



16

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THE SCHOOL PSYCHOLOGIST

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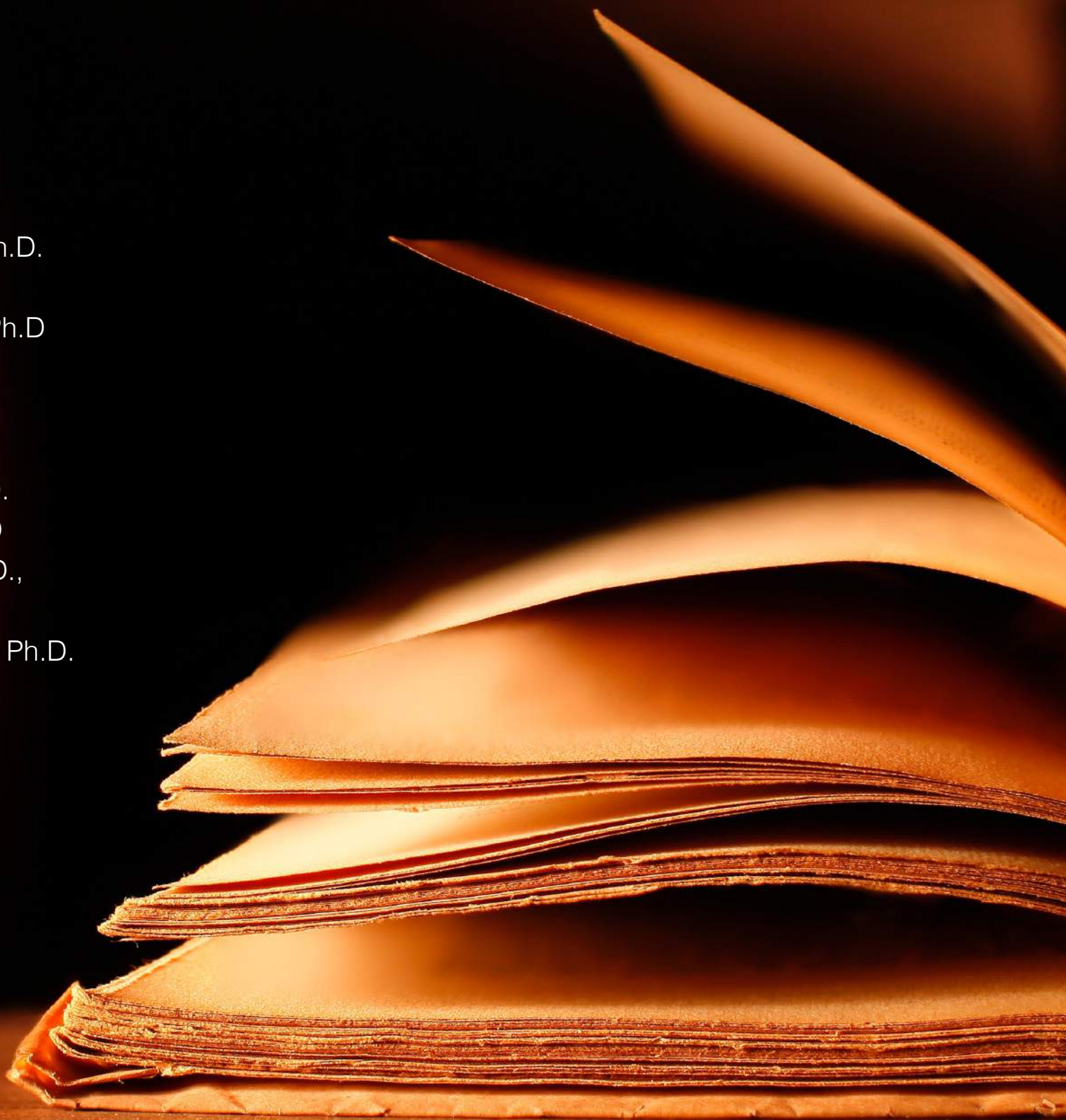


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PRESIDENT'S UPDATE

BY **DR. JAMES DIPERNA**, PENN STATE UNIVERSITY

Welcome to the fall issue of *The School Psychologist* and thank you for taking the time to learn about the many exciting things happening within our division. In the following pages are a few items to which I would like to draw your attention.

New School Year, New Look for TSP!

One of the consistent themes that I have heard from members since being elected President is that the online HTML version of *The School Psychologist* was limited in a number of ways—not the least of which were the constraints regarding the amount of content that could be included in each issue. In response to this feedback, the Division 16 Executive Committee has allocated additional resources to publish TSP in PDF format. In addition to significantly increasing the content published in each issue, we will be better able to disseminate and archive issues moving forward. I would like to extend my thanks to our current editorial team, Drs. Rosemary Flanagan and Greg Machek, for their willingness to undertake this transition. I would especially like to thank Dr. Flanagan as this is the second transition she has been asked to undertake during her time as Editor of TSP, and we are very appreciative of her efforts on behalf of the Division.

Convention Wrap Up

We had an outstanding divisional program at the [2015 APA Convention in Toronto](#), including approximately 160 poster sessions, 21 symposia, 3 roundtable paper sessions, 2 social hours, the Student Affiliates Research Forum, and our 2015 award presentations! I would like to thank all of our



President James DiPerna

members who contributed to the program as a presenter, reviewer, and/or attendee. I also would like to thank Drs. Michelle Perfect (Chair), David Hulac (Co-Chair), and Robin Coddling (Vice President for Convention Affairs) for all of their efforts to make this year's convention a success. If you were unable to attend the convention in person, we have created [an archive page](#) with photos, highlights, and an audio recording of [Dr. Fagan's remarks](#) upon receiving the Nadine Murphy Lambert Lifetime Achievement Award. As a reminder, planning for next year's convention is well underway, and information regarding proposal submission can be found on our [2016 convention page](#).

Resources on Promoting Resiliency for LGBT Youth

Divisions 16 and 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues) have created [a series of information guides](#) for school personnel related to the Joint Resolution on Gender and Sexual Orientation Diversity in Children and Adolescents in Schools which was adopted by APA and NASP last year. This series, Promoting Resiliency for Gender Diverse and Sexual Minority Students in Schools, describes best practices regarding the needs of lesbian, gay, bisexual, transgender, queer, gender diverse, questioning and intersex students. The series includes topics such as gender diversity among students, helping to support families with LGBT children and youth, risk and resiliency factors within schools around health and wellbeing of LGBT youth, and basic facts about gender diversity and sexual orientation among children and youth. I would like to thank Drs. Kristen Varjas (Division 16) and Richard Sprott (Division 44) for all of their work in developing these important resources.

Grant Program for School Psychology Internships (GPSPI)

The GPSPI is a collaborative effort being supported by Division 16, the Council of Directors of School Psychology Programs, National Association of School Psychologists, and Trainers of School Psychologists. The GPSPI's primary aim is to provide funds and consultation for developing new APPIC School Psychology Internship Programs that will eventually obtain APA Accreditation. The GPSPI also provides funds and consultation for expanding existing APPIC School Psychology Internship Programs that will eventually obtain APA Accreditation. Applications for the next round of GPSPI funding are due on December 1st. For additional information, please visit [the announcements website](#).

Membership Gift Initiative

We are launching a new membership campaign where current members can gift a membership year to a recent graduate or early career colleague. Gift memberships purchased in the fall will begin immediately and continue through the end of the next membership year (December, 2016). Additional details will be forthcoming as part of the division's membership renewal efforts.

Keeping up with the Division

As a reminder, we have created a Division 16 announcement website (<http://apadivision16.org>) that is updated frequently with professional development opportunities, job announcements, grants, awards, calls for publications, and more. Please be sure to bookmark and regularly check the announcement page for updates. (You can also sign up to receive email notifications when new announcements are published.) In addition,

please be sure to connect with us via Facebook (<https://www.facebook.com/apadivision16>) and/or Twitter (<https://twitter.com/apadivision16>). If you have any additional ideas, questions, or feedback regarding our communication efforts, please do not hesitate to contact the Division at wade@apadivision16.org.

Thank you again for your continued membership and support of Division 16.



EARLY CAREER CORNER HIGHLIGHTS FROM CONVENTION 2015

BY **NICHOLAS GELBAR, PH.D.** (CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES)
PRERNA ARORA, PH.D. (PACE UNIVERSITY) &
JACQUELINE BROWN, PH.D. (UNIVERSITY OF MONTANA)

For many early career psychologists (ECPs), the 2015 American Psychological Convention (August 6-9), held in Toronto, Canada was a success. Specifically, APA sponsored multiple sessions across Divisions that were directed towards ECPs, including symposia on grant writing, work-life balance, and building one's private practice, as well as skill building sessions and social hours for ECPs. For Division 16 members in particular, the APA Convention offered numerous presentations, symposia, poster sessions, and networking events of interest. We will sum-

marize highlights of interest to ECPs from both the APA Convention, generally, and Division 16, specifically.

This year's APA Convention featured several unique events directly targeted toward ECPs. First, the APA's Board of Scientific Affairs (BSA) held their first ECP-focused breakfast meeting, to which ECP leadership from all Divisions was invited. At this meeting, current initiatives of the BSA of potential interest to ECPs were highlighted. BSA representatives directly elicited feedback from ECP leadership regarding what could be done by APA to better serve the needs of ECPs from the various Divisions. Overall, the breakfast involved an excellent discussion regarding the BSA's commitment to ECPs.

APA's Committee on Early Career Psychologists (CECP) hosted a social hour open to all ECPs. In addition to meeting other ECPs active in various committees throughout APA, attendees were welcomed with a visit from APA president-elect, Dr. Susan McDaniel. Dr. McDaniel was recognized at this event for her dedication to supporting CECP's efforts and directly advocating for ECPs throughout APA.

Members of Division 16's ECP Workgroup were in attendance at these and other numerous events, ranging from Division 16's Executive Committee meeting to the Division 16 Social. The Division 16 ECP Workgroup also hosted a presentation, Developing Your Grant Proposal: Tips for Early Career Professionals. The topic was selected based on the results of the Workgroup's recent survey of Division 16's ECPs (see [here](#)). ECP Workgroup members, Drs. Prerna Arora and Nick Gelbar, chaired the session, while Dr. Jac-

queline Brown, also a member of the ECP Workgroup, served as the discussant.

Dr. Michelle K Demaray, Professor at Northern Illinois University and Editor of the Journal of School Psychology gave the first presentation: Helpful Hints for Scientific Writing. She offered many helpful strategies, including always starting with an outline and focusing on cohesion and simplicity when writing. Dr. Sandra Chafouleas, Professor and Associate Dean for Research at the University of Connecticut's Neag School of Education, gave the second presentation: An Introduction to the Specific Aims of a Grant Proposal. Describing these specific aims as the binding agent for grant proposals, Dr. Chafouleas suggested the careful crafting of these aims before writing the other sections of proposals. She also offered an important general suggestion for grant writing: seek feedback from others, incorporate this feedback, and repeat until the grant deadline!

In all, APA's 2015 Convention in Toronto, Canada proved to be yet another exciting event for ECPs generally and Division 16's ECP Workgroup in particular. We hope to see you at the 2016 Convention in Denver, Colorado! At the 2016 convention, the ECP workgroup will provide further opportunities for professional development and networking. This will enable ECPs to establish new collaborative relationships, expand upon their skills to foster career success, and learn from mid- and late-career psychologists. We will continue to develop convention programming based on identified ECP needs and interests. Please email us with suggestions for future convention programming by contacting Celeste Malone at celeste.malone@howard.edu.



THE POWER OF PLAY

LEVERAGING RECESS TO SUPPORT STUDENTS AT SCHOOL

BY **AARON D. HADDOCK & SHANE R. JIMERSON**
UNIVERSITY OF CALIFORNIA, SANTA BARBARA

There are few opportunities for school psychology graduate students to gain experience implementing system-level interventions and consulting with paraprofessionals at their practicum sites. Recess represents an oft-overlooked, though excellent opportunity to do both! This article will provide readers with information on the importance of recess for the development of students' socio-emotional and behavioral skills and describe a simple and successful intervention model graduate students can share with others at their school sites.

Recess is a unique and indispensable part of the school day (Jarrett & Waite-Stupiansky, 2009). During recess children play, interact with peers, engage in self-directed activities, and usually have fun (Pellegrini, 1995; Pellegrini, 2005). Through the process of play, children expand their knowledge of themselves and of others, explore interpersonal dynamics, and occasionally experience conflicts (Vygotsky, 1966, 1978). Recess facilitates children's socio-emotional, physical, and cognitive development, and it is especially critical for preschool and elementary-aged children (Holmes, Pellegrini, & Schmidt, 2006; Pellegrini & Smith, 1993). Recess facilitates the development of children's perceptual abilities, decreases tension and stress, and improves attentiveness while simultaneously decreasing restlessness (National Association of Early Childhood Specialists in State Departments of Education, 2001). Clearly, recess is a unique and essential component of every child's school day.

Pellegrini and Smith (1993) found that typically developing children achieve more positive outcomes by simply going to recess, without any additional support or guidance. Yet, while some students flourish during recess, building friendships and interacting successfully with peers, other students struggle, frequently getting into conflicts and finding themselves on the margins of activities and without friends. Given the nature of children's activities during recess, it is clear that social skills undergird the acquisition of functional play skills. With relatively little structure and adult supervision, high incidences of antisocial behaviors (e.g., bullying, teasing, rough play, and fights) have been reported during recess relative to other times during the school day (Craig, Pepper, & Atlas, 2000). Antisocial behavior can greatly interfere with a child's ability to enjoy play

with peers and is associated with depression, anxiety, cognitive problems, and friendship/social problems (Jimerson, Swearer, & Espelage, 2010). Some students require more support to enjoy recess and benefit from the opportunities for social interaction during recess (Lang, Machalicek, et al., 2009; Nabors, Willoughby, Leff, & McMenamin, 2001). Children who lack adequate social skills, do not find social interactions rewarding, or tend to isolate themselves are likely to experience problems at recess and fail to avail themselves of opportunities for social interaction.

The Power of Play Program

Over the past five years, graduate students in the school psychology program at the University of California, Santa Barbara under the guidance of Dr. Shane Jimerson have been collaborating with an elementary school to implement a school-wide intervention called The Power of Play to increase students' prosocial behavior. While the program at UCSB utilizes the help of undergraduate volunteers, it is likely that utilization of the program's components by school psychology graduate students, recess paraprofessionals, and others (e.g., parents, high school students) will bring similar benefits to other school sites.

The playground intervention consists of two components: (1) create an environment of structured, meaningful play activities to reduce the frequency of problematic behaviors (e.g., fighting, rough play) and (2) facilitate problem solving and conflict resolution using the IDEAL Problem Solving Steps (Bransford & Stein, 1993). To accomplish the first component, playground supervisors are coached to create opportunities for

children to play games (e.g., soccer, kickball, volleyball, handball, board games, and crafts), increase active supervision, and remind students of expected social skills before activities begin. Rather than simply monitoring behavior and delivering infractions, the supervisors are advised to move around constantly, scan all areas of the playground, increase interaction with students, engage in activities with the students, and decrease the amount of time spent talking with teachers and one another. Lewis, Colvin, and Sugai (2000) found that pre-correcting misbehaviors and increasing active supervision on the playground led to reductions in negative behavior among the students and increases in the playground monitors' quality and quantity of active supervision.

The second component is leveraging naturally occurring conflicts to teach students basic problem solving skills using the IDEAL problem solving method. When a conflict arises, individuals implementing the program are taught to first create a context conducive to solving problems. They intervene in the conflict, stop it, and coach those involved to breath, relax, and cool down. Next, they set the expectation that each person will have an opportunity to speak without being interrupted. They then work through the IDEAL problem solving steps with the children to prevent the conflict from escalating and provide an opportunity for those involved to collaboratively work through the conflict themselves. The IDEAL problem solving approach is a five-step process to facilitate conflict resolution: **I**dentify the problem (What is the problem?); **D**efine your goals (What do you want to happen?); **E**xplore possible solutions (What are some solutions? Which is the best solution? Is it safe? How might people feel about it? Is it fair? Will it work?); **A**ction –

choose and use a solution; **L**earn from your actions (Is it working? What will you do next time the situation occurs?). As a result, children involved in conflicts most frequently receive the most exposure to this problem solving approach. Thus, the program aims to simultaneously reduce office referrals while facilitating students' acquisition of basic problem solving skills in a developmentally appropriate way.

The intervention's efficacy has been studied since the program's inception. Results consistently demonstrate roughly a 90% reduction in office discipline referrals accompanied by approximately an 80% increase in the amount of prosocial engagement between students and staff. Feedback from school staff (i.e., recess paraprofessionals, teachers, and administrators) indicates much enthusiasm and ample anecdotal evidence for the positive effects. Teachers consistently report that providing the students with opportunities to resolve conflicts when they occur at recess enables students to return to class ready to learn. The intervention has also led to large increases in the students' use of the entire playground area (i.e., more than ninety percent), which reduces crowding and further facilitates increases in prosocial activity.

For school psychology graduate students seeking experience consulting with educational professionals and implementing school-wide intervention programs, recess represents an incredible opportunity to support students' growth while developing as a professional. Graduate students are encouraged to consider consulting with recess supervisors and developing a school-wide recess intervention, such as The Power of Play, at their school sites.

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LIFETIME ACHIEVEMENT AWARD

COMMENTS BY **DR. TOM FAGAN**
UNIVERSITY OF MEMPHIS

Thank you for the recognition reflected by this award and the generous comments by Dr. Frank Worrell.

Lambert Connections

I appreciate the opportunity to make a few comments and having known Nadine Lambert personally makes it even more special. It's hard to believe she has been gone for more than nine years. No doubt several persons here today are graduates of Nadine's program at Berkeley. She was among the most

From Frank Worrell's introduction:

"Given the limited number of minutes that I have been awarded to do this introduction, I can touch briefly upon the contributions to school psychology of Thomas K. Fagan. Dr. Fagan was Kent State's first Ph.D. in school psychology and he served as Director of School Psychology training at Western Illinois for 7 years and at the University of Memphis for over 25 years. Dr. Fagan has served as President of the Illinois and Tennessee school psychology associations, he has been President of NASP twice, and has been the historian for NASP, TASP, and Division 16. It is probably impossible to graduate from a school psychology program without reading something that Tom has written as Dr. Fagan's scholarship embodies the history of school psychology."



capable leaders I knew in our field, although when I once told her that, she told me that she had vast areas of ignorance. I seldom saw them (Fagan, 2006). We differed on several policy issues between NASP and APA; but when we served together on the APA-NASP Task Force in the 1980s we grew to have great respect and friendship. Having toiled for many years in the DC area

vineyards of APA, Nadine knew great places to dine, including an evening at "Mr. K's on K St." It was a dinner for the incoming and the outgoing task force members and the bill for 10 people (at least half was for wine) was in the neighborhood of \$750. This was not your typical Chinese restaurant! APA managed the reimbursements proportionally and I know NASP choked when it got its portion of the bill. APA could manage such things but NASP had a per diem rate of about \$35 *per day*. Another of her favorites was the Maisson Blanche and whenever we dined there the chef, Josef, would prepare a special dessert for our table. The Task Force, later named the Inter-organizational Committee till its demise in 2002, never resolved the doctoral issue but it certainly raised the mutual awareness and respect levels of both organizations. We had great acquaintances including Nadine, Joe French, Doug Brown, Paul Nelson, to name a few. I am sure the efforts of that committee at least indirectly influenced the outcome of the revision of the APA's Model Licensing Act several years later.

Canadian Connections

It's also rewarding for me to be back with our Canadian colleagues in school psychology. My family spent many weeks at Jack Lake not far from here near Peterborough. In addition, my father and I would go there in May and his brother with friends from Ohio had all but pioneered the area many years earlier. The water was always cold and the fishing was seldom much better. My first encounter with Canada was at age 15 when my father and his brother took me fishing at Lake

Nosbonsing, near North Bay. I have old movies of that trip which included a visit to the home of the famous Dionne Quintuplets in Callendar, Ontario where a Dr. Alan Roy Dafoe provided for their care as a guardian. The entire history of that continues to be fraught with controversy. Many years later I would learn that a cousin of Dr. Alan Dafoe, Percy Dafoe, married Norma Cutts (in 1973 when she was 80) the editor of the widely known proceedings of the Thayer Conference.

I have been a member of the Canadian Association of School Psychologists since its founding in 1984 and presented the keynote at its 1st Annual convention in Winnipeg in 1987. I'll never forget the luncheon at which cast members of the travelling production of *Phantom of the Opera* performed. I still keep a file of recollections and photos of that 1st convention and would be pleased to part with that to CASP for safe keeping.

NASP convened in Toronto in 1982 and again in 2003. It's never as pleasant in March and April as it is when APA is here in August. I recall a BBQ dinner I helped to set up for the 1996 Toronto Convention during the presidency of Jim Paavola. The whole-hog meal was prepared by Bob and Diane Schmuck of Collingwood, Ontario, old friends from the Memphis in May BBQ days of the 1980s. They still visit Memphis occasionally. The local CASP folks secured a school bus to take us from the hotel to a private residence where the owners were gone for a few days. The dinner included a champagne toast for the 50th anniversary of the Division's founding. I have about a dozen photos of the event that include our departed colleagues, Irwin Hyman and Gil Trachtman. Hard to believe it's been almost 20 years since that event.

Personal Reflections On My Career

Students: A Lifetime Achievement Award causes me to reflect on what I have tried to do over the past 46 years as a program director, teacher, researcher, writer, mentor, even perhaps a tormentor. In the course of my 46 years as a program director I am proud to have assisted about 500 students in finding a career in school psychology. Some went on to distinguish themselves in many ways (e.g., Mark Swerdlik), a few became school administrators, but most have had practitioner careers that played very important roles in the lives of children and families across America. By the way, I saw that Mark posted recently on the trainers listserv when someone wanted some recent info on internship policies. I was tempted to write to Mark and say, "Good grief, you're still keeping up with the literature and you're pushing 65. Let the next generation figure this out." Mark is always there to help.

Organizations: I am proud of my contributions in leadership roles for NASP, several state associations, the Division of School Psychology and various other groups. When I was an intern in 1966-1967 in Wadsworth, OH, my field supervisor was Lloyd Koegel, then president of the Ohio School Psychologists Association (OSPA) and my university supervisor was Don Wonderly the OSPA Executive Director. With that pedigree I was bound to be introduced to most of the Ohio leadership, many of whom would become the leadership of NASP and its formation. I guess I was groomed into a lifetime of association activity.

History: I am also proud of helping to create a history of school psychology and a sense of



Drs. Cathy Fiorello & Tom Fagan

Tom Fagan receives the Division of School Psychology's "Nadine Murphy Lambert Lifetime Achievement Award" on Saturday, August 8, 2015 during the APA Convention in Toronto, Ontario Canada. With Tom is Dr. Frank Worrell, Director of the School Psychology Program at UC-Berkeley, who introduced Tom and read the citation for the event. The awards ceremony was held during the Division's business meeting in Ballroom A of the Intercontinental Hotel and was followed by the Division's Social Hour. The award was granted posthumously to Nadine Lambert to inaugurate the award in 2007, then to Dr. Beeman Phillips in 2010. Tom is the third recipient and the only person to hold a Lifetime Achievement Award from both the Division of School Psychology and the National Association of School Psychologists.

A celebration dinner was held that evening at Hy's Steakhouse in Toronto, attended by Tom and Susie Fagan, Mark and Peggy Swerdlik, Bruce Bracken, Lea Theodore, Dan Reschly, and Rivka Olley.

identity of who and what we are and have been for more than 100 years. As I travelled I was often surprised at the lack of information most school psychologists and even state associations had of their heritage. I like to think that I have brought the field's history to the present and that someone will now takeover that challenge. I think my organizational identity histories are among the more important works, including the evolution of our organizations (Fagan, 1993), and the specific history of Division 16 (Fagan, 1996). The 1993 JSP article of 87 journal pages must be a record for length.

My literature collection is like my vinyl record collection of the 1950s and 60s—seldom used and prized only by the less tech savvy. The really tech savvy folks may have no idea what they are missing by getting a limited version of literature from on-line sources. I have every issue of the Division 16 newsletters back to 1947, the NASP newsletters to 1969, and a copy of every issue of the major school psychology journals back to 1963, and books about our field since the early 20th century. You can't study that literature without knowing how much we have changed and in other ways how little. Over the years, I have shared much of that literature with others in need of original items.

Memorials: I am also pleased that I have been able to provide a permanent recognition in our literature of the lives and contributions of more than 60 leaders in our field. Some were lesser known but

important contributors, others were household names. The process led me to correspond (long before we had email) with many former and current leaders in our field. Those files of T. E. Newland, Susan Gray, Beeman Phillips, Jack Bardon, Virginia Bennett, Frances Mullen and many others will someday be stored in an archival place for others to review. The files continue to be useful for instruction. For example, in my undergraduate class on the history of professional psychology, I often read excerpts from some of these letters. One letter is from Newland about a class he took that was taught by Henry Goddard who had claimed to have coined the term “moron” around 1911. The letter from Newland (September 16, 1986) reads in part:

“Your mentioning Goddard arouses recollections of my work with him at Ohio State. I took ‘Abnormal Psychology’ from him. (In the 30s that’s about where clinical psychology was.) I still recall him enjoyably reciting for us:

Oh happy little moron,

Doesn’t give a damn.

I wish I were a moron.

My God. Perhaps I am!”

In those years it was not unusual for the special education categories to include the terms moron, idiot, and imbecile, and current students should know how much we have evolved. Even when Nadine and I were in graduate school in the mid-1960s, terms like “reading retardation” were in frequent use and there was not yet a category of “learning disability.” For that matter, when Nadine and I were in graduate school there was no special education in many states (though

California and Ohio were pretty well developed), no IDEA, FERPA, nor the Woodcock-Johnson, only two journals in school psychology, no ABEPP in our field, no program accreditation, and many states had yet to develop a state education agency credential for school psychology. I tell my students that I’m so old I can remember when “ED” stood for emotional disturbance!

For many years I have required students to do short class presentations on a person from a list of “Who Is Who” and “Who Was Who.” It provides them some familiarity with the current leadership at the local, state, and national levels, and continued recognition to the deceased leadership in our field, including Nadine Lambert. It is always sad when I have to move someone from the “Is” list to the “Was” list. Tragically, Tom Oakland has now made the passage for this fall semester’s presentations.

Family: Finally, amid all that limelight, I am proud of the family that backed me up and kept me going. I usually don’t say much about this but I think about it very often. Even this morning, my children called from distant places to say congratulations. My wife of 46 years gave up her job as a social worker in order to raise her children; we agreed that such nurturing was very important to the development of our children- but she didn’t have to do that. She followed me from Kent, OH to Macomb, IL for my first job at Western Illinois U. in 1969; then again to Memphis in 1976—leaving Macomb was not easy but she did it. She joined my church of upbringing to give our family a sense of religious consistency-she didn’t have to do that; she even took on the responsibility of being a regular Eucharistic Minister. Just as important, she was always there when I was somewhere else. When

she brought the children to meet me at the airport, she often brought little treats for me to give them—she didn't have to do that; and she told me their names and ages so I wouldn't get confused. She kept me in clean and pressed clothes in an era when most wives gave up on laundry and ironing—she didn't have to do that either. I was gone mentally or physically a good bit of those years; perhaps 110 days in 1987-1988. Those in the past and current leadership know exactly what I am saying about time away, support, and the stress and toll such things can have on a relationship. Many of the NASP and Division 16 presidents we knew were divorced. Those were not easy times for us either, but we survived.

I have enough lumber on my walls to start a small fire and my family shares in all of them. Susie also has some significant awards from her social work days and one from me when I was NASP president recognizing her as the "First Lady." She even had a sign she would wear, "I sleep with the president." Of all the lumber on the walls, her little First Lady plaque is very important to me. I am also proud of the distinctions she received as a social worker in Illinois and her community services in Memphis, TN, including our neighborhood association, our neighborhood watch where she organized more than 40 homes on email, and her Lifeblood campaigns for our church. She is also a well-respected member of the bookstore staff at nearby Rhodes College. In addition to working the register, she oversees the candy and snacks and makes sure nothing is over date! On the plane to Toronto to share more fully in this event, she spent time reading about Nadine Lambert from the special issue of the Division's newsletter in 2006. And she loves to go through the

convention exhibits area. We now have a bag with about 20 pounds of pens, notepads, flyers, chocolates, etc. Susie is here today, as she has so often been, sitting in the shadow of that OCD, Irish drinking husband who admires and respects her more than he usually says but as much as I hope she knows. I extend my thanks to her as much as to any others that supported my career. Looking over my career, I am reminded of Edgar Doll's comment of many years ago (Doll had pioneered the Vineland Social Maturity Scale in the 1930s), that he was so fortunate to be able to do what he enjoyed doing and having someone willing to pay for it.

Division Toast: Finally, I want to recall that Division 16 was part of the reorganized APA that gained initial approval during the 52nd annual convention in Cleveland, Ohio on September 12, 1944 and final approval during the 53rd annual convention at Northwestern University in Evanston, IL September 6-8th, 1945. Although a month early, I suggest we all have a toast to the 70th anniversary of the Division during the Social Hour.

Thank you again for this wonderful recognition and thanks to all of you for being here to share in this occasion.

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Drs. Elaine Clark, Susan Sheridan and Jane Close Conoley

SUSAN SHERIDAN, PH.D. (UNIVERSITY OF NEBRASKA-LINCOLN)

Dr. Susan Sheridan is one of the most influential researchers in school psychology today. For more than two decades she has conducted cutting edge research that has had an extraordinary and lasting impact on the field. Her Conjoint Behavioral Consultation (CBC) model has been shown to have a significant impact on educational outcomes and has become a mainstay practice of school psychologists. As a member of the University of Nebraska-Lincoln faculty and director of the Nebraska Center for Research on Children, Youth, Families, and Schools, she has trained some of the finest researchers in school psychology and increased greatly the production and dissemination of important findings. She has received numerous recognitions for her work, including Division 16's Lightner Witmer Award, Article of the Year from *JSP* and *SPR*, Editor of *SPR*, President of SSSP and Fellow of APA.

2015 SENIOR SCIENTIST AWARD RECIPIENT



Drs. Susan Sheridan and Cathy Fiorello



Drs. Nathan Clemens and Cathy Fiorello

NATHAN CLEMENS, PH.D (TEXAS A&M)

2015 LIGHTNER WITMER AWARD RECIPIENT

"I am deeply honored to receive the 2015 Lightner Witmer Award. I have had the opportunity to work with some amazing people, and this award is the result of their mentorship, guidance, and support. In particular I would like to thank Drs. Edward Shapiro, Lee Kern, Deborah Simmons, Jan Hughes, Cynthia Riccio, and Anita Meehan. You have all been instrumental in my work to date. You have provided me with incredible opportunities, have shown me how research is conducted in applied settings, and how affect and assess change at both the individual student level and on a system-wide basis. Thank you for showing me how to be a scholar, a grant-writer, and for demonstrating how graduate training is just as much about the relationships that students form with faculty as it is about what they are taught. Thank you to my students, past, present, and future; thank you for pushing me, challenging me, and keeping me one chapter ahead. On a personal level, thank you to my parents for demonstrating the value of education, for setting high standards, and for showing the importance of courage, persistence, and hard

Dr. Nathan Clemen's received the Lightner Witmer Award for his outstanding research program that focuses on detecting individual differences in children that can be used to inform accurate and efficient evaluation of students' reading progress within a prevention science framework. Given the impact high-quality early intervention in literacy can have on students' academic trajectories, a critical arena has been developing and evaluating measures to improve the state of science regarding data-based decision making. He approaches these issues from multiple perspectives, combining an educator's sensitivity to practical utility and a researcher's perspective on high-quality methodology.

The quality of his work has been recognized by prestigious organizations, institutions, and funding agencies.

work. Thank you to my wife and best friend, Deanna Clemens, for your enduring love and support.

I have always been drawn to academic skills. Reading development in particular has always fascinated me, especially the efforts to understand why some children succeed when others do not. Accordingly, my work has focused on identifying assessment approaches that help educators more efficiently recognize the students that are at-risk for reading difficulty, and monitor the reading growth of struggling learners in early grades. Colleagues and I have demonstrated the utility of word reading assessment and progress monitoring with early readers, and how it can be extended downward into kindergarten to provide teachers with useful information on emergent word reading skills. We've investigated the interrelations of letter-name and letter sound knowledge in early kindergarten, and the implications of growth in these skills on reading development. We've also explored the potential for computer-based assessment to provide instructional feedback on kindergarten reading skills.

Some of my more recent work has included adolescents with reading comprehension difficulties. We have observed comprehension gains through the use of a technology-based, peer-mediated intervention platform. We are observing how different measures designed to test reading comprehension may not always assess that skill in the manner the user might suspect. We are also finding that the rates of reading fluency and vocabulary difficulties are surprisingly high among adolescents with reading comprehension difficulties; perhaps greater than many practitioners might expect.

These are exciting times for research in School Psychology. We are seeing a renewed emphasis on efforts to ground work in theory, to strive for longitudinal solutions rather than quick fixes, and to build collaborations with colleagues in other fields. We are seeing new ways in which technology can enhance assessment and intervention activities. I look forward to engaging in this work across the coming years with students and colleagues."



Drs. Tanya Eckert and Bridget Hier

BRIDGET HIER, PH.D. (SUNY- BUFFALO)

2015 OUTSTANDING DISSERTATION AWARD RECIPIENT

Dr. Bridget Hier (right) received the 2015 Outstanding Dissertation Award for her work titled, "Programming Generality into a Performance Feedback Writing Intervention," which examined specific tactics to improve elementary-aged students' writing fluency generalization. Dr. Hier completed her PhD in School Psychology from Syracuse University in 2014 under the supervision of Dr. Tanya Eckert (left).

Bridget Hier's research focuses on examining the generalized effects of academic skills interventions. After finding that a performance feedback intervention resulted in promising immediate writing fluency gains for elementary-aged students but failed to produce meaningful maintenance and generalization effects, Bridget attempted to explicitly program generalization into the intervention procedures for her dissertation. Her results have important implications for school-based writing intervention practices, particularly in terms of promoting maintenance of treatment effects.

Bridget just completed a Post-Doctoral Fellowship at the Devereux Center for Effect Schools and will begin working as an Assistant Professor in the School Psychology Program at the University at Buffalo, State University of New York in the fall of 2015.



LIGHTNER WITMER AWARD WINNERS

Pictured, from left: Amy Briesch, James DiPerna, Shane Jimerson, Nathan Clemens, Tanya Eckert, Susan Sheridan

DIVISION 16 SENIOR MEMBERS

Back row, from left: Joe Perry, Tom Kubiszyn, Rick Short, Elaine Clark, Susan Sheridan, Mark Swerdlik, Lou Turchetta.

Front row, from left: Elizabeth Bard, Bill Reynolds, Bruce Bracken, Rivka Olley, Rosemary Flanagan, Linda Caterino, Can Reschly Rhonda Talley, Tom Fagan.





2015 BUSINESS MEETING SUMMARY

BY DR. ROSEMARY FLANAGAN, TOURO COLLEGE

Amy Breisch Reported on Membership:

As of June 30, 2015 the total number of D16 members was 1875. Although this represents an overall 9% decrease since June of 2014, the number of paid members actually increased by 7% over this period. A total of 486 new members joined D16 in 2015 across the member, student and professional affiliate categories. D16 plans to initiate a “Sponsor-a-Member” campaign for 2016, through which members may purchase a one-year Division 16 membership for graduating students or colleagues to encourage their membership in the division. In particular, we hope that this effort will help to attract

student (SASP) members as they transition to Early Career Psychologists.

The APF-Paul Henkin student travel grant is intended for student members of Division 16 who do not have funding to attend the annual APA convention. Interested applicants submit an application form, a letter of recommendation, a 500-word essay, and curriculum vitae. Awards of up to \$1,000 can be used to pay for convention registration, lodging and transportation costs. The 2014 APF-Paul Henkin Student Travel Grant awardees were Jocelyn Kuhn from the University of Wisconsin and Alaa Hourri from the University of Minnesota.

Michelle Perfect, reported on the Program Committee:

The Division was well represented at this year's convention. Of particular note, Division 16 participated in a relatively high number of cross-divisional programming. Kudos to Michelle and David Hulac!

Here is some **information from David Hulac** regarding the programming for the 2016 convention: For the past two years, the APA has emphasized collaborative programming that is of interest to members from multiple divisions. While there will still be programming that is specific to APA Division 16, the majority of the time slots will be allocated to collaborative programming. The submission deadline for collaborative programming is October 15, 2015. If you have collaborations with people in other divisions, we encourage you to submit those proposals. If you are interested in pursuing further collaboration, please contact David.Hulac@unco.edu.

Presently, the conference chairs are thinking about some of the following topics:

School-to-Prison Pipeline.

Lessons learned from the Hoffman report.

Implementation Science.

If you will like you have some research that would work with those topics, let me know soon so that I can help coordinate with the other divisions.

General Information for the 2016 Conference:

October 15 – Collaborative Program submissions due to program chairs

December 1 - Deadline Standard Division Program Submissions

The themes for next year's conference are as follows:

Social Justice in a Multicultural Society

The Circle of Science

Advancing Ethics of Psychology: Issues and Solutions

Cannabis: Concerns, Considerations & Controversies

Targeting the Leading Preventable Causes of Death

Educational & Professional Training Issues in Psychology

The Future of Psychology: Advancing the Field in a Rapidly Changing World

Lea Theodore Gave the President-Elect's Report:

As a new member to the Grant Program in School Psychology Internships (GPSPI), I have had the exciting opportunity to collaborate with the GPSI committee (Tammy Hughes, Catherine Fiorello, Melissa Pearrow, Amanda Clinton, Janay Sander and Lea Theodore) in promoting school psychology programs affiliated with APPIC internships.

Lea also gave **Linda Reddy's Past-President report**. Linda is chairing the grant program in school psychology internships (GPSPI). In the first year (2015) seven proposals were recognized and funded seven proposals, including a 9% increase in school psychology programs affiliated with APPIC. Internships. Division 16 has pledged \$15,000 per year to support his program. The division is looking to develop a mechanism to accept donations. The next GPSSI deadline is 12/1/2015; application and instructions are on the website

Lea also gave **Amanda van der Heyden's report (VP-SEREMA)**. This is a very active group that has numerous initiatives.

Jamalia Blake is the new Chair for the Committee on Ethnic Minority Affairs.

The revision to the Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2003) are currently under review.

The D16 Committee on Ethnic Minority Affairs submitted a proposal to co-sponsor a mentoring roundtable for NASP 2016 with Minority Scholars Program (Sherrie Proctor, NASP contact):

Scholars of Color in School Psychology Mentoring Roundtable.

Jamalia Blake, on behalf of D16 Committee on Ethnic Minority Affairs (CEMA) along with past D16 CEMA chairs (Scott Graves and Markeda Newell) will serve as action editors for a special section in *School Psychology Quarterly* on the Diversification of School Psychology: Developing an Evidence-Base from Current Research and Practice. The call has been distributed widely.

Diversity Awards were given to the following students: Melanie Nelson, Raul Palacios and Chathuri Illapperuma.

In addition to announcing the awardees, Cathy Fiorello announced that there are two members of Division 16 that have been elected to Fellow Status:

Sam Goldstein, Ph.D.
William F. Pfohl, Psy.D.



Division 16 looks forward to sharing more news and updates at the 2016 APA Convention in Denver, Colorado!



FATHERS AND FAMILIES: CONCERNS & CONSIDERATIONS

BY **TONY D. CRESPI & ERICA L. BURKE**
(THE UNIVERSITY OF HARTFORD)

MACKENZIE L. MCNAMARA
(NEW LONDON PUBLIC SCHOOLS, CONNECTICUT)

Divorce can significantly impact children and families. Although the role of mothers is often considered following divorce, the issues involving fathers are less widely known. In point of fact, following a divorce only an approximate 31% of fathers have weekly contact with their children. Notably, from grade point averages to social relationships, decreased paternal involvement can have significant impacts. This paper considers these issues.

Fundamentally, families are changing. Crespi and Uscilla (2014) noted, for instance, that families are experiencing profound shifts in structures, with divorce impacting more than 1 million families annually (Centers for Disease Control and Prevention, 2011, 2009). Specific to this discussion, Amato, Meyers, and Emery (2009) reported of "nonresidential fathers," only 78% contact their children within the first 2-3 years following the divorce, and only 31% of fathers have weekly child contact. Sadly, Strohschein (2005) suggested that children of divorce exhibit more mental health problems than children whose parents remain married. Elsewhere, Cooper, Osborne, Beck, and McLanahan (2011) suggested that divorce can increase the exposure of children to parental relational instability which carries untoward consequences including lowered academic performance as well as psychological impacts.

Unfortunately, then, the impact of divorce and the implications of decreased involvement by fathers represents an area of need. Overall, Crespi and Uscilla (2014) noted that the vast array of changes confronting families represents an important challenge for schools and school psychologists. In fact, they note that such challenges are reaching a point that some state departments of education are actually constructing a new certification for school marriage and family therapists! This paper examines issues relative to fathers and highlights implications and possible interventions.

Divorce

Ryan and Claessens (2013) noted that children are highly dependent and impacted by family change. Relative to fathers, having a father pre-

sent positively impacts well-being and mental health (Amato & Gilbreth, 1999; Aquilino, 2006; Averdijk, Malti, Eisner, & Ribeaud, 2012; Baxter, Weston, & Qu, 2011). Nielson (2011), for example, found that children living with a mother who did not encourage a relationship with the father led to a significant decline in children's well-being. In contrast, active paternal involvement demonstrated positive outcomes including higher levels of academic achievement (Jones, 2004) and lower levels of depression (Vannassche, Sodermans, Matthijs, & Swicegood, 2013).

Academically, Jones (2004) found boys with non-residential fathers scored lower on an academic success scale when compared to boys with residential fathers. It is possible that the stressors in a single parent household can be significant, leaving academics to fall by the wayside. The authors highlight the importance of a father-son relationship on academics. Similarly, King and Sobolewski (2006) found children with a positive father-child relationship received higher grades, suggesting a significant difference between children with this relationship and those without. By providing these children with the resources they need immediately, they will be able to create their own coping strategies that they can apply to a number of different situations.

Similarly, Finley and Schwartz (2007) noted the importance of fathers in monitoring schoolwork and providing discipline. In their sample of 1,989 young adults, 69.7% of males and 74.3% of females from divorced families wished for more paternal involvement. Mitchell, Booth and King (2009) found that a positive relationship with fathers following divorce provides a sense of stability and security that can mitigate depressive

symptoms and lowered self-esteem into adulthood.

Because the majority of children following divorce see their fathers less than 22% of the time (Peters & Ehrenberg, 2008), the majority of these children have unmet desires for paternal involvement. The authors reported that less than 10% of children of divorce are placed in the sole custody of their fathers. Overall, their data indicate that young adults from divorced families perceive their fathers to be less involved.

As adults, the consequences of this decreased paternal involvement is notable. In fact, adults from intact families of origin report current contact with fathers two times more than those from divorced families. Simply put, divorce and comorbid father distancing can create negative outcomes. Mitchell, Booth and King (2009), for example, found greater benefits for increased father involvements for boys than girls. In fact, even when time was comparable, there were areas including sports and movies which offered more opportunities for interaction between fathers and sons. Still, daughters benefit significantly from paternal influence. Their research found that daughters who experience a positive relationship with fathers following divorce describe a sense of stability and security that can continue into adulthood and mitigate depressive symptoms, negative life outlook and low self-esteem.

Elsewhere, DeGarmo (2010) found a positive, salient father-child contact important. Specifically, how fathers personally identify and adopt their role as a parent impacts their effective interactions and involvement with their child. This work found that father identity was an important predic-

tor of the days per month, overnights per month and the number of father-child activities reported following a divorce. It is evident that having a father present in a child's life has a significant positive impact following divorce (Amato & Gilbreth, 1999; Aquilino, 2006; Averdijk et al., 2012; Baxter et al., 2011). Truly, a father has a number of different roles in a child's life, and the way a role is carried out impacts children's mental health and academics.

Summary, Conclusions, And Implications

Modern families are changing. With approximately 1 million marriages experiencing divorce in the United States annually (Centers for Disease Control and Prevention (2011, 2009), divorce can have a profound impact. Nielsen (2011) noted, as example, that 80% of children see their fathers 10% to 15% of the time following a divorce and Amato, Meyers, and Emery (2009) suggested that following a divorce only 31% of fathers have weekly contact.

Sadly, divorce affects children in multiple negative ways. Profoundly, Oxford and Lee (2011) indicated that these changes in family structure can impact school performance and Strohschein (2005) suggested that children of divorce exhibit more mental health problems when compared to children whose parents remain married. Having a father present in the life of a child, then, significantly affects the well-being of children as well as their mental health (Amato & Gilbreth, 1999; Aquilino, 2006; Averdijk, Malti, Eisner, & Ribeaud, 2012; Baxter, Weston, & Qu, 2011).

Nielson (2011) found that children living with a mother who did not encourage a relationship with the father led to a significant difference in wellbeing. In fact, the consequences of de-

creased father involvement are not new. Amato (1991) noted that decreased parental presence lowers standard of living, denies children a source of direction and guidance, and overall, the loss of residential contact with a parent exposes children to numerous stressful outcomes. In a positive way, active paternal involvement demonstrates multiple optimistic outcomes including higher levels of academic achievement (Jones, 2004) and lower levels of depression (Vanassche, Sodermans, Matthijs, & Swicegood, 2013).

It is evident, then, that multiple dimensions impact children of divorce. Overall, this research has suggested that a father's role has a profound impact. Truly, given the large numbers of children and families impacted, these points seem notable. For school psychologists, then, what are the implications? First, schools and school psychologists can appreciate the profound implications of this research. Understanding that although father involvement is routinely minimal following a divorce, it is also important to understand that involvement can produce academic and psychological benefits. Family workshops, parent meetings, and parent education workshops offer opportunities for school psychologists to address these issues. Further, helping parents recognize that negative interactions can be harmful can aid in their child's emotional and academic functioning. Positively, school psychologists can offer important information by emphasizing the point that active paternal involvement can produce positive outcomes including enhancing academics and decreasing psychological weaknesses. As such, consultation and counseling initiatives might be targeted toward increasing an understanding of the positive benefits of paternal involvement. Furthermore, school

psychologists might consider the implications of decreased paternal involvement following a divorce on psychological and psychoeducational assessment data. From decreases in academic scores to risk factors emotionally school psychologists knowledgeable in this area can better interpret test data and formulate helpful recommendations.

Overall, while home-school issues represent an accepted and important facet to school psychology practice this article was intended to provide a unique glimpse into an important but often unexamined area of family functioning: fathers. With such knowledge in hand, schools, families, and children can better manage an important facet impacting individual, family, and educational issues.

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REMEMBERING TOM OAKLAND

BY **DR. TOM FAGAN**, UNIVERSITY OF
MEMPHIS

I have written more than 60 of these memorials over the past 30 years. Some were very personal, others were largely historical; some deaths were accidental, or from illness or natural causes. Tom Oakland's death is among the few I would consider personal and tragic. From what has been published in newspaper accounts, Dr. Tom Oakland was murdered in Gainesville, Florida, by someone he knew and had been trying to help for several years (Personal communication from Chris Oakland, May 5, 2015). It is believed that Tom let this man into the house, was

murdered, and the home was set on fire to cover the evidence (see newspaper accounts in the Gainesville Sun). Apparently, the fire destroyed many important historical records Tom had saved over the years, a potentially major loss of records (Personal communication from Diana Joyce Beaulieu, April 3, 2015). The person was identified and apprehended quickly. No other major leader in school psychology that I can recall suffered such a violent end to his or her life. I received e-mails about the death within 24 hours and the information from news coverage in Gainesville and the outpouring of personal sentiments went on for several days. Tom Oakland was the honored Legends Address speaker at the 2002 NASP convention and much of the background information herein was gathered from the introduction to that event. Several persons have sent me personal statements that I have tried to incorporate as a testimony to the man whom I consider an international legend in our field. In one newspaper account, his son, Chris, is quoted as saying that his dad “would always say that he lived in Florida, but he resided in the world” (Angers, 2015). Tom’s 2002 Legends Address was titled, “Where in the World Is School Psychology: Its International Dimensions.” Now I ponder, where is the world of school psychology without Tom Oakland?

Background and Education

Thomas David Oakland was born on November 23, 1939 in Kenosha, Wisconsin and died at age 75 in his home in Gainesville, Florida on March 4, 2015. His parents were Oscar and Nancy Oakland; his father was a route salesman for the R. J. Reynolds Tobacco Company until the age of 52, at which time he suffered a stroke and was

no longer able to work. His mother was a homemaker until that time and then worked as a domestic and cook. Tom attended Kenosha public schools through grade 12 and then received his BA degree in history from Lawrence College (Appleton, WI) in 1962. There he met his first wife, Judy Defferding, the mother of his two sons, David and Christopher. He was married to her from 1963 to 1976. Following their divorce, Tom balanced academic life and that of single parenting, which no doubt led to his book, *Divorced Fathers* (Oakland, 1984). Tom was later married to Nancy Allen from 1984 to 1994.

He was employed as a seventh grade teacher of language arts, geography, and history in the DeKalb (IL) Junior High School (1962–1963), and taught fifth, seventh, and eighth grade history, science, and reading in the Orland Park (IL) School District (1963–1964). Returning to pursue graduate studies, he received his MS and PhD degrees in educational psychology from Indiana University in 1965 and 1967, respectively. His first academic job was at the University of Texas-Austin where he was an assistant professor from 1967 to 1972, associate professor from 1972 to 1978, and promoted to full professor in 1978. While at the University of Texas, he also served as director of the Learning Abilities Center and supervisory psychologist for the Speech and Hearing Center. He was a professor at the University of Florida’s Department of Educational Psychology from 1995 until his retirement in 2013, serving as department chair from 1995 to 1997.

Scholarly Pursuits and Recognitions

Tom traveled to more than three dozen countries during his career and held visiting



**Dr. Thomas Oakland,
"2011 Chinese New
Year"**

professorships in Portugal, Costa Rica, The University of Auckland (NZ), University of Brasilia (Brazil), University of Calgary's Gaza Campus, and Lamar University's Gaza Campus, and was an Honorary Professor with the University of Hong Kong. With his sons, he often travelled in the summers to Central America, New Zealand, Australia, Europe, and the Middle East.

His scholarly pursuits were extraordinary, including books on the topics of nonbiased assessment and international school psychology, and scores of chapters, journal articles, reports, and presentations worldwide. He developed tests in the areas of student styles, test session behavior, and adaptive behavior. He was a licensed psychologist in both Texas and Florida and an ABPP diplomate in the fields of school psychology, forensic examiner, and professional neuropsychology. He was a Fellow of the American Psychological Association's Divisions of Evaluation, Measurement, and Statistics; School Psychology; and International Psychology; and of the American Psychological Society, the American Association of Applied and Preventive Psychology, and the American Academy of School Psychology. He held the Dorothy Hughes Award from New York University, and was a recipient of APA Division 16's Distinguished Service Award (1990) and Senior Scientist Award (2000). He also held a distinguished service award from the International School Psychology Association.

Tom served in many roles for APA's Division 16, including committee chairs, secretary (1979–1982), and president (1983–1984). He was a past president (1990–1991) and founding member of the Society for the Study of School Psychology. He served the International School Psychology Association in several roles, including its presidency from 1995 to 1997. He edited the *Journal of School Psychology* from 1980 to 1986 (Fagan & Jack, 2014), and served as guest editor, or consultant and reviewer to more than two dozen national and international publications.

Personal Perspectives

Among my early encounters with Tom Oakland was when he was editor of the *Journal of School Psychology*. He favorably reviewed a piece I had submitted on the historical growth of training programs in school psychology but noted his abhorrence for the term training, preferring instead the term preparation. Thus, throughout my article (Fagan, 1986), you will find the terms prepare and preparation, instead of train and training! And he preferred to be known as an educator, not as a trainer. At the 2002 Legends Address introduction, I chided Oakland about this by mentioning that among the things authors learn about the publication process is that editors have their quirks, that it is simpler to revise a manuscript for publication than to change an editor's quirks, and that an accepted publication will be on one's vita for a much longer time than the editor will be on the journal board.

My family also remembers Tom's visit to our home for dinner many years ago and how he entertained our young children with his tests and interpretations. Tom was a person who enjoyed

other people, chatting with children, and was a great conversationalist. I knew Cal Catterall and Frances Mullen, arguably the early founders of the international school psychology movement in the United States. Oakland was a knowledgeable follower of their efforts and when I needed information about school psychology in another land or to refer a student to such information, Tom was the go-to person. He was a worldwide consultant and never too busy to help.

As I review his career vita, I am most impressed by the following:

- He is the first and among a small group of Division 16 members to hold both the Distinguished Service Award (1990) and the Senior Scientist Award (2000).
- He is perhaps the only member of our field to be awarded a Distinguished Contributions to International Psychology from the APA (Oakland, 2003).
- Following on the efforts of Calvin Catterall, Oakland and his collaborators brought international descriptions of school psychology to more contemporary recognition (Jimerson, Oakland, & Farrell, 2007).
- He mentored several persons who made significant contributions to school psychology.
- I believe he had taught more foreign courses and seminars than anyone else I know.
- Following his JSP editorship, Tom provided leadership to the *Journal of School Psychology, Inc.* facilitating its transformation to the Society for the Study of School Psychology.
- He was affiliated in several capacities with at least 50 American and international journals.

A list of personal tributes, Tom's vita, and significant publications can be found at www.thomasoakland.com/in-memoriam.

Online Comments

The announcement of Tom Oakland's death quickly spread across the school psychology Listservs, and an outpouring of comments and testimonies followed for several days. The following are additional comments I saw online or in e-mails sent to me. I apologize for having to edit them for publication.

"I have known Tom since 2005. His contribution in my academic life is unquestionable. He was a very unique and important person in my life. He was always very supportive." - **Tolga Aricak, Istanbul**

"Tom was one of my very few close friends and my true mentor throughout my career—what a loss and tragedy." - **Bruce A. Bracken, College of William & Mary**

"Whenever I saw him, he would always make a point of telling me and those around me that I was like a son to him. And when I saw him in Orlando two weeks ago, he made a point of telling me how important his relationship with me was to him." - **Alan Brue**

"Tom Oakland was a giant in school psychology. He was a colleague, mentor, and friend to so many. I don't have the words to eulogize Tom adequately. However, I believe Rudyard Kipling's poem, 'If,' exemplifies Tom's impact." - **Ralph E. "Gene" Cash**

"If there is one song (and video) I would recommend that perhaps represents the stories all relayed about Dr. Oakland that comes to my mind is 'I Lived' (2014) by One Republic. 'I owned every second that this world could give, saw so many places. The things that I did. With every broken bone I swear I lived.'" - Victoria A. Comerchero, Touro College (NY)

"His contributions are unique for the development of school psychology in so many different countries, for supporting colleagues around the world and for emphasizing an international perspective in school psychology in us as well. He was passionate about our field and evidence-based practices and caring for friends, colleagues, children, and families." - **Chryse "Sissy" Hatzichristou, University of Athens, Greece**

“At the convention in Orlando, Tom came to our poster and told me that our poster was the only one he came to and that we should start a school psychology journal in China. Via e-mail, we discussed his efforts in mainland China and Taiwan and the potential for school psychology development in PRC. He encouraged me to develop a list of people who would be interested in this effort. I will take his advice and continue this unfinished effort.” - **Hong Ni, California State University-Fresno**

“At the recent NASP convention, our paths seemed to cross multiple times. Each time our conversations grew deeper and more enjoyable. I was struck by his warmth and obvious enjoyment of the pleasure of conversing with people. He did so by being truly present and interested in what he was hearing as well as by conveying respect and appreciation for the person with whom he was conversing.”

- **Candice A. Hughes**

“Numerous colleagues have mentioned how much they have appreciated the support and the sharing as they mourn the unexpected loss of Tom. We can continue to do much in his memory... Let him serve as an inspiration to us as we continue to engage in the important work that he valued so much.” - **Shane Jimerson**

“Tom has been so much a part of my life, as a friend, colleague, and inspiration. He leaves a large hole in our profession, but more importantly, in our lives.” - **Judith Kaufman, New York**

“Tom’s assistance made it possible for me to get a license to practice in New Mexico. It was later that I met him in person. My first impressions were so positive. Tom was such a genuine and

friendly person. He always had time for anyone, regardless of their status, even those that many people ignore. What an incredible loss.” - **Ellen Krumm, Carlsbad, New Mexico**

“I had an intense correspondence with him several years ago and have some papers he sent me about his work in Gaza, where I also worked. Over the years I would consult with him on parts of my work and he was always generous with his knowledge, and considerate, although we never met face to face. When he moved to Gainesville, his office was down the hall from where my father used to work, and I enjoyed sharing memories with him.” - **Moshe Landsman, Israel**

“Tom was a great inspiration to the field of school psychology.” - **Daniel C. Miller, Texas Women’s University**

“In addition to his international work and research/academic career, Tom also served as a busy and accomplished site visitor for the APA Commission on Accreditation. We found ourselves on the same site team last year and he related a very busy life in his “retirement,” including doing two additional site visits after ours in the span of 2–3 months. We met again briefly at NASP (he attended the dance!) and he was very engaged with young and old alike.”

- **Daniel Olympia, University of Utah**

“Did you know that he was on Alan Coulter’s doctoral committee? I have some funny memories of Tom from the joint planning committee for the Olympia Conference. I got mad at him and threw a glass of champagne on him. He was a real gentleman about it. For years he would ask me why. I ended up buying a bottle of Champagne and presenting it to him at a

conference in Michigan. The following year he invited Joe (my husband) and me to his house in Gainesville, and he was a wonderful host. He volunteered to drive to St. Pete if Joe ever needed any assistance and he sincerely meant it.” - Sharon Petty, St. Petersburg, Florida

“I just saw Tom at NASP and he looked wonderful. I expected him to live to at least 100 years and beyond. Tom was a devoted father, a devoted teacher, a devoted researcher, and a great colleague.” - Jerry Sattler, San Diego, CA

“Such a close friend, colleague, mentor. So committed to furthering all aspects of the practice of school psychology throughout the world. So unfailing in his energy!” - Mary E. Stafford, University of Houston Clear Lake

“Tom was one of a small handful of U.S. school psychologists who was known and valued truly around the world.” - Bill Strein, University of Maryland

“Tom Oakland was a man who lived by example. He prided himself on living with integrity, and he always encouraged others to live up their highest ideals. He was a consummate mentor, advisor,



teacher, and father figure. He taught that we should live our lives with the end in mind. To this day, I can still hear him saying: 'How do you want to be remembered?' and 'What type of legacy will you leave?' In his law and ethics course, Tom even had us draft our own obituaries as a class assignment. Most of us were in our 20s though, in a time when life feels so limitless. However, the more that we learned from him and about for what he stood, we realized that Tom was encouraging us to wake up and live our lives with greater awareness and purpose." - Michael L. Sulkowski, University of Arizona

"He always had something positive to say about our field and was very supportive of me personally. He always paused to ask me and seemed genuinely interested in my work. He also impressed me with his sense of the history of our profession and his dedication and concern with the needs of children and families, not just in this country but internationally. He shared with me how touched he was by tributes given to him on his retirement, and I am thankful he learned with what high esteem we all held him and how appreciative we were of his many contributions to our specialty." - Mark Swerdlik, Illinois State University

"I first met Tom at a NASP convention. He talked to me and treated me as, not some lowly grad student, but almost as a colleague. Gracious doesn't begin to describe Tom. Really made me feel like somebody...really down to earth. Later, in 2004, after our department at the University of Southern Mississippi set up the Lee Hildman Colloquium series, Tom was our inaugural speaker ... a more polite, gracious, warm individual you couldn't meet." - Daniel H. Tingstrom, University of Southern Mississippi

"Speaking for friends and colleagues at the University of Florida, we feel privileged to have been part of his day-to-day professional work for the past 17 years, and know that so many of you in other parts of the country and world have also been touched by his collegiality, friendship, and scholarship. Tom frequently commented on how proud he was to be part of a professional community that brought support not only to children and families, but also to each other." - Nancy Waldron, Diana Joyce Beaulieu, John Kranzler, Tina Smith-Bonahue, University of Florida

"Tom was a long-time and dear friend and respected colleague. His contributions to education in general and school psychology in particular are countless. In our communications, he was always the utmost in professionalism and human qualities." - Bob Woody, University of Nebraska-Omaha

Conclusion

Beeman Phillips mentored Tom when they were together at Indiana University, the University of Texas, and with the Journal of School Psychology. His comment is a fitting concluding thought: "Through his professional, academic, and personal standards and dedication to service in two major universities and in many professional organizations, he exemplified the conviction that school psychology had much to contribute to schools, schooling, professional education and training, and human welfare at the local, regional, national, and international level. Although we will all feel diminished by his absence, we might, nevertheless, follow the example of his life and not focus on the unfairness of his death. Instead, we might think

about our pleasant memories about him, as a valued colleague, an exemplary role model, and as an esteemed leader—memories which we can carry with us in years to come” (Personal communication from Beeman Phillips, March 12, 2015).

Almost everyone who was familiar with the field of school psychology and its leadership knew Tom Oakland. He was a friend to all he met. A celebration of life was held at Trinity United Methodist Church in Gainesville, Florida on March 28, 2015. I was told that more than 250 people attended, including two who flew all the way from Hong Kong to pay respects to “Papa Tom” (Personal communication from Ellen Krumm, April 3, 2015; and Chris Oakland, May 5, 2015). Tom Oakland is survived by his sons, David and Chris, and their mother Judith (Defferding) Higgins. He was cremated and buried next to his parents and family members in Sunset Ridge Memorial Park, Kenosha, Wisconsin. There was a final celebration of his life on July 25 at First United Methodist Church in Kenosha.

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- Tom Fagan is the historian for the National Association of School Psychologists and APA Division 16.*
- Note: This article has also been published in the Communique (September 2015, vol. 44, no. 1, pp. 26–27), and is re-printed with permission from the National Association of School Psychologists.*



IN MEMORIAM: GLORIA GOTTSEGEN

BY **ABBY GOTTSEGEN** AND **BARRY ANTON**

Gloria Behar Gottsegen passed away peacefully on April '21, 2015 surrounded by her loving family. Born on November 15 1930 in NYC to Marco and Flora Behar, she lived a life dedicated to education and the service of people. Gloria's capacity for empathy, her love for collaboration with others and wanting to heal and repair our world drove her life. She instilled her joie de vivre, energy, and commitment to community involvement in her children and grandchildren who filled her life with light

“From her earliest days, Gloria created opportunities to improve the lives of others in need.”

“A person whose motto was ‘don’t knock it ‘til you’ve tried it,’ Gloria never shied away from learning about others and new experiences.”

and her heart with joy. In turn, Gloria was the support and moral compass for her family. Deeply devoted to Barnett Singer, her loving partner of the past 12 years, the two formed a partnership that uplifted one another and everyone around them. Gloria will forever remain a unifying force, inspiration and role model.

From her earliest days, Gloria created opportunities to improve the lives of others in need. Starting with her brother, Maurice, who she helped to raise when he emigrated from France—and later, his son Brett whom she loved like a son—Gloria reached out to protect those closest to her. Early in her career with Monroe Gottsegen, PhD (who remained a best friend) she created and became the principal of a preschool for children with intellectual disabilities in the Bronx. This led to her desire to pursue a career in school psychology and eventually to Lehman College (CUNY), where as a tenured Professor she chaired the Specialized Services Graduate program. She touched the lives of many students, even when teaching in Melbourne, Australia, who continued to stay in contact with her and who promoted her theoretical and ideological beliefs. As an accomplished Psychologist, Gloria wrote and edited over 12 books and monographs in her field, and became very active in promoting policies for all psychologists through her involvement with the American Psychological Association. There, she was president of five divisions (Section 4, 32, 42, 49, 52) and chaired or served on many committees and task forces both nationally and internationally during her career. In addition she was President of both the Division of International Psychology and International Society of Clinical Psychologists. These experiences seeded her lifelong pursuit of education, advocacy for others, and commitment to providing quality psychological care for patients.

Gloria continued to volunteer during her retirement with varied programs including the National League of Women Voters, a program for women in Florida prisons, and she even became a “CERT” first responder after Hurricane Andrew. She and Barnett worked tirelessly with the Special Olympics in Florida. Gloria’s energy and passion for travel



Dr. Gloria Gottsegen

took her all over the globe and spread to her children and grandchildren.

A person whose motto was “don’t knock it ‘til you’ve tried it,” Gloria never shied away from learning about others and new experiences. For example, she circled the globe twice with only a backpack. On her 80th birthday, Gloria fulfilled one of her dreams by skydiving, after previously having had the opportunity to fly on a trapeze. An avid tennis player Gloria enjoyed being outdoors and loved canoeing, kayaking, and ice-skating.

Gloria did not seek out attention for her work, although she received many awards as she was recognized for her constant service and leadership. Among others, she received the Fellowship award from Lehman College in 1979 and 1986. She also received awards from APA’s Division of International Psychology, the Society for General Psychology, and the Division of Humanistic Psychology. In 2001 she was awarded a Presidential Citation from APA for her “tireless and effective service in numerous offices, in numerous divisions, including president, secretary, treasurer, and Council representative and on five of APA’s major boards and committees, four of which she chaired, Dr. Gottsegen has made immeasurable contributions to the advancement of professional practice, to the vitality of APA and to the welfare of the public we serve. She is widely known for her vision and follow through (as well as for her homemade preserves).”

Gloria is survived by her loving partner of 12 years, Barnett Singer (daughters, Alexa, Laura, and Mindy) and her adoring children Abby (Len) and Paul (Jane), her grandchildren, Margot and Andrew Haas, William and Holly Gottsegen and

her nephew Brett (Teri). Her brother, Maury, will always maintain the strong bond they shared. The family expresses their profound thanks to her caregivers who were true angels and kept her safe and assured her dignity: Vilya, Wendy, Dr. Levine, the staff at Boca Regional and Hospice by the Sea.



PEOPLE AND PLACES

BY ARA J. SCHMITT, PH.D. (DUQUESNE UNIVERSITY)

The Northern Illinois University School Psychology Program is thrilled to announce that **Julia Ogg, PhD**, joined the program in fall 2015. Julia was previously at the University of South Florida where she had a productive launch of her career. She is a 2008 graduate of the Michigan State University program. Julia will be teaching Interventions for Children and Families and Consultative Interventions and will supervise PhD students. She is excited to launch her research lab at NIU where she will continue her work studying the malleable targets of intervention for young children with externalizing behavior. Julia will be the 2017 APA Division 16 conference chair in Washington DC.

The School Psychology Program of Northern Illinois University has also received a personnel preparation grant from the Department of Education, Office of Special Education Programs. The five-year project, Project Prevent and Address Bullying (PPAB) for Students with Disabilities: A Multitiered Behavioral Framework, will support the training of Specialist-level school psychologists with unique and extensive expertise in preventing and addressing bullying in schools. The NIU program faculty (**Michelle Demaray**, **Christine Malecki**, and **Julia Ogg**) are excited to begin recruiting and training scholars.

The Pennsylvania Psychological Association (PPA) is pleased to announce that **Tammy Hughes, PhD**, received the 2015 PPA award for Distinguished Contributions to School Psychology. She is a faculty member of Duquesne University's School Psychology Programs.

Duquesne University's School Psychology Programs are pleased to announce that **Mary Pat Jones, PhD**, has joined the faculty as an Assistant Clinical Professor of School Psychology. Dr. Jones completed her doctoral degree at The Ohio State University and has practiced in a variety of clinical settings including hospitals and schools. Dr. Jones joins **Laura Crothers, DEd**, **Scott Graves, PhD**, **Tammy Hughes, PhD**, **Elizabeth McCallum, PhD**, **Kara McGoey, PhD**, **Jeffrey Miller, PhD**, and **Ara Schmitt, PhD**, as a faculty member of the PsyD and PhD School Psychology Programs.

The School Psychology Program at Georgia State University is pleased to announce that **Dr. Ethan Van Norman** will be joining the program as a new tenure-track assistant professor in August 2015. Ethan graduated with this Ph.D. from the University of Minnesota and completed his pre-doctoral internship at Heartland Educational Agency 11 in Iowa. He joins GSU's established, productive, and collegial faculty team: **Joel Meyers**, **Catherine Perkins**, **Andy Roach**, **Steve Truscott**, and **Kris Varjas**.

Dr. Frank Farley, L.H. Carnell Professor (Temple University), Division 16 Fellow, and former APA President, has been elected to the Board of Directors of APA Division 3: Society for Experimental Psychology and Cognitive Science, as well as Division 46: Society for Media Psychology and Technology.



Please send items for next issue's "People & Places" to Ara Schmitt (ajschmitt4@gmail.com).

Suitable information includes personal accomplishments within the field, such as hires, professional awards, and other recognitions. Similarly, let us know about the accomplishments of your program or institution (e.g., gaining accreditation status). Finally, please let us know about relevant program creations—such as training programs, internship sites, post-doctoral positions, and so forth. Information that promotes products or services is not suited for "People & Places," but may be shared via Division 16's paid advertising options (please contact Greg Machek (greg.machek@umontana.edu) for more information).



CALL FOR NOMINATIONS

*Find more Division 16 news
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Nominations (including self-nominations) are sought for the following positions on the Division 16 Executive Committee:

1. President-Elect
2. Vice President for Convention Affairs & Public Relations
3. Vice President for Education, Training, & Scientific Affairs
4. Treasurer
5. Council Representative

The link below describes the positions and their responsibilities:
<http://www.apadivisions.org/division-16/leadership/executive-committee/manual/index.aspx>

Further information can be obtained from Jim DiPerna
(jdiperna@psu.edu)



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The following elected officials have been selected by Division 16 membership to serve leadership roles for the specified terms.

Office	Term	Name	Contact Information
President	2014-16	James DiPerna	The Pennsylvania State University 105 Cedar Building University Park, PA 16802 Email: jdiperna@psu.edu
President-Elect	2015-17	Lea Theodore	College of William & Mary School of Education 301 Monticello Avenue Williamsburg, VA, 23185
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DIVISION 16 EXECUTIVE COMMITTEE

(CONTINUED)

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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. 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 rates, please e-mail or write to:

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

Fall Issue: Approximate publication Date - September 15th; Submission Deadline - August 1st

Winter Issue: Approximate publication Date - January 15th; Submission Deadline - December 1st

Spring Issue: Approximate publication Date - June 1st; Submission Deadline - April 15th

