banks, Ph.D., Illinois State University
- Desireé Vega, Ph.D., University of Arizona





Research Awards

Dissertation Award (Two Co-Winners):

- Katie Valentine, Ph.D., Michigan State University
- Alexander Latham, Ph.D., University of Wisconsin-Madison

Lightner Witmer Award (Two Co-Winners):

- Garret Hall, Ph.D., Florida State University
- Lisa N. Aguilar, Ph.D., University of Minnesota

Thomas Oakland Mid-Career Award (Two Co-Winners):

- Cixin Wang, Ph.D., University of Maryland, College Park
- Stephen Kilgus, Ph.D., University of Wisconsin-Madison

Senior Scientist Award:

Shannon Suldo, Ph.D., University of South Florida

Fellows

Approved by APA Council of Representatives in 2025:

- Linda Caterino
- Franci Crepeau-Hobson
- Danny Hajovsky
- Lyndsay Jenkins
- Cixin Wang



A woman with dark, curly hair and glasses is shown in profile, looking towards the right. She is resting her chin on her hand. In the background, there are blurred office elements like a plant and windows. At the bottom of the image, her hand is visible typing on a white keyboard.

HELLO FROM THE OTHER SIDE: THRIVING AMIDST THE APPIC PROCESS

By [Mykelle S. Coleman](#), Teachers College, Columbia University; [Emily Winter](#), Sasco River Center (Darien, CT) & Touro University; [Sachiko Maharjan](#), Touro University; [Claire Mason](#), Fairfield University; & [Precious Gordon](#), Touro University

Internship year represents a culminating and anticipated ending to the graduate student school psychology experience. In the final year of their graduate training, many doctoral-level trainees complete their coursework, prepared to work full time for a year under a licensed psychologist (if they are interested in pursuing psychology licensure). Although this experience looks different depending on state licensure expectations, a portion of school psychology graduate students from American Psychological Association (APA) or Canadian Psychological Association (CPA) accredited programs are eligible to choose to pursue the Association of Psychology Postdoctoral and Internship Centers

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(APPIC) process for selecting an internship site. The following article was authored by two individuals that have successfully completed APPIC-approved internship programs, one licensed and one finishing their postdoctoral experience towards licensure, as well as several current graduate students. This piece explores the background of the APPIC system, different resources students may consult, and general advice for those interested in the process, intertwining both research on the process, guidelines from the APA and NASP, as well as two lived experiences.

Doctoral Level Internships

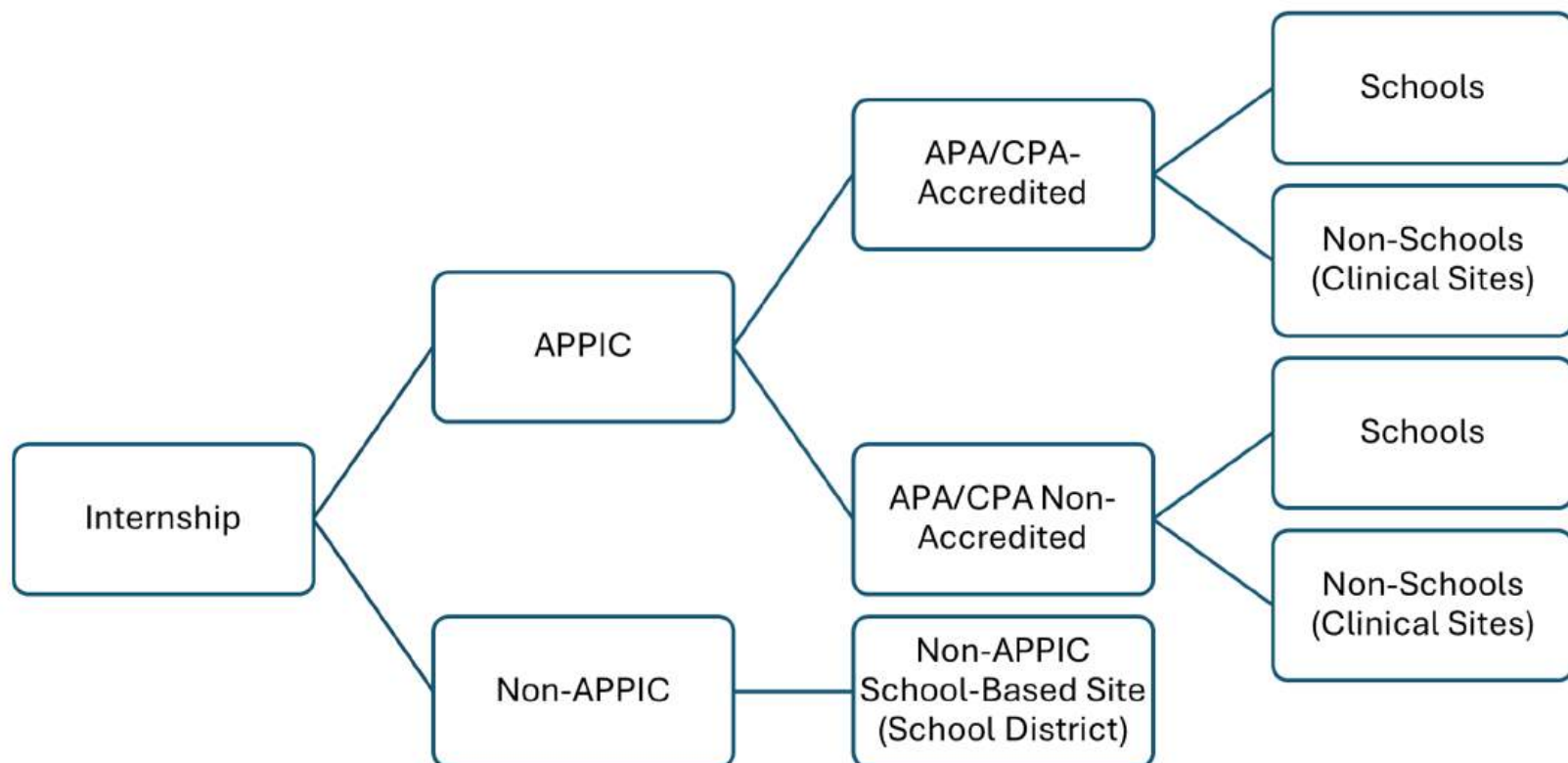
The APPIC organization facilitates a “match” approach, using a ranking system for applicants to postdoctoral positions/fellowships and doctoral internships (also known as “predoctoral internships” in some placement sites [although APPIC themselves does not refer to interns as pre-doctoral], with a shift towards the term “doctoral internship” presently occurring; Northwestern, 2013) within one platform. Students are eligible to participate in the APPIC match if they have matriculated through an accredited doctoral program (e.g., American Psychological Association). Eligible applicants can apply to non-accredited and APA or Canadian Psychological Association (CPA) accredited programs, depending on their programs’ requirements for internship or state licensing. APPIC serves as a membership service, one which houses APA/CPA accredited and non-accredited internship sites (see Figure 1; APPIC, n.d.). In addition to the APPIC process, school psychologists may choose to engage in an internship process with school districts outside of the APPIC process. Thus, school psychologists have three options for their internship application, through the APPIC membership service selecting an APA/CPA-accredited site, through the APPIC membership service seeking a non-APA/CPA-accredited site, or independent of APPIC through a school-based district placement (see Figure 2). Additionally, if candidates are interested in credentialing as a school psychologist, they will need school-based hours to fulfill programmatic, state, and national certification requirements to meet requirements as a Nationally Certified School Psychologist (NCSP).

Figure 1

Accreditation vs. Membership Terminology

APPIC	APA/CPA
• Membership	• Accreditation

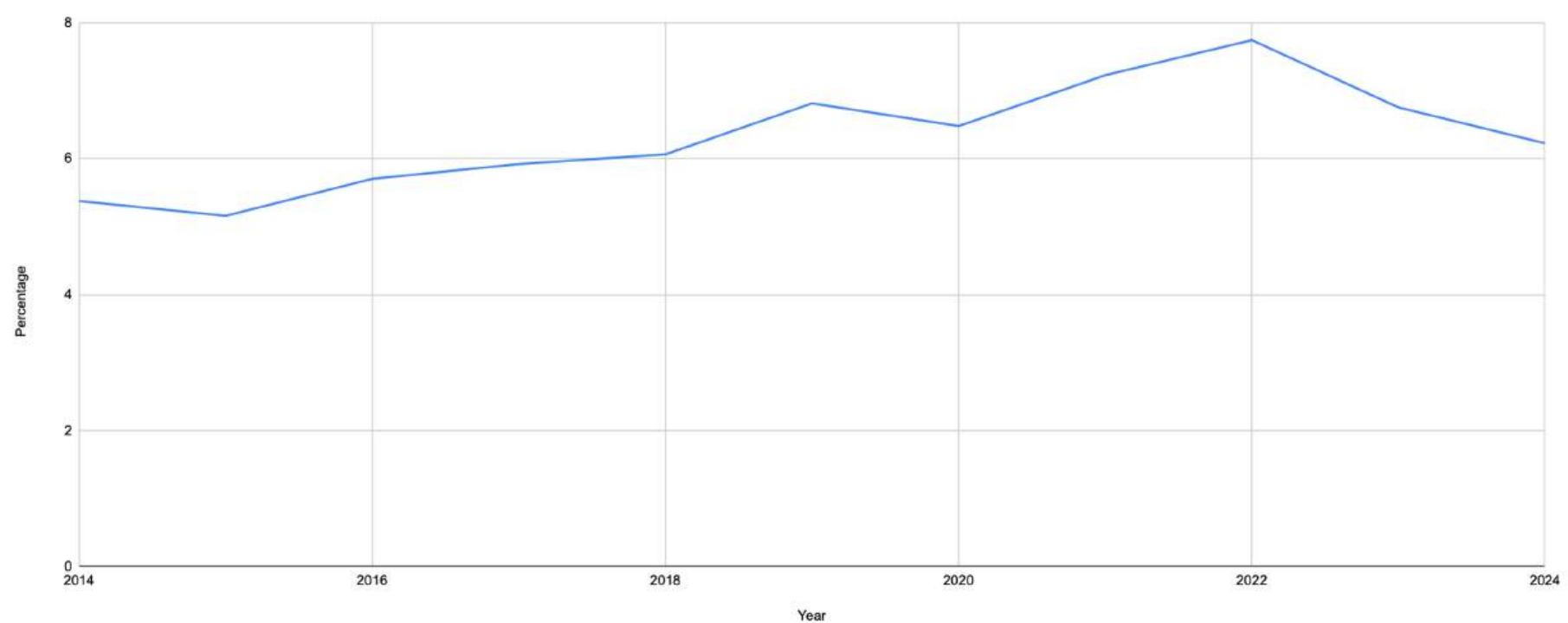
Figure 2
Internship Selection Options



APPIC has been traditionally used in clinical and counseling psychology programs as a requirement for licensure. Yet, there has been an increase in the number of school psychology graduate students using the match system and successfully matching to sites within the first or second round. That said, many graduate students select school-based district placements instead of the APPIC process for a variety of reasons, including geographic restrictions, cost, being a student in a non-APA accredited program (Williams Nickelson et al., 2019), amongst other reasons. Williams Nickelson and colleagues suggest that for students in non-accredited programs: “we strongly encourage you [to] discuss your options with your director of clinical training. In particular, if your doctoral program is not in the process of seeking accreditation, you and your fellow students may wish to encourage them to do so” (2019, p. 7).

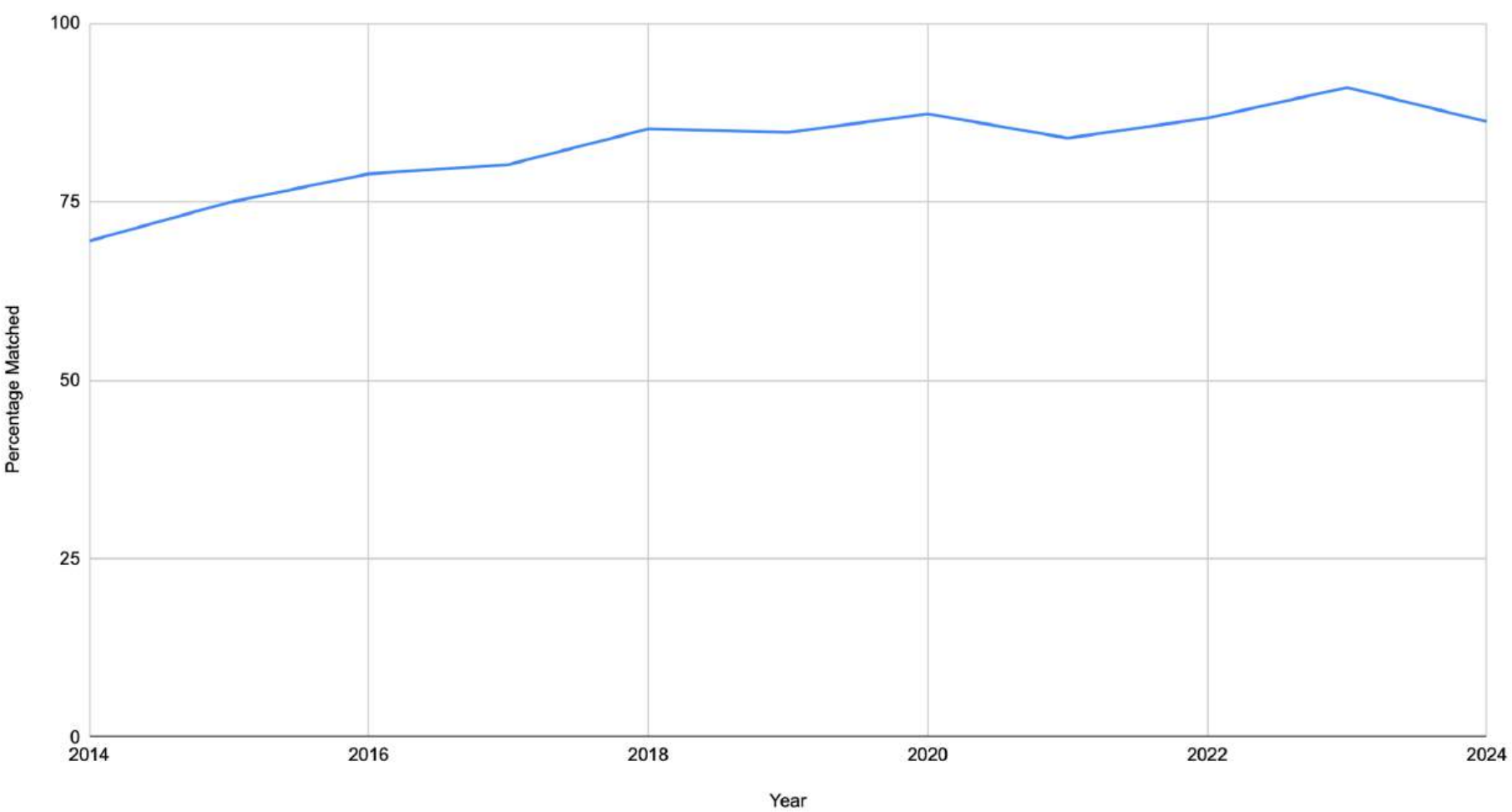
Over the past ten years, of APPIC applicants, school psychologists have compromised roughly 5-7% of the applicant pool (as compared to clinical and counseling psychology applicants; see Figure 3). For the 2024 match process, school psychology doctoral students had a total match rate of 86.2% (i.e., 86.2% of applicants who ranked sites they applied to and interviewed at successfully were awarded an internship placement). Additionally, 86.3% of the school psychology doctoral students were matched to accredited internships (APPIC, 2024; see Figure 4). Overall, these data suggest that school psychology applicants are a small but mighty group, in that they comprise a minority of the applicants but are competitive in the process, especially with matching with accredited programs. In sum, in a process dominated by clinical/counseling psychology trainees, school psychologists are strong applicants, with only a slightly lower match rate in comparison to the two other specialties (i.e., clinical psychology 2024 match rate 91.8% and counseling psychology match rate 90.8%).

Figure 3
Percentage of School Psychologist Graduate Students Enrolling in the Match Process Over the Last 10 Years



Note. Data are obtained from the publicly available APPIC match statistic data. Please note match data are for school psychology programs exclusively, these data did not account for combined clinical-school programs (APPIC, 2024).

Figure 4
APPIC Match Rate for School Psychology Graduate Students over the Last 10 Years



Note. Data are obtained from the publicly available APPIC match statistic data. Please note match data are for school psychology programs exclusively, these data did not account for combined clinical-school programs (APPIC, 2024).

“APA Division 16... has developed a Grant Program for School Psychology Internships (GPSPI) to increase accredited school psychology internships to ensure that applicants have access to high quality training programs”

Preparing Before the Match ***Types of Placements***

The APPIC directory provides a number of placements for students to choose from to ensure that they have an internship experience that matches future interests and needs. There are a variety of settings to choose from including school settings, hospitals, clinics, and veteran affairs, to name a few. Trainees can acquire diverse skill sets in these varied environments, which broaden their knowledge and enable them to utilize these abilities in other roles they pursue beyond graduate school (Williams Nickelson et al., 2019).

Although more school psychology trainees are applying to APPIC sites, school-based sites (which trainees need to complete school-based hours for their NCSP) remain low. APA Division 16, in response, has developed a Grant Program for School Psychology Internships (GPSPI) to increase accredited school psychology internships to ensure that applicants have access to high quality training programs (APA Division 16, 2023). GPSPI actively supports new APPIC School Psychology sites seeking APA Accreditation status, with a current five year plan in place.



Logistics

Timeline

Registration for the APPIC match opens in July on the National Matching Services (NMS; n.d.) website. Upon registration, applicants receive their match code number. Applicants then apply for internships using the APPIC application for psychology internship platform. Detailed information about internship sites, such as deadlines, application instructions, and contact information, are located in the APPIC directory. In preparing for this process, prospective applications can join one of the several email listservs to receive periodic email updates on the process and timeline, such as APPIC Match-News, which provides information and updates related to APPIC or the PMVS list, which offers updates about the Post-Match Vacancy Service and Intern-Network (PMVS). These forums can be a valuable resource for staying updated throughout the process and connecting with peers for mutual support.

Pros and Cons of Applying

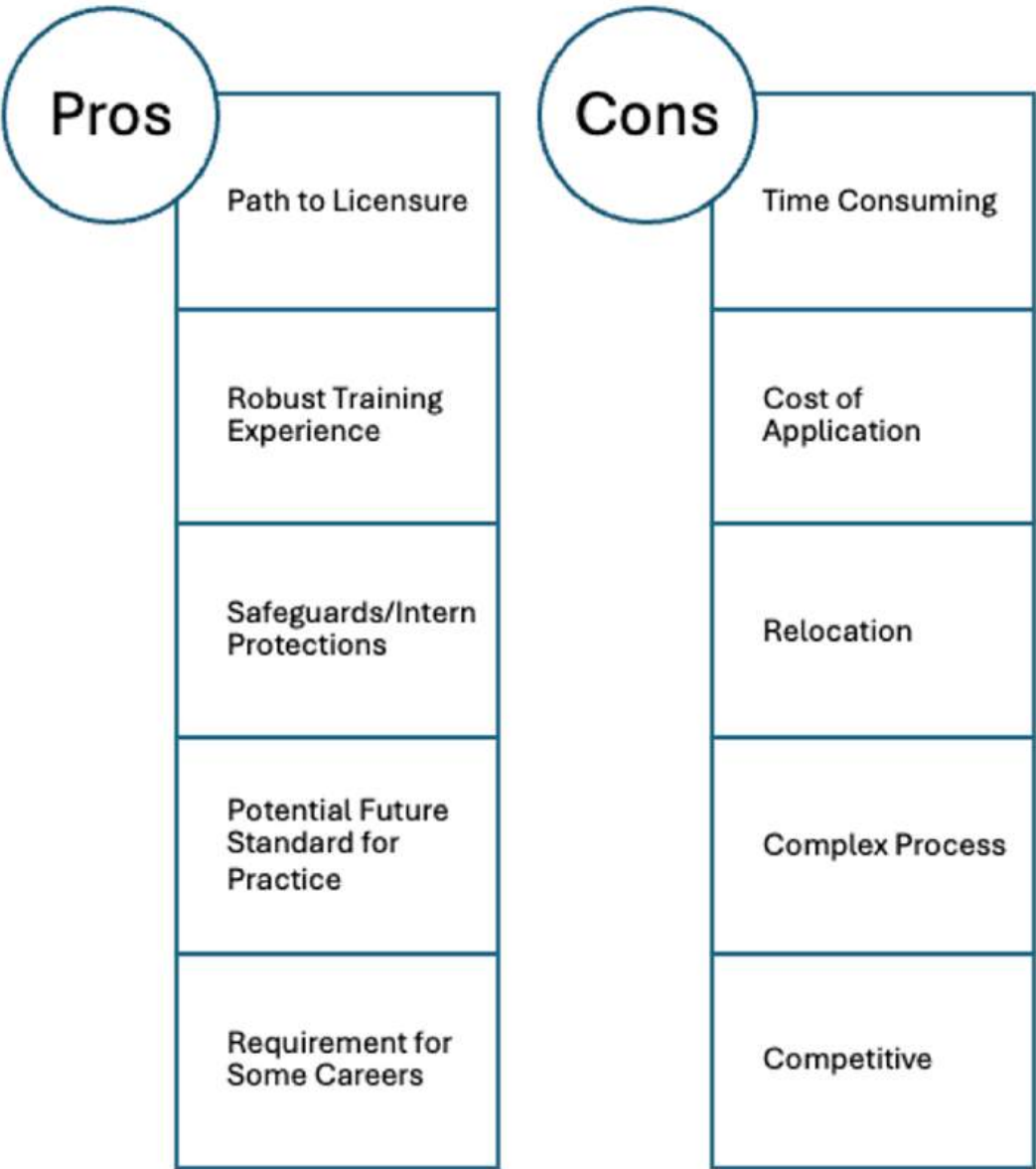
Before applying for APPIC, prospective applicants may consider a decision-making method to consider all factors of the process. Key benefits of the application process as a whole include extensive clinical training experiences and an easier route to licensure. Simply put, trainees who attend an APA accredited internship are the most unlikely group to face concerns with their licensed process and obtaining employment (Williams Nickelson et al., 2019). A paid doctoral internship and possible insurance benefits are additional perks (i.e., paid time off, coverage for professional development). Depending on university requirements, trainees may also be eligible for exemption from university fieldwork obligations (e.g., compiling a portfolio).

Furthermore, APPIC internships provide safeguards for interns with protections against overworking or any mistreatment from their site placement. For more information, see the APPIC Problem Consultation resources (n.d.). Oversight from the accrediting bodies also ensures a standard of practice, mandating certain features of high-quality training, such as an appropriate number of supervision hours and robust and frequent didactic training experiences. Finally, given that school psychology is one of the only mental health service professions that does not require an accredited training experience, some experts believe that accreditation is anticipated to be the future standard for training and educating future psychologists (Williams Nickelson et al., 2019). Depending on the state or institution trainees wish to eventually work in or at, an accredited internship experience may be required. This may consist of certain government jobs (e.g., veterans affairs), in academic settings (e.g., psychology training programs), in highly competitive regions, or in agencies such as hospitals or medical facilities (Williams Nickelson et al., 2019).

Conversely, the application process is demanding due to its numerous phases and components: spending time and money on applications, deciding what sites to apply to, reviewing each site's individual guidelines, and preparing the required application documentation are all involved tasks. In addition, there are also two application systems: the Application Login Page Section (AAPL), a designated portal for applying to the psychology predoctoral internship programs, and the NMS Match System, which facilitates the ranking of chosen sites. These experiences may be challenging, with students facing stress during the application process and dealing with potential relocation. Students who are geographically bound to certain areas may face additional barriers, especially in cases where there are no sites local to their area, or if they live in a highly competitive area (see Dingfelder (2009) for a list of cities with competitive match rates).

That said, many school psychologists are not interested in the licensure process, and would prefer to consider a school-based district placement to ensure that they can obtain the NCSP. Thus, the decision to pursue the APPIC process is highly individualized based on one’s career aspirations, licensure interest, finances, and geographical boundedness amongst other factors.

Figure 5
Pros and Cons of APPIC Process



Hours

Applicants can start preparing for the internship application process early in their graduate training career by staying up to date with hours. Time2Track software is a frequently used tool in training programs to track clinical hours. Within Time2Track several classifications for tracking hours exist, including individual therapy, intake sessions, observation, assessment, supervision, consultation, professional development, and research (Time2Track, 2024). Students must track every detailed activity as precise hours will be used for both the internship application and for future licensure (Williams Nickelson et al., 2019). It may also be helpful to track daily hours on another application like a spreadsheet or work calendar to ensure a “back up” for hours. Within their practicum/externship

experiences, it is suggested that trainees reserve a time in their schedule on a daily or weekly basis to complete their hour tracking so that hours reflect an up-to-date snapshot of their training experiences.

When tracking training hours, it is important to understand the difference between direct and indirect services. Direct service hours include time spent working with clients/students face-to-face individually, in groups, and in crisis. Indirect hours consist of a wider range of services and activities such as consultation and collaboration, supervision, and administrative activities. Prospective applicants should be aware that depending on the goals and aims of the site placement (i.e., neuropsychology, counseling center), sites may place an emphasis more on intervention or assessment hours within their consideration process.

Timeline

Several timelines exist in the literature as recommendations to aid in the process, in consultation with university and program-level expectations. For a visual of potential timelines, prospective applicants are invited to review the timeline in NASP's free School Psychology Internship Toolkit (2022, pp. 42-43) as well as Williams Nickelson and colleagues (2019, p. 10). In addition to these comprehensive timelines, we offer a few additional suggestions to add on to these comprehensive timelines based on our lived experiences:

- **During the spring before applying**, applicants may begin reviewing potential sites and asking for recommendation letters from individuals such as fieldwork supervisors and university professors. Asking early ensures that letters are ready for submission in the fall.
- **During the summer before applying**, applicants can draft their four essays (see Williams Nikelson et al., 2019) and assemble deidentified reports and case formulations from prior placements.
- **At the end of the summer**, students can finalize the exact number of sites to apply to. According to 2023 APPIC data, most applicants apply to no more than fifteen predoctoral internship programs (APPIC, 2023).
- **In the fall of their application year**, applicants should finalize their curriculum vitae, cover letters, and ensure that their Directors of Clinical Training (DCT) have approved their hours on Time2Track. These documents may be finalized closer to the deadline (as opposed to the summer before applying) to reflect any changes (awards, publications) as well as be most up-to-date with hours in Time2Track.
- **In the fall of their application year**, school psychology applicants can also start looking for school-based predoctoral internships for alternative placements.
- **After submitting applications**, it is recommended that applicants start mock interviews with advisors, supervisors, or colleagues to prepare for the interviewing process with sites. Interviews are typically held between December and January.

Starting the Process? Quick Tips

Given the diverse training perspectives of applicants, school psychology candidates may wonder how to present themselves in an interview, particularly when interviewing with a clinical site. In these moments, leaning into the school psychology background is critical to highlight the unique perspective of the training received, such as expertise working with children and families, emphasis on collaboration and consultation, working frequently with multidisciplinary teams, leading system-wide evidence-based interventions, and knowledge on special education law.

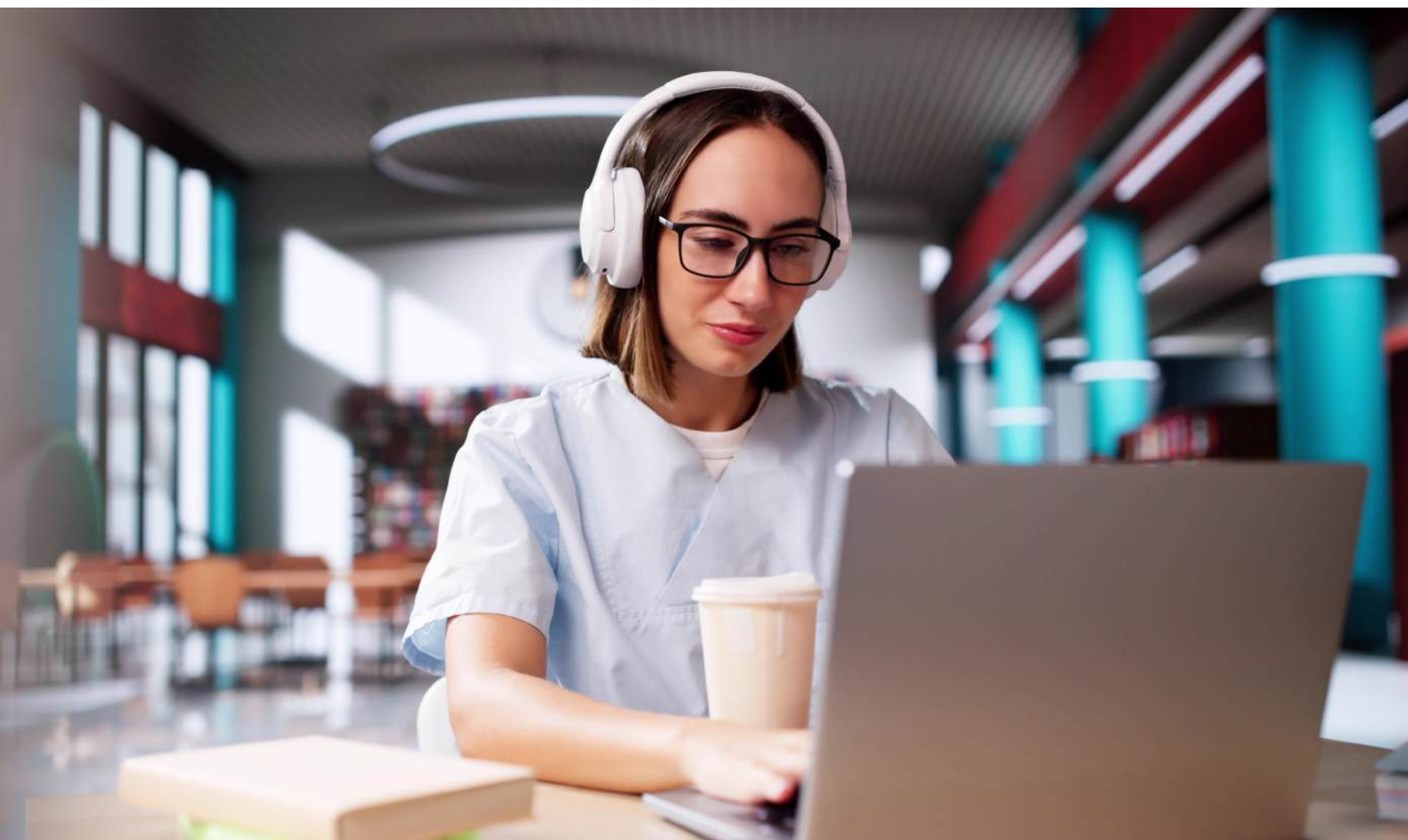
On top of their school psychology background, applicants should present a holistic picture of themselves, including prior experiences in training and work experiences. For example, the second author of this article completed her internship at a treatment center focused on human animal interaction therapy. Her background working at a bird and wildlife sanctuary in high school connected to the internship interview process and was a selling point for the site. A final note, look closely at the data on the APPIC website to determine if sites have accepted school psychologists in the past, as this is often a benchmark indicator of their familiarity with the field (Williams Nickelson et al., 2019).

Look at Requirements

When applying, ensure personal timelines match with the prospective sites, such as dissertation status, as some sites range in expectations (e.g., from no requirements, to requiring that the dissertation has been proposed, to requiring that the dissertation has been defended). Consider other factors and site requirements such as comprehensive exam status, number of hours and psychoeducational reports completed, and number of direct intervention hours fulfilled. It is also important to keep in mind how total hours may have been impacted by the COVID-19 pandemic to make sure sites are aware. For instance, social group counseling could have been impacted due to social distancing, with hands-on learning experiences adapting to a virtual format.

Advice for Advanced Standing Students

“Advanced standing” applicants are individuals who are applying to the APPIC process and have already completed a specialist level of degree and certification. These applicants may be eligible to complete a non-school internship. As always, consult university specific program requirements for graduation. If choosing a non-school placement, advanced standing applicants must keep track of



clinical hours and work hours from specialist-level degree training as these hours and experiences may be of interest to potential sites.

Funding

Most internships offer stipends; however, these amounts vary by site to site, as well as regionally. It is important to also consider the application fee associated with applying as well as if any of the sites require traveling to an in-person interview (however, this is less common post COVID-19 as most sites have shifted towards an online interview process). Check with programs and grander colleges/universities to inquire about scholarships for applications. Additionally, the Cynthia Belar Scholarship Program (offered through APPIC) offers several hundred scholarships to applicants ranging from \$100-\$200 to defray the costs of applications.

Regarding supplemental income, interns may be able to work additional jobs depending on the requirements of their site. Per diem, or other flexible work, may be most beneficial as well as considering pursuing adjunct instructor roles at local community colleges or institutions. Furthermore, check with university programs to see if remote graduate assistantship opportunities or scholarships are available to interns.

Interviewing

Preparation and follow-up work are two key elements to consider throughout the interview process. To prepare for the interview, learn specific details about the internship site and position, crafting a specific list of questions to ask in the interview (Williams Nickelson et al., 2019). Both the NASP (2022) *Internship Toolkit* as well as the assistive text *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit* (Williams Nickelson et al., 2019) offer starter examples of questions to ask site directors, faculty, and current trainees. Additionally, prepare interview materials, which can include a CV, a cover letter, and/or a professional portfolio including a work sample (NASP, 2022). Consider a specific theoretical orientation, as this may be asked depending on the site. Following the interview, immediately jot down notes about the role, pros and cons, and document the emotions felt in the interview (for a post-interview template, see the supplementary editable files in the NASP Internship Toolkit, 2022). With potentially several interviews occurring in a short period of time, these notes with immediate reactions to the experience are a valuable tool to guide decision making. Applicants may also choose to reach out to the internship site point of contact through email to thank them for their time and efforts (NASP, 2022). Furthermore, applicants may reflect on how they think they performed and use that to support preparation for the next interview (Hardavella et al., 2016).

University Resources

A potentially overlooked resource during the interview process is using university services! Oftentimes, universities offer services to help graduate students prepare for interviews. For example, the career office can review CVs, cover letters, and the writing center can aid with editing and formatting of required essays. Applicants can also perform practice interviews with the career office staff. Another avenue for having a CV and cover letter reviewed is through connecting with university professors. Advisors can also review any essays that are included in the application. If looking for general advice on the entire process, consider reaching out to alumni of the program who can share wisdom specifically related to their experiences.

Conclusion

The APPIC process is a rewarding but challenging process for aspiring school and licensed psychologists, marking the shift from academic learning to applied professional practice. Graduate students are encouraged to examine this pathway to licensure before applying; this includes weighing the pros and cons, timeline and determining their professional goals. Navigating this journey requires intricate preparation, self-reflection, and collaboration with colleagues and advisors. By compiling and presenting a well-rounded application, candidates showcase their dedication, skillset, and commitment to contribute meaningfully to the field. Embracing both the challenges and opportunities of this process will undoubtedly set the foundation for a fulfilling opportunity to progress and explore within the field of psychology.

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LEADERSHIP EDUCATION IN NEURODEVELOPMENTAL & RELATED DISABILITIES PROGRAMS

PREPARING SCHOOL PSYCHOLOGISTS TO BE INTERDISCIPLINARY LEADERS

By Emily Graybill, Rutgers University; Allison Wayne, Georgia State University; Stephen D. Truscott, Georgia State University; & Andrew T. Roach, Georgia State University

School psychologists are well-positioned to be leaders within the systems in which they work. Promoting school psychologists' engagement in leadership is not new to school psychology (e.g., Phillips, 1990; Sheridan & Gutkin, 2000). The importance of school psychology leadership skills was explicated in the 2006 National Association of School Psychologists (NASP) Blueprint III (Ysseldyke et al., 2006), reiterated in the 2012 School Psychology Futures Conference (Jamruz-Smith et al., 2013), implied in the NASP Practice Model (2020), and is advocated in many NASP policies and position papers. The American Psychological Association (APA) *Standards for Accreditation for Health Service Psychology* (2015) endorsed the importance of developing interprofessional/interdisciplinary skills in

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doctoral-level training and explicitly recognized the need for addressing leadership in postdoctoral training experiences. Yet, with a few recent notable exceptions (e.g., Augustyniak, 2014; Shriberg et al., 2010), the school psychology literature has paid scant attention to leadership research or instruction.

This article describes a university-based, year-long interdisciplinary leadership training program open to school psychology students across the country. The Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program is a federally funded graduate-level interdisciplinary leadership program at 60 universities across the United States and territories. Psychology is one of the core disciplines included in LEND training programs. At least 52 of the 60 LEND programs specifically recruit school psychology trainees and/or are housed within a university with a school psychology training program. In addition, over 35 LEND programs include school psychology faculty as core or affiliated LEND faculty members. Despite these existing partnerships, LEND programs appear under-utilized by school psychology faculty and students.

What is the LEND Program?

LEND training programs vary in their requirements and training philosophies. Most LEND programs operate within university-based centers, such as a University Center for Excellence in Developmental Disabilities (UCEDD) or an Intellectual and Developmental Disabilities Research Centers (IDDRC). Further, LEND programs may be affiliated with various university departments and college within the institutions of higher education where they operate. For example, some LEND programs are closely affiliated with colleges of education or public health, while others operate within medical training centers. Thus, LEND programs are often unique in the range of perspectives and theoretical orientations that shape their training experiences and components. While some may offer more intensive clinical experiences for trainees from professional backgrounds, others may provide more opportunities for trainees to learn about and engage in advocacy for inclusive legislative policy. Further, some programs seek to enhance collaborative and person-centered approaches through didactic experiences that represent a diverse range of training disciplines, including individuals with disabilities and their families.

While each LEND program is unique, all require 300 hours of engagement across the year through graduate-level coursework on leadership and supporting children with neurodevelopmental disabilities and their families, community participatory action research (PAR) projects with disability organizations, shadowing family members of children with disabilities, and learning how policy influences disability services. More specifically, LEND trainees learn how to participate on

interdisciplinary teams, provide family-centered and culturally competent care, engage in policy advocacy, and build cross-organizational alliances to work toward systems change. This article describes (1) how the foundational competencies in LEND directly align with skills school psychologists use in practice and (2) the benefits of participating in this year-long leadership training program from the perspective of three school psychology LEND graduates.

LEND Foundational Competencies

Leadership Training

At its core, LEND is a leadership training program. The program's overall objective is to facilitate the development and demonstration of trainees' leadership potential, including professionalism in attitudes and working habits; commitment to seeking new knowledge and improvement of their abilities and skills; ability to respond to changing political, social, scientific, and demographic contexts; and capacity to adapt in the face of emerging challenges and opportunities. LEND leadership experiences include opportunities to (a) shadow and be mentored by families and disability advocates, (b) engage in the design and provision of technical assistance and teaching/professional development, (c) learn new roles related to advocacy and policymaking, and (d) serve as a resource to families and advocates. LEND also provides a forum for discussions with and mentoring by leaders in the field of neurodevelopmental disabilities.

Interdisciplinary Team Building

In 1990, Gutkin and Conoley presented the famous paradox of school psychology: "... to serve children effectively school psychologists must, first and foremost, concentrate their attention and professional expertise on adults" (p. 212). This paradox is as true now as it was 30 years ago and is embedded into "Domain 2: Consultation and Collaboration" in the most

recent iteration of the *NASP Practice Model* (2020) and "Profession-Wide Competency XI. Consultation and Interprofessional/Interdisciplinary Skills" in the *APA Standards of Accreditation* (2015). To be effective, school psychologists depend on their cross-disciplinary colleagues to conduct evaluations, lead child study teams, and implement interventions and programs (Loftus-Rattan et al., 2023). Interdisciplinary disability leadership programs, such as LEND, are designed to familiarize current and potential leaders in disability-related professions with cross-discipline collaboration and promote its widespread adoption. For purposes ranging from early identification to meeting ongoing health needs, families of children with disabilities require reliable, timely, and clear communication *across* service systems. This requirement demands effective and efficient interdisciplinary collaboration for children's optimal outcomes. Recent research suggests interdisciplinary training programs increase professionals' capacity to serve families of children with complex needs (e.g., Reeves et al., 2010; Cerny et al., 2023).

Family-Centered Practice

School psychologists often serve as brokers between schools and families. As brokers, we balance our roles as school employees with our roles as advocates and sources of information for families about school and community programs and services (Sheridan & Garbacz, 2021). Understanding family-centered practice, or the importance of engaging family members as true partners in educational decision-making, is critical for school psychologists to be effective in supporting families. This role has become more important as school psychologists increasingly engage in systems-level change work in schools (e.g., Newell & Coffee, 2015; Hughes & Minke, 2014; McClain et al., 2022) and is explicitly described in Domain 7 of the *NASP Practice Model* (2020), in which school psychologists are encouraged to "understand strategies to develop collaboration between families and schools." This



shift places school psychologists in the position to (a) help families navigate different systems and (b) facilitate care coordination plans that are feasible and responsive to the families' needs. The family discipline is one of the LEND core disciplines, so all LEND programs include family members of individuals with disabilities as faculty members and trainees. The family faculty members and trainees ensure the voice and needs of family members are integrated throughout the LEND training program.

Systems of Care

In order to support families in navigating the myriad systems involved in the care of children with disabilities, LEND programs train school psychologists and other interdisciplinary trainees to understand the policies and practices that define each system. Professionals often become siloed within their own system and lack the knowledge or skills to communicate with professionals across systems. There is a great need for professionals trained to collaborate across systems to better serve families of

children with disabilities. Unfortunately, school psychologists often report limited professional preparation and experience in working with other disability-serving professionals, particularly providers outside the K-12 educational system (Ducharme et al., 2020; Talapatra et al., 2019). The nation's LEND programs are uniquely situated to create leaders across multiple fields, including school psychology, who work in partnership with families of children with disabilities and create efficient and effective systems of care (Mouradien & Huebner, 2007).

School Psychologists Describe the LEND Experience

Participating in LEND training can be a profoundly impactful experience for school psychologists. To illustrate the potential benefits of participation, we interviewed three school psychologists who were LEND trainees as part of their professional preparation. While most LEND trainees are training for clinical practice, these reflections come from professionals working in academic settings. Nonetheless their

perspectives speak to same richness of the LEND experience that our clinical participants typically appreciate. Furthermore, faculty members are particularly vital links in the LEND network because they can serve as a connection between the school psychology programs and university-based LEND programs. Faculty also can support school psychology students in integrating LEND into their program of study. Our interviewees included Dr. Emily Lowell, a faculty member in the University of South Carolina School of Medicine; Dr. Thomas Schanding, an Associate Professor at the University of British Columbia in the School and Applied Child Psychology Program; and Dr. Brenda Bassingthwaite, an Associate Professor in the Department of Psychology at the Munroe-Meyer Institute for Genetics and Rehabilitation at the University of Nebraska Medical Center.

This study was conducted with IRB approval as part of the Georgia LEND Program's evaluation efforts. During recruitment, interviewees were informed that their names would be shared in resulting presentation or publications. Interviews were conducted via Zoom. Audio was recorded and transcribed using the *Otter.ai* speech-to-text transcription application. The resulting transcripts were checked for accuracy prior to coding. Transcripts were coded using the steps for thematic analysis outlined by Braun and Clarke (2006): (1) familiarization; (2) coding; (3) generating themes; 4) reviewing themes; (5) defining and naming themes; and (6) reporting.

What Did You Value About Your LEND Experience?

Interdisciplinary Training

Each interviewee noted that the interdisciplinary LEND training was relevant to school psychology. LEND training exposed them to important and varied professional perspectives, expanded their professional viewpoints, increased their confidence when communicating with other professionals, and provided an interdisciplinary network of colleagues. Dr. Lowell said, "...one of the most valuable things [was] being able to train alongside other disciplines and learn about their disciplines. Dr. Schanding shared, "The opportunity to learn and work so closely with colleagues from other disciplines was exciting. Overall, I developed a deeper appreciation and working relationship with my peers in other fields." Dr. Bassingthwaite noted:

I valued having trainees from different disciplines learning together. In my group, we had social work, psychology, occupational therapy, physical therapy, speech and language pathology, developmental medicine, dentistry, and public health. While I had collaborated with people in most of these disciplines previously (...), this was the first opportunity to learn with them in a training environment. Learning with each other helped me to be able to be a better collaborator because I have a better understanding of what expertise each individual is bringing to the table.

Systems of Care Training

People with disabilities and their families often negotiate multiple systems of care, including medical, educational, vocational, social service, and disability service providers. How these programs connect and overlap is seldom covered in school psychology training programs, but is a key component of LEND training. Dr. Lowell described the issue for school psychologists as "I think we all have some vague idea about what those things [speech, OT, PT, feeding therapy, or an interdisciplinary clinic]

look like but it was really valuable to go into those clinics and watch sessions and learn what it is like for that child and that family.” On the importance of understanding systems of care, she said, “The kids go home. And then they go to the doctor’s office, then they go to the therapist’s office, and then they participate in Family Connection. It’s much bigger than what’s happening within the walls of the school building.”

Leadership Training

Our interviewees identified the link between leadership training and school psychology as an important element of their LEND experiences. Dr. Bassingthwaite said, “I also appreciated LEND’s focus on developing leadership skills. We learned to work together as leaders from different disciplines to try to influence something” (e.g., policy). Dr. Lowell described developing an on-campus clinic that was inspired by her LEND training, and noted: “[LEND] really pushed me to be a leader in best practice and helped me to figure out best practice when what we are doing has been status quo”

What Would You Like All School Psychologists to Know About LEND?

Awareness and Increased Participation

Each of our interviewees said they wanted more school psychologists to know about LEND and to consider enrolling. Dr. Schanding highly recommended school psychology trainees apply for LEND training: “They will get a much deeper understanding of not only other fields, but how school psychology can be a strong partner with families and other service providers to enrich the care and lives of kids and families.”

Dr. Lowell said, “I really think any school psychology trainee could benefit from participating in a LEND program [because] school psychology is so much bigger than the schools.” Dr. Bassingthwaite emphasized, “We

need more school psychologists with deeper understanding of different neurodevelopmental and other disabilities...[In LEND] you will learn content, but you will also learn about lived experiences which you will likely take with you throughout your career.”

LEND Benefits and Limitations

There are distinct benefits for school psychology trainees who participate in the LEND program. Trainees gain access to a vast network of professionals and potential employers, learn methods of building community partnerships, and cultivate their advocacy skills. They also have the opportunity to train directly alongside professionals from multiple disciplines and work with those professionals to reconceptualize research and care for children with neurodevelopmental and related disabilities. For practicing school psychologists, the LEND experience bolsters their ability to provide family-centered and interdisciplinary care. A potential barrier to school psychology trainees’ participation in the LEND program may be the time required for program completion. For graduate students, the hours spent in LEND may slow down progress toward meeting degree program requirements; however, it is the authors’ experience that school psychology LEND trainees have been able to integrate degree program requirements (e.g., dissertation projects) while receiving needed funding (in the form of LEND stipends/tuition waivers) through participation in LEND programs.

Locating LEND Programs

Each LEND program is unique in the range of training disciplines represented. However, based on our review of the program websites and personal inquiries of the eligibility of school psychologists in LEND programs, 52 of the 60 LEND programs have included, would be open to recruiting, or are housed within universities that also have school psychology training programs. Thus, many school psychology graduate students

and practicing professionals are likely eligible for participation in these programs. It is worth noting that, for school-based practitioners and some graduate students (e.g., students on a full-time internship), a key challenge to LEND participation may be scheduling as some program components may occur during the typical school day.

LEND programs are supported by the Maternal Child Health Bureau (MCHB) of the Health Resources and Services Administration (HRSA) to fund the costs for trainees of the programs (including trainee stipends), promoting the accessibility of these training programs for future leaders in professional disciplines and family and self-advocates. In the current policy context, funding for LEND (and other disability-focused federal programs) is somewhat tenuous. However, as of June 2025, LEND programs had received notice of continuation of their funding for the 2025-2026 academic year.

The foundational competencies addressed as part of LEND training closely align with skills and dispositions expected of practicing school psychologists, including interdisciplinary collaboration and providing cultural-competent, family-centered care. Further, as described by our interview participants, the benefits LEND training are wide-ranging, with enduring impacts on future practice and research interests. As such, we encourage interested school psychology graduate students or practicing professionals to visit the Association for University Centers on Disabilities (AUCD) website (www.aucd.org) to find more information about the LEND programs near them.

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Emily Graybill, PhD, NCSP, is an Associate Professor in the Department of School Psychology at Rutgers University. She is the former LEND Director for the Georgia LEND Program. Her current areas of research focus on the implementation and scale-up of systems-level school-based mental health programming and universal behavior screening in schools.

Allison Wayne, M.Ed., will graduated with her PhD from Georgia State University's School Psychology Program in August 2025 and is currently completing postdoctoral fellowship at the University of Virginia. She is a graduate of both the Georgia and Virginia LEND programs.

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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 to D16TSP@gmail.com.

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 & 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 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.

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