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APA Division 16 School Psychology  
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# The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

## Establishing a University-Based ADHD Evaluation Clinic in a Small Midwestern Community

**By Elizabeth M. O'Laughlin, Jerome A. Cerny, & Edward A. Kirby  
Indiana State University**

“...there remains a great deal of concern among parents and physicians regarding the accurate diagnosis of ADHD.”

Over the past decade, public interest and concern regarding the diagnosis and treatment of Attention Deficit Hyperactivity Disorder (ADHD), particularly among children has remained strong. ADHD related referrals have been found to comprise 50-80% of the total referrals to child outpatient clinics (Barkley, 1998). Although recent findings have provided strong support for the use of medication in treating ADHD symptoms among children, there remains a great deal of concern among parents and physicians regarding the accurate diagnosis of ADHD. This issue becomes particularly salient when school personnel are in disagreement with parents regarding the possible need and benefits of treatment for a particular child. In such an instance, an outside evaluation is often recommended in order for parents and physicians to obtain an objective assessment and recommendations for treatment. Thus, the need and demand for ADHD assessment services, independent of the schools, is quite strong.

For school personnel, referral to an independent school psychologist may be preferred over other health providers, since school psychologists are often more familiar with legal criteria for special education services pertaining to ADHD and the use of assessment measures that coincide with those typically used in school-based evaluations. However, there is also some advantage to a multi-disciplinary evaluation of ADHD symptoms. The ADHD Evaluation Clinic, established at Indiana State University (ISU) in 1997, was developed with the goal of providing thorough, yet cost and time-effective assessment for children referred with ADHD symptoms in a Midwestern rural community.

Another goal of the ADHD Clinic is to provide training experience for graduate students in Clinical, Counseling, and School Psychology Training Programs at ISU.

The ADHD Evaluation Clinic at ISU was jointly established by two clinical and one school psychologist, all with previous experience in diagnosing and treating ADHD. The ADHD Clinic is housed in the Department of Psychology Clinic, but is jointly staffed and supervised by faculty and graduate students in both School and Clinical Psychology (and occasionally Counseling graduate students). The decision to work jointly in establishing a sub-specialty clinic was based in part on a request from a local pediatrician's office for on-going ADHD assessment services. A previous on-site assessment program, run by School Psychology graduate students was terminated due to discontinuation of grant funding and difficulty staffing the clinic with available graduate students. Through a joint effort across departments (and colleges), we hoped to increase the number of graduate students with time and interest in working in the ADHD Clinic and also to establish a fee-based program that would allow the clinic to be financially self-sufficient. The opportunity to work collaboratively in developing an ADHD research program was also a strong incentive for both faculty and graduate students considering involvement in the clinic.

In the first three years of operations, we have provided evaluations for over 170 children between the ages of 4 and 16. Consistent with the demographics of this rural area, 88% of our clientele has been Caucasian, 5% African American, 5% Biracial, and 2% Hispanic and other ethnic/cultural groups combined.

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\* Allow 3 to 6 weeks for delivery of 3rd class mail.

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**PRESIDENT'S MESSAGE**

# Reducing Racism

**By Jack Cummings, Indiana University**

**T**he Division 16 Executive Committee met January 27-28, 2001 in Santa Barbara, California. Our midwinter meeting was scheduled to dovetail with the Second National Multicultural Conference and Summit. As an attendee of the Summit, it is hard to express the joy of meeting with so many psychologists committed to overcoming the tyranny of racism. As a representative of Division 16, I was proud that we were one of 18 APA divisions identified in the program as providing financial support to the Summit.

Even before I arrived in Santa Barbara, it was clear that the conference would be different from the traditional conventions I attend on an annual basis. On the last leg of my flight from Denver to Santa Barbara, the faces on the plane represented a rainbow of color. It was not the same old predominantly white crowd. To the contrary there were African-American, Asian American, Latino/Latina, and Native American psychologists on board. The talk on the plane was what you would expect when psychologists gather. There were discussions of university training issues, practice concerns, access to services, and political action. The difference was a sense of urgency as these different topics intersected with race and ethnicity. The plane ride was a prelude to what was one of the most intellectually and emotionally stimulating conferences I have attended in the past two decades.

Dr. John Dovidio delivered one of the opening keynote addresses. He raised the question of "Why can't we get along?" and addressed interpersonal biases and interracial distrust. He presented a series of social psychological research studies. I will relate the findings of two studies to illustrate. In one study, Dovidio manipulated the race of a confederate who gave the appearance of having a medical emergency. When white students were alone, approximately 90% responded by initiating help seeking behavior, regardless whether the confederate was white or African-American. In fact there was a very slight (non-significant) increase in helping behavior toward the African-American confederate. When the white experimental subject was placed in a group of other white students (also confederates), more than 75% of experimental subjects initiated helping behaviors toward the white confederate exhibiting a medical emergency. However, for the African-American confederate, only 37% of white experimental subjects

offered help. While one expects group diffusion of responsibility, the results clearly indicate racial discrimination on the part of the white experimental subjects.

In a second study Dovidio found differences based on the race of an applicant to college. He used a 2x2x2 design (African-American/White by high/low SAT by high/low school grades). When applicants had high SAT and superior high school grades, white subjects were confident in their decisions to admit. It did not matter whether the student was African-American or white. Likewise, when the applicants had low SAT scores and poor high school grades, the race of the applicant was irrelevant. They recommended denying admission. However, race of the applicant did matter when the applicant had mixed credentials. When the applicant was white with a low SAT and superior high school grades (or had high SAT's and poor high school grades), there was a tendency to recommend admission. In contrast, under the same mixed credential conditions there was a tendency of the white subjects to recommend against admission of the African-American applicant.

How does one explain the differences? Dovidio asked the subjects. In the condition where they recommended against the admission of the African-American with high SAT and poor grades the subjects replied that the poor grades were the reason. However, when the subjects who reviewed the white applicant with the same credentials were asked why, they said it was high SAT scores. I sat there and thought these results are amazing. The reaction of the other 500 members in the audience was to nod their heads, smile and say "of course." The audience appreciated the findings as validation of their experience.

Another session honored senior men of color. Art McDonald, Patrick Okura, Amado Padilla, and Joe White described their experiences surviving racism and the lessons they learned. They told stories that made me ashamed to be part of the society that is so hurtful. Their stories made me want to cry. I'll relay parts of Patrick Okura's story. He was born in 1911 to parents who had emigrated from Japan. As a youth growing up in the Los Angeles area, he was not aware of discrimination. His introduction came as a student at UCLA. Japanese-Americans were not permitted in student housing, to join social clubs, or be admitted to fraternities. They also were not wel-



Jack Cummings

“Why can't we get along?”

CONTINUED FROM THE COVER

**Establishing a University-Based ADHD Evaluation Clinic in a Small Midwestern Community**

About 20% of referred children live in single-family household. The other 80% live in homes with two adults present, either two biological parents or a parent and a stepparent (or significant other). As an estimate of client social economic status, 26% of children paid no fee or were covered by Medicaid, another 35% paid a significantly reduced fee (indicating low to moderate income), 18% paid a slightly reduced fee (moderate income) and 21% paid the full fee (higher income). We have also provided training in ADHD assessment for more than 25 graduate students. Several students have developed doctoral projects based on data collected through the ADHD Clinic, and several more have participated in conference presentations and research reports. A number of our past ADHD clinic graduate clinicians have commented that Internship sites were particularly impressed with their experience and knowledge regarding ADHD and felt that this was a key factor in enhancing their attractiveness both for Internships and later employment. In addition to the many opportunities that have developed as result of establishing ISU's ADHD Evaluation Clinic, we have also run into some obstacles. The purpose of this article is to provide information both in regard to the initiation and day-to-day operations of a University-based ADHD Evaluation Clinic, and some of the obstacles encountered, so that others interested in establishing similar clinics can learn from our experiences.

**GETTING THE CLINIC ESTABLISHED**

In developing our referral and feedback procedures as well as our assessment battery, we elicited input from potential referring physicians at a local pediatrics clinic. In our first semester of business, we limited our referrals to those generated by the local pediatrics office and a handful of parents and teachers who heard of the clinic by word-of-mouth. After establishing our procedures and working through initial obstacles, we began yearly mailings in the fall semester to all pediatricians, family physicians, and school counselors in the Wabash Valley area (Vigo County). In addition, the clinic founders have given numerous talks in the community on the topic of assessment and treatment of children with ADHD. These recruitment efforts have yielded a rich referral base.

**DAY-TO-DAY OPERATIONS**

The day-to-day operations of the ADHD Evaluation Clinic are managed by the Clinic Coordinator (CC), who is one of the co-founders of the clinic. The CC is responsible for receiving and

preparing clinic referrals, training and assigning graduate clinicians to cases, tracking case progress, collecting information in regards to clinic functioning for an annual clinic report, and promoting the services and functions of the ADHD Clinic. The CC is assisted in her duties by the Psychology Clinic receptionist, who maintains direct communication with clients, schedules appointments, collects fees, bills insurance, and maintains records. Referring physicians and school counselors can fax a referral form to the clinic with client contact information or call the clinic during business hours to schedule an appointment directly. Clients are generally contacted within two days of the initial referral, appointments scheduled within 2-3 weeks of the referral, and feedback provided to the referral source within two weeks of the date of the assessment.

Graduate students working in the clinic are required to attend weekly staff meetings in which all assessment cases are discussed with all three co-directors. Two student clinicians are involved for each assessment. One clinician conducts the parent interview and ensures that parent and teacher questionnaires are completed, while the second clinician conducts the child testing and behavioral observations concurrently in a separate testing room at the clinic. The clinician who conducts the parent interview is responsible for summarizing test scores and background history for presentation at the weekly staff meeting. The child clinician is responsible for scoring all the child measures and contributing behavioral observations. The parent clinician is also responsible for writing the evaluation report and providing feedback to parents under supervision.

**OBSTACLES ENCOUNTERED****PAYMENT AND INSURANCE COVERAGE**

One of the potential obstacles of a training clinic is reimbursement for services provided by graduate students. Our clinic operates on a sliding scale fee basis, allowing parents to pay a modest out-of-pocket fee, based on family income, for services provided by graduate clinicians who are supervised by a licensed psychologist. In our first few years of service, a large number of our clients chose to pay the modest out-of-pocket fee (e.g., \$30 to \$100) rather than utilize insurance. In the past year, with the advent of greater Medicaid coverage for lower income families with children, we have received a substantial increase in referrals of clients with Medicaid coverage. We have also increased the maximum out-of-pocket fee over the past two years (e.g., from \$150 to \$300), resulting in greater requests for

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insurance coverage. Many clients with Medicaid coverage are unwilling or unable to pay even the reduced out-of-pocket fee. In order to utilize Medicaid as a source of payment, all services billed to Medicaid must be conducted by a doctoral level, licensed and Medicaid approved provider, limiting the opportunities for graduate student involvement. Our solution to this dilemma has been to allot two of the four appointment slots per week for private insurance or Medicaid clients. Two of the three co-directors, who are approved to provide Medicaid services, each conduct evaluations one morning a week during the semester. In these cases, the licensed psychologist conducts the parent interview and child cognitive testing as billable services. A graduate clinician administers several research measures (e.g., auditory attention tasks, social skills knowledge), conducts school observations, and summarizes test scores, which are non-billable activities. The graduate clinician is also present during the parent feedback session. Although billing and reimbursement can be time consuming, providing services for Medicaid clientele serves to diversify the types of clinical cases for our graduate students, and provides an additional source of income for the ADHD Clinic and the psychologist providers. A portion of the service fees is used to reimburse the Psychology Clinic for use of space, materials, and staff support services.

**TIME INVESTMENT**

The time required to establish and run a University-based ADHD Evaluation Clinic is another potential obstacle. We estimate that each of the three co-directors of the clinic spends approximately 2-4 hours a week in supervision of graduate student clinical work (staffing, reviewing reports, assisting with feedback). The two psychologists involved in providing direct services in the clinic spend an additional 2-4 hours a week. This time does not include meetings and supervision of research activities. However, given University expectations of research productivity and supervision of graduate research and clinical training, combining clinical supervision and practice with data collection and research aids in streamlining our efforts in these diverse areas. Graduate students at the ADHD Clinic also justify the time investment by combining valuable clinical training with research experience and/or data collection for dissertation projects. For example, one or more additional assessment instruments are included in our standard assessment battery to assist students in conducting research projects.

**COORDINATION OF SERVICES**

It has been suggested that both assessment and intervention for ADHD children is most effective when including the participation of agents of change in both home and school environments. School psychologists have the advantage of directly providing feedback to teachers and other school personnel, while also coordinating the implementation of behavioral interventions or other academic modifications. Providing services outside of the schools has limited our abilities to communicate with teachers and facilitate the implementation of treatment recommendations. This limitation is caused, in part, by parents requesting that evaluation results be kept confidential from school personnel. It has also been the case, on occasion, that school personnel have expressed reluctance to invest the time necessary to implement behavioral interventions in the school setting, feeling that medication alone would allow for sufficient improvement in behavior. We have attempted to address problems related to coordination of services by working closely with the school system both in eliciting input on the assessment and in providing treatment services for ADHD children in the schools.

A school-based program for children with ADHD-like symptoms, the Cognitive Abilities and Skills Training Program (CAST), was developed by our School Psychologist founder several years before the initiation of the ADHD Evaluation Clinic. Our clinic works in conjunction with CAST, both in providing free assessments for children referred to CAST without prior testing, and in referring children assessed through the clinic to the CAST program. Although developed for the School Psychology Training Program, the CAST program is now open to Clinical and Counseling students involved in the ADHD Clinic who would like ADHD treatment experience as well. The University-based clinic also conducts groups for ADHD parents on behavioral interventions, providing training for graduate students, and treatment services for both parents of CAST children and children seen for assessment through the ADHD clinic.

**CHARACTERISTICS OF A SMALL MIDWESTERN COMMUNITY**

A final obstacle that merits discussion involves the attitudes and values towards mental health services held by many of our clients, who reside in a small Midwestern community. A significant number of parents have expressed concerns about the stigma associated with seeking mental health services

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for their child and even greater concerns about negative effects of stimulant medication (e.g., addiction, withdrawal, child will be sedated, child will grow up to abuse drugs). The large majority of our clientele seek our assessment services only after first consulting and receiving a referral from their family physician or pediatrician. For many, seeking medical services for their child is much more comfortable and less stigmatizing than seeking a psychological evaluation. Without a solid relationship based on mutual respect with our referring physicians, we would likely have significantly fewer referrals. In addition, the ADHD clinic provides a unique service to the community as a source of consultation and education for parents, physicians, and educators.

We have also noted issues related to limited availability of child providers in our area, resulting in referrals from a wide-ranging area (60 mile radius) and difficulty locating local follow-up services for some of our clients in need of family or individual therapy. Although we offer parent education groups through our clinic, we have consistently had difficulty filling our groups and with regular attendance. Our colleagues in Counseling Psychology have reported similar experiences with therapy and support groups in this area and have suggested that reliance on Mid-west values of independence may in part explain this difficulty. Lower levels of education and income also contribute to lack of sophistication and knowledge regarding child development and the importance of early intervention for children experiencing problems with school or behavior. Finally, issues of poverty including lack of transportation, no telephone, and poor access to social services is an obstacle that we have encountered amongst our clientele.

**CONCLUSION**

The establishment of the ADHD Evaluation Clinic at ISU has been beneficial for parents, children, and physicians in our community as well as graduate student clinicians and the co-directors. In addition to generating funds, referrals, and research opportunities for faculty and graduate students, the ADHD Clinic offers valuable opportunities for developing, maintaining, and improving the clinical skills for all involved in providing services. Despite potential obstacles such as time commitments and third party billing and reimbursement, we have found that the advantages of establishing a sub-specialty such as the ADHD Evaluation Clinic far outweigh the potential obstacles.

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**APPENDIX**

Assessment Measures used in ADHD Evaluations

**PARENT MEASURES:**

- Semi-Structured Interview (ADHD and ODD DSM-IV criteria, screening questions for common co-morbid disorders, family environment and discipline)
- Child Behavior Checklist (Achenbach, 1991)\*
- Behavior Assessment System for Children: Parent Rating (Reynolds & Kamphaus, 1998)\*
- Conners' Brief Parent Rating Scale-Revised (Conners, 1997)
- Conners-March Developmental Questionnaire (Conners & March, 1999)
- Social Skills Rating System: Parent Form (Gresham & Elliot, 1990)\*\*

**TEACHER MEASURES:**

- Teacher Rating Scale (Achenbach, 1991)\*
- Behavioral Assessment System for Children: Teacher Rating Scales (Reynolds & Kamphaus, 1998)\*
- Social Skills Rating System: Teacher Form (Gresham & Elliot, 1990)\*\*
- Teacher Information Form (current grades, comments on child)

**CHILD MEASURES:**

- Integrated Visual and Auditory Continuous Performance Test (Sandford & Turner, 1995)
- Kaufman Brief Intelligence Scale (Kaufman & Kaufman, 1990)
- Weschler Individual Achievement Test-Screener (Weschler, 1990)
- Social Skills Knowledge Questionnaire (based on Michelson & Wood, 1982)\*\*
- Child Checking Test (auditory attention test)\*\*

\*We have recently replaced the CBCL/TRF with the BASC  
\*\*Research measures

*Comments, thoughts, and opinions regarding this article for the Comment Section of The School Psychologist should be e-mailed to: LReddy2271@aol.com*

# Working to Create A Violence-Free Future for Children

By Julia Silva and Jacquelyn Gentry

Using information from decades of research on child development, aggression, violence, and prevention, the American Psychological Association (APA) and the National Association for the Education of Young Children (NAEYC) have launched the ACT – Adults and Children Together – Against Violence project. This exciting new initiative addresses violence prevention in the critical years of early childhood, ages 0 to 8, by focusing on the adults who are most influential in the children's lives – parents, teachers, and other caregivers.

"Kids learn more from what they see people doing than from what people say," says Jacquelyn Gentry, PhD, director of Public Interest Initiatives at APA. "Violence is primarily a learned behavior, often learned early in life, and children who learn constructive ways to resolve conflicts are learning violence prevention."

Few violence prevention programs focus on early childhood, a critical period when children learn basic skills for getting along with others. But ACT Against Violence is designed to fill this gap by translating research findings on early child development, aggression and violence, and evidence-based interventions into an early violence prevention initiative focusing on the adults. ACT emphasizes that the adults who spend the most time with young children – parents, teachers, caregivers – are the ones who establish the children's learning environment and consequently can help them to develop positive ways to resolve conflicts and deal with anger and frustration.

ACT Against Violence brings together two organizations with longstanding interest in violence prevention and children's well-being. The APA, with nearly 160,000 members, has synthesized behavioral and social science research on many aspects of aggression and violence, and its members have been on the forefront of research on violence for nearly a half-century. Through its policies and programs, the NAEYC promotes peaceful environments for early learning experiences, and its membership of 105,000 early childhood educators work with hundreds of thousands of young children, mothers, dads, and other family members every day.

ACT Against Violence is a two-pronged initiative – it highlights early violence prevention by com-

binning a national multimedia public service advertising campaign with community training programs.

## NATIONAL MEDIA CAMPAIGN

Sponsored by the Advertising Council, Inc., the APA/NAEYC public service advertising campaign is designed to raise awareness about the important role of the adults in protecting children from involvement in violence. Ads have been developed by Flashpoint, a New York City advertising agency that has donated its creative services to design campaign materials and public service announcements (PSAs) for TV and radio. The television and radio advertisements will be distributed through the Advertising Council to TV networks and 50 major U.S. media markets around the first of March.

The ACT Against Violence media campaign includes a toll-free telephone number 1-877-ACT-WISE – that viewers and listeners can call to request a brochure on violence prevention in early childhood. The Web site <http://actagainstviolence.org> will offer further information about the campaign, child development, and violence prevention for parents and teachers of young children.

Campaign kits including fact sheets, brochures, press releases, and draft of a contact letter to local station public service directors are being prepared for distribution through the state psychological associations.

## COMMUNITY TRAINING PROGRAM

The goal of the ACT Against Violence Community Training Program is to make early violence prevention a central part of a community's efforts to prevent violence. Designed as a 3-day train-the-trainers workshop for groups of 30-40 professionals, the ACT training program is for individuals who work with families and/or young children. The workshop program provides instruction on about how to work with diverse groups of adults, how to disseminate child development information, how to select intervention programs, and how to design an action plan. It also offers model workshops and educational materials to be shared with others addressing core violence prevention skills – problem solving, anger management, discipline, and media literacy. Participants in the ACT Against Violence trainings are expected to use what they learn in the workshop to enhance programming in

“Kids learn more from what they see people doing than from what people say.”

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their organizations and communities.

To develop ACT training in a specific community, a Local Coordinator, typically in an organization that can provide an administrative base for the project, directs the program and maintains liaison with national staff at the APA and NAEYC. Experienced trainers in the community are recruited as Instructors and trained by APA/NAEYC to conduct the workshops.

With a grant from the Packard Foundation, the APA and NAEYC developed the community-training program with assistance from experts in child development and violence prevention. In the summer of 2000, it was pilot tested in Washington, DC; the first workshop was conducted in partnership with the Monterey Peninsula College in Monterey, California last fall for 31 participants representing three counties in that area. An evaluative study assessed the short-term effect of the workshop and continues to monitor its impact in the community.

Currently, APA and NAEYC are working with Child & Family Resources, a community-based organization led by an APA member in Randolph, NJ, to implement the ACT training program in Morris County, NJ. This program is being funded by the AT&T Foundation. A program in Kansas City, to be supported by the Kaufmann Foundation, also is under development through Homefront, a community-based organization.

**LOOKING INTO THE FUTURE**

APA and NAEYC encourage their members to participate in the ACT Against Violence project by promoting the media campaign and educational materials in their communities and by participating in local ACT training programs.

ACT Against Violence has received financial support from the Robert Wood Johnson Foundation, Kellogg Foundation, Los Angeles County Psychological Foundation, Foundation for Child Development, CDC Foundation, Metropolitan Life Foundation, American Psychological Foundation, American Psychological Association, and Beth and Russell Siegelman. Additionally, the project is a partner SafeUSA, a CDC-sponsored initiative promoting injury and violence prevention.

Making a difference in such a complex problem as violence prevention requires a sustained effort, and the APA and NAEYC continue to pursue support for expansion and refinement of this combination of a nationwide mass media campaign and local training efforts.

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**PRESIDENT'S MESSAGE: REDUCING RACISM**

come on sports teams. Through persistence he was able to join the baseball team. There were two players that were not accepted by their teammates. The coach and the trainer were supportive, but the team treated him as an outcast and had as their goal to get the "Jap" and the "Jew" to quit. Through the support of the coach and trainer, he found the strength to continue. One of the professors that treated him with respect was Grace Fennald. On her encouragement he went on to earn a Masters in Psychology. In October of 1941 he was married. This was two months before Pearl Harbor. Within a short time he was one of 120,000 Americans, who had 1/16 or more Japanese blood, interned in a prison camp. Because his wife was working as a secretary for the prison administration, she learned that because of his Masters in Psychology he could be assigned elsewhere based on need. Through contacts, Father

Flanagan of Boys Town invited him to work in Nebraska. After eight months of imprisonment, Mr. Okura and his wife headed to Nebraska. Father Flanagan was thrilled because he had 400 boys who had never been tested and who needed counseling. Mr. Okura described wonderful years at Boy's School, advocating for the development of a state approach to juvenile justice. His efforts at the state level were noticed and he received a surprise invitation to join the National Institute of Mental Health. At first reluctant to join the same government that had put him in prison, he eventually joined NIMH to work on issues related to children, minorities, and delinquency.

During the administration of George Bush, the federal government issued an apology and gave \$20,000 for him and \$20,000 for his wife. He matched the \$40,000 from the government with his own money and with \$80,000 started the Okura Mental



# Sun, Fun, and School Psychology:

## CDSPP Meets in Florida to Discuss Training and Professional Issues

By **Steven G. Little**  
Secretary/Treasurer, CDSPP

The weekend of February 2-4, 2001 saw the Council of Directors of School Psychology Programs (CDSPP) return to the Embassy Suites Deerfield Beach Resort in Deerfield Beach, Florida for their Fourth Annual Mid-Winter Meeting. I believe I am speaking for everyone in attendance when I say that this was the most successful meeting ever. Eighty-six people attended from universities across the United States and Canada and the weather cooperated by being warm (highs in the low 80's) and sunny.

The meeting began officially on Friday morning with a welcome and introduction from **Ed Gaughan** of Alfred University, CDSPP Chair and Program Coordinator. This was followed by the keynote address by **Cynthia Belar**, Executive Director of the APA Education Directorate. The morning concluded with a symposium chaired by **Gary Stoner** of the University of Massachusetts entitled "Encouraging Students to Choose Academia," a topic that is very relevant considering the number of open faculty positions in school psychology programs. Joining Gary to discuss this topic were **Jack Cummings** of Indiana University, **Terry Gutkin** of the University of Nebraska-Lincoln, **Adena Myers** of Illinois State University, and **Kelly Powell-Smith** of the University of South Florida. After lunch two symposia were held in the afternoon. The first entitled "Educating Students for Diversity" was chaired by **Ray DiGiuseppe** of St. John's University and included **Steve Peverly** of Columbia University and **Joel Myers** of Georgia State University. The final symposium of the day was chaired by **Jack Cummings** of Indiana University, and included **Rik Carl D'Amato** of the University of Northern Colorado and **Kathy Bradley-Klug** and **Kelly Powell-Smith** of the University of South Florida. This symposium titled "Do the Benefits of Technology Outweigh the Hassles? Uses in the

Preparation of School Psychologists." The day concluded with a complimentary manager's reception and great conversation on the patio.

Saturday began with a report from the Committee on Accreditation by **Cindy Carlson** of the University of Texas and a discussion entitled "Creative Approaches to Funding Practica and Internships." This discussion was chaired by **Tom Kehle** and included his colleagues from the University of Connecticut **Melissa Bray** and **Sandra Chafouleas**. This was followed by the feature session of the meeting. This session entitled "Education and Training Standards in School Psychology: What's Next?" included presentations by **Walt Pryzwansky** of the University of North Carolina (Postdoctoral Training: The Perspective of the Specialties in Psychology and the School Psychology Synarchy), **Hedy Teglassi** of the University of Maryland (Survey Results on the Role of the Specialty Definition in Training), and **LeAdelle Phelps** of SUNY Buffalo (Division 16 Task Force On School Psychology Training Standards). The program concluded with a luncheon compliments of AGS and included a presentation of a CDSPP Award to **Bob Zaske** by **Tom Fagan** and the CDSPP Business Meeting. While some people left to fly home Saturday afternoon, many others stayed to lounge by the pool or on the beach, play tennis, or just enjoy the sun.

The meeting was a huge success. In addition to having organized presentations, being able to interact with other directors of doctoral programs and trainers on a formal and informal basis for two days, the meeting allowed participants to gain a tremendous amount of useful information. No meeting such as this can succeed without a great deal of hard work by dedicated individuals. **Ed Gaughan**, of Alfred University organized the program, **Tom Fagan** of the University of Memphis did an incredible job in making all of the local arrangements, and **Steve Little** of Hofstra University handled the registration. All board members (**Lisa Bischoff**, **Ed Gaughan**, **Terry Gutkin**, **Steve Little**, **Walt Pryzwansky**, and **Chris Skinner**) contributed to the program development and in making the meeting a success. In addition, this type of meeting cannot be successful without adequate financial support. **AGS** (represented by **Larry Hanken**), **Psychological Assessment Resources** (represented by **Jim Gyurke**), the Psychological Corporation (represented by **Judith Treloar**), and **Barry University** were all very generous in their financial support. In addition, the **National Association of**

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**Sun, Fun, and School Psychology: CDSPP Meets in Florida to Discuss Training and Professional Issues**

**School Psychologists** donated books and other materials that were raffled off during the luncheon. CDSPP and all of those in attendance are greatly appreciative.

The conference was very well attended with over 86 individuals from 62 universities/programs/etc. represented. The following participated in the program: **Alfred University** (Ed Gaughan & Tim Keith), **Alliant University** (Rhonda Brinkley-Kennedy), **AGS** (Larry Hanken), **American Psychological Association** (Cynthia Belar & Ron Palomares), **Barry University** (Joe Perry & Agnes Shine), **Central Michigan University** (Katrina Rhymer), **City University of New York** (Marian Fish), **Duquesne University** (Kim Blair), **Fairleigh Dickinson University** (Ron Dumont & Tassos Matsapoulos), **Fordham University** (Vinny Alfonso), **Georgia State University** (Joel Myers & Kris Varjas), **Hofstra University** (Angeleque Akin-Little, Steven Little, & Robert Motta), **Illinois State University** (Adena Myers & Mark Swerdlik), **Indiana State University** (Lisa Bischoff), **Indiana University** (Jack Cummings), **Indiana University of Pennsylvania** (Victoria Damiani), **James Madison University** (Harriet Cobb), **Lehigh University** (Christine Cole, George DuPaul, & Ed Shapiro), **Loyola University Chicago** (David Prasse), **Louisiana School Psychology Internship Consortium** (Alan Coulter & Constance Patterson), **McGill University** (Ingrid Sladeczek), **Michigan State University** (Jean Baker & Evelyn Oka), **Mississippi State University** (Steuart Watson), **New York University** (Iris Fodor & Rob March), **North Carolina State University** (Bill Erchul), **Northeastern University** (Chieh Li), **Ohio State University** (Antoinette Miranda), **Pace University** (Barbara Mowder), **PAR** (Jim Gyurke), **Psychological Corporation** (Judith Treloar), **Rutgers University** (Kenneth Schneider), **St. John's University** (Raymond DiGiuseppe & Rosemary Flanagan), **Teachers College, Columbia University** (Stephen Peverly), **Temple University** (Joseph Rosenfeld), **Texas A&M University** (Mike Ash), **Tulane University** (Stacy Overstreet & C. Chrisman Wilson), **University at Albany - SUNY** (Deborah K. Kundert & Doug Smith), **University at Buffalo - SUNY** (LeAdelle Phelps), **University of California-Berkeley** (Nadine Lambert), **University of Connecticut** (Melissa Bray, Sandra Chafouleas, & Tom Kehle), **University of Georgia** (Leslie Munson), **University of Kentucky** (Stephen T. DeMers & Tom Prout), **University of Maryland** (Bill Strein & Hedy Teglassi), **University of**

**Massachusetts** (Bill Matthews, & Gary Stoner), **University of Memphis** (Tom Fagan & Wendy Naumann), **University of Minnesota** (Marika Ginsburg-Block), **University of Nebraska, Lincoln** (Terry Gutkin), **University of Northern Colorado** (Rik Carl D'Amato), **University of North Carolina** (John Brantley & Walt Pryzwansky), **University of Rhode Island** (Paul de Mesquita), **University of South Carolina** (Scott Huebner, Patricia Keith, & Richard Nagle), **University of South Florida** (George Batsche, Kathy Bradley-Klug, & Kelly Powell-Smith), **University of Southern Mississippi** (Dan Tingstrom), **University of Tennessee** (Chris Skinner), **University of Texas** (Cindy Carlson), **University of the Pacific** (Linda Webster), **University of Virginia** (Ronald Reeve), **University of Washington** (Jim Mazza), and **Western Michigan University** (Edward Daly).

Next year CDSPP will return to the Embassy Suites Deerfield Beach Resort in early February (I'll keep you informed of the exact date). In addition to the 2001 meeting, the 1998 and 1999 meetings were also held at this site. Those in attendance were near unanimous in their desire to return to this all suites hotel where amenities include complimentary breakfast and happy hour. The program has yet to be set but I am sure it will prove valuable to anyone interested in training issues in doctoral school psychology. If you have an interest in presenting at next year's conference please contact me or another member of the CDSPP board. Mark it on your calendars now and make plans to join us under the Florida sun next winter.

Mark it  
on your  
calendars  
now and  
make plans  
to join us.

# Division 16 Task Force on School Psychology Training Standards

By LeAdelle Phelps  
State University of New York at Buffalo

Upon acceptance of the *Archival Description of School Psychology* by the APA Council of Representatives in 1998, the Executive Committee of Division 16 recommended that a task force be assigned the undertaking of developing training standards reflective of that document. Many of the other specializations or proficiencies approved by CRSPPP (Committee for the Recognition of Specialties and Proficiencies in Professional Psychology) were developing similar training standards appropriate for their area of expertise (e.g., Clinical Neuropsychology, Clinical Child).

In the spring of 1999, I was asked to Chair the *Division 16 Task Force on School Psychology Training Standards*. Committee members included: Jeff Braden, Sandy Christenson, Ed Shapiro, Rick Short, Terry Stinnett, Hedy Teglassi, and Nancy Waldron. The committee developed the *School Psychology Training Standards* document (see section below) which was approved by the Division 16 Executive Committee in February 2000.

Simultaneously, NASP developed the *NASP Standards for Training and Field Placement*, which were approved by the NASP Delegate Assembly in July 2000 (available on the NASP webpage). The Division 16 Executive Committee then requested that the Task Force reconvene and compare/contrast the new official Division 16 and NASP training standards. The outcome of that assignment is the document *Comparison of Division 16 and NASP Training Standards* (see section below).

We welcome your comments! Please send your thoughts/suggestions to Division 16 President Jack Cummings (cummings@indiana.edu) or President-Elect Steve Little (psysgl@hostra.edu)

## School Psychology Training Standards General Overview

School Psychology is a general practice and health service provider specialty of professional psychology that is concerned with the science and practice of psychology with children, youth, families; learners of all ages; and the schooling process. The basic education and training of school psychologists prepares them to provide a range of psychological assessment, intervention, prevention, health promotion, and program development and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems.

School psychologists are prepared to intervene at the individual and system level, and develop, implement, and evaluate preventive programs. In these efforts, they conduct ecologically valid assessments and intervene to promote positive learning environments within which children and youth from diverse backgrounds have equal access to effective educational and psychological services to promote healthy development.

School psychological services are provided in a broad array of settings (e.g., schools, workplace, school-based and school-linked health centers, as well as medical, social service, or correctional facilities). School psychologists recognize schools as a crucial context for development. They know effective instructional processes; understand classroom and school environments; understand the organization and operation of schools and agencies; apply principles of learning to the development of competence both within and outside school; consult with educators and other professionals regarding cognitive, affective, social, and behavioral performance; assess developmental needs and develop educational environments that meet those diverse needs; coordinate educational, psychological and behavioral health services by working at the interface of these systems; intervene to improve organizations and develop effective partnership between parents and educators and other caretakers.

School psychologists are accountable for the integrity of their practice. They protect the rights of children and their families in research, psychological assessment, and intervention. Their work reflects knowledge of federal law and regulations, case law, and state statutes and regulations for schools and psychological services. They appreciate the importance of the historical influences of educational, community, state, federal, and organizational dynamics on academic, social, and emotional functioning

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**Division 16 Task Force on School Psychology Training Standards**

of children and youth in educational settings. These training standards reflect doctoral level training.

**Criteria**

**Exposure** is defined as a level of skill/knowledge attainment expected after introduction to the topical area in didactic seminar or coursework and/or observation in applied or research settings.

**Experience** is defined as a level of competence expected after sufficient foundational knowledge/skill has been acquired through coursework and service delivery (e.g., practica, internship, post-doctoral training) with direct observation and supervision by a professional who has expertise in the topical area.

**Expertise** is defined as advanced skill in the topical area developed through a continuum of training that demonstrates the ability to reflect upon alternatives, flexibly select appropriate assessment and intervention options, implement service delivery, and monitor outcomes. Thus, expertise is demonstrated synthesis of knowledge with practice and the proficiency to practice autonomously in the area.

**Parameters of School Psychology Practice**

School psychologists at a minimum must receive training in the areas below. Programs may require a higher level of skill/knowledge attainment in the areas consistent with the program models.

**Populations**

School psychologists provide services to learners of all ages and the systems and agencies that serve them and their families.

	<b>POPULATIONS</b>	<b>Exposure</b>	<b>Experience</b>	<b>Expertise</b>
Individuals				X
Families			X	
Educators				X
Systems & Org.			X	

**Problems**

School psychologists translate current scientific findings to alleviate cognitive, behavioral, social and emotional problems as related to learning and social adjustment. These include a wide range of problems such as specific disabilities or disorders that affect learning, behavior, mental health or accomplishing specific developmental tasks such as the school-to-work transition. School psychologists also address problems in the various learning environments that affect educational progress and psychological well being of children, youth, and fami-

lies. The learning environment is broadly construed to include the instructional milieu, classroom or building climate and the family as important contexts for learning and development. Additionally, school psychologists address adverse social conditions that threaten healthy development in the school or community including factors associated with school dropout, school violence, teenage pregnancy, and substance abuse.

	<b>PROBLEMS</b>	<b>Exposure</b>	<b>Experience</b>	<b>Expertise</b>
Individuals	Learning			X
	Adjustment			X
	Learning Environments			X
	Adverse Social Conditions		X	

**Procedures**

School psychologists have knowledge of, and skill in, procedures that comprise the core of professional psychology, including assessment, intervention, consultation, and evaluation. Additionally, school psychologists possess advanced knowledge and skills related to the specialized practice of school psychology. These include advanced educational, psychological, and ecological assessment methods and procedures appropriate to the unique characteristics of the specialty of school psychology, as well as educational, behavioral, psychological, and systemic interventions to address problems and promote growth within the populations served by school psychologists. School psychologists also possess highly developed expertise in both promoting normal growth and development and responding to external stressors and challenges. Finally, school psychologists have expertise in evaluation of appropriateness and effectiveness of the procedures they use.

(see Table A on page 41)

**Knowledge Base**

School psychologists possess foundation knowledge and methods common to all professional psychologists as well as advanced knowledge, skills, and attitudes that distinguish School Psychology from other specialties. The interaction of psychology and education, and of psychology's role in diagnosis, assessment, and prevention and treatment of children and youth with educational and community environments, are areas of advanced knowledge.

(see Table B page 42)

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**Division 16 Task Force on School Psychology Training Standards**

TABLE A

PROCEDURES		Exposure	Experience	Expertise
<b>Assessment of Individuals</b>				
Domains	Abilities			X
	Achievement			X
	Social & emotional functioning			X
	Personality		X	
	Adaptive		X	
Methods	Interviews/questionnaires checklists, self-reports			X
	Observations			X
	Performance assessments (e.g., standardized, curriculum-based, criterion referenced, personality instruments)			X
Standards	Validity	X		
	Reliability		X	
<b>Diagnostic Assessment</b>				
Eligibility for legally mandated services				X
<b>Recommendations</b>	Educational modifications			X
	Community services		X	
<b>Prevention</b>				
Universal (interventions given to all)			X	
Indicated (interventions for "at risk")			X	
Selected (interventions for early signs of a disorder)			X	
<b>Direct Intervention</b>				
Crisis Intervention X				
Individual, group, & family intervention to address behavior, emotion, learning, and relationships				X
<b>Psychological and Educational Consultation</b>				
Individual & Group		X		
Organizational			X	
<b>Integrated Service Delivery</b>		X		
<b>Supervision</b>			X	
<b>Health-related Consultation</b>		<b>Exposure</b>	<b>Experience</b>	<b>Expertise</b>
Populations	Physicians, health professionals	X		
Problems	Health disorders (e.g., ADHD, Tourettes, HIV/AIDS, visual and/or hearing impairments, seizure disorders)		X	
<b>Monitoring &amp; Evaluating Services</b>				
Academic Achievement				X
Individualized Education Plans				X
Instructional and Organizational Environments			X	
Teacher & Parent Consultation				X

**COMPARISON OF DIVISION 16 AND NASP TRAINING STANDARDS**

The Task Force compared the Division 16 Training Standards (approved by the EC in February 2000) with those of NASP (approved by the Delegate Assembly in July 2000). In comparing the two sets of standards, the Task Force mapped the Division 16 standards onto the NASP standards focusing on Section II: Domains of School Psychology Training and Practice. The other domains were not compared because they cut across APA specializations and are covered by general standards. These domains include: Program Context and Structure, Field

Experiences/Internship, Program Assessment and Accountability, and Program Support Resources. The work of the Task Force is summarized in a grid comparing the two sets of documents.

**Preamble**

The comparison grid indicates considerable overlap in the content and procedures of training between the Division 16 and NASP training standards (e.g., collaborative service model, program evaluation, and prevention paradigm). There were only three specific training content differences found: (a) Division 16 standards specified training in

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**Division 16 Task Force on School Psychology Training Standards**

TABLE B

CORE KNOWLEDGE BASE		Exposure	Experience	Expertise
<b>Psychology</b>	Developmental Psychology			X
	Developmental Psychopathology			X
	Diversity		X	
	History	X		
	Learning			X
	Social	X		
<b>Education</b>	Effective Instruction		X	
	Effective Schools		X	
	Effective Parenting		X	
	Effective Family Processes		X	
<b>Professional Practice</b>	Ethics & Law		X	
	Organizational and Community Dynamics		X	
	Educational and Psychological Interventions			X
<b>Measurement</b>	Application of Advanced Statistical Methodology		X	
	Program Evaluation (classroom and service systems)		X	

Supervision whereas NASP did not, (b) NASP standards required training in Information Technology whereas Division 16 did not, and (c) Division 16 standards explicitly noted Diagnostic Assessment as a procedure whereas it was implied by the NASP document.

Further differentiation between the Division 16 and NASP training documents was more a function of formatting than substantive differences. First, the NASP Training Standards focused on procedures (e.g., Consultation and Collaboration) and on the targets of these procedures (e.g., Socialization and

Development of Life Skills) and combined knowledge, skills, and applications within one standard. In contrast, the Division 16 Training Standards separated the defining parameters of the specialization into Populations, Problems, Procedures, and Knowledge Base. Second, the extent of training in each area was explicitly stated in the Division 16 document (i.e., Exposure, Experience, and Expertise) but not so in the NASP standards. Thus, the comparison grid contrasted content and procedures, but not extensiveness (i.e., depth and breadth) of training. The final distinction between the two documents focused on

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**DIVISION 16 SPECIALTY GUIDELINES MATCHED WITH NASP TRAINING STANDARDS**

NASP Training Standards	Division 16 Specialty Guidelines
2.1 Data-Based Decision Making And Accountability	Procedures <ul style="list-style-type: none"> <li>All</li> </ul> Core Knowledge Base <ul style="list-style-type: none"> <li>All</li> </ul>
2.2 Consultation and Collaboration	Procedures <ul style="list-style-type: none"> <li>Psychological and Educational Consultation</li> </ul>
2.3 Effective Instruction and Development of Cognitive/Academic Skills (links a Problem area with Procedures)	Procedures <ul style="list-style-type: none"> <li>Direct Intervention</li> </ul> Problems <ul style="list-style-type: none"> <li>Individuals</li> <li>Learning</li> <li>Learning Environments</li> <li>Adverse Social Conditions</li> </ul> Core Knowledge Base <ul style="list-style-type: none"> <li>Education</li> <li>Psychology</li> <li>Measurement</li> </ul> Professional Practice <ul style="list-style-type: none"> <li>Educational and Psychological Interventions</li> </ul>

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**Division 16 Task Force on School Psychology Training Standards**

emphasis. The NASP guidelines elevated Databased Decision Making as the overarching principle that governed all other standards, whereas the Division

16 guidelines did not highlight any one theme, model, or procedure.

<b>NASP Training Standards</b>	<b>Division 16 Specialty Guidelines</b>
2.4 Socialization and Development of Life Skills	Procedures <ul style="list-style-type: none"> <li>• Direct Intervention                             <ul style="list-style-type: none"> <li>• Individual, Group &amp; Family Interventions</li> </ul> </li> </ul> Problems <ul style="list-style-type: none"> <li>• Individuals                             <ul style="list-style-type: none"> <li>• Adjustment</li> </ul> </li> <li>• Learning Environments</li> <li>• Adverse Social Conditions</li> </ul> Core Knowledge Base <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Measurement</li> <li>• Education                             <ul style="list-style-type: none"> <li>• Effective Family Processes</li> </ul> </li> </ul>
2.5 Student Diversity in Development and Learning	Core Knowledge Base <ul style="list-style-type: none"> <li>• Psychology</li> </ul>
2.6 School and Systems Organization, Policy Development, and Climate	Procedures <ul style="list-style-type: none"> <li>• Psychological and Educational Consultation                             <ul style="list-style-type: none"> <li>• Organizational</li> </ul> </li> </ul> Core Knowledge Base <ul style="list-style-type: none"> <li>• Education</li> <li>• Psychology                             <ul style="list-style-type: none"> <li>• Social</li> </ul> </li> <li>• Professional Practice                             <ul style="list-style-type: none"> <li>• Organizational and Community Dynamics</li> </ul> </li> </ul>

<b>NASP Training Standards</b>	<b>Division 16 Specialty Guidelines</b>
2.7 Prevention, Crisis Intervention, and Mental Health	Procedures <ul style="list-style-type: none"> <li>• Prevention</li> <li>• Direct Intervention                             <ul style="list-style-type: none"> <li>• Crisis Intervention</li> </ul> </li> <li>• Health-related Consultation</li> </ul> Core Knowledge Base <ul style="list-style-type: none"> <li>• Psychology                             <ul style="list-style-type: none"> <li>• Developmental Psychopathology</li> <li>• Developmental Psychology</li> </ul> </li> </ul>
2.8 Home/School/Community Collaboration	Procedures <ul style="list-style-type: none"> <li>• Integrated Service Delivery</li> <li>• Direct Intervention                             <ul style="list-style-type: none"> <li>• Family Intervention</li> </ul> </li> </ul> Core Knowledge Base <ul style="list-style-type: none"> <li>• Education                             <ul style="list-style-type: none"> <li>• Effective Parenting</li> <li>• Effective Family Processes</li> </ul> </li> </ul>
2.9 Research and Program Evaluation	Procedures <ul style="list-style-type: none"> <li>• Monitoring and Evaluating Services</li> </ul> Core Knowledge Base <ul style="list-style-type: none"> <li>• Measurement</li> </ul>
2.10 School Psychology Practice and Development	Core Knowledge Base <ul style="list-style-type: none"> <li>• All</li> </ul>
2.11 Information Technology	Core Knowledge Base <ul style="list-style-type: none"> <li>• Professional Practice (typically a teacher education criteria)</li> </ul>

## 2001 APA Convention Program Division 16 School Psychology August 24-28, 2001 San Francisco, CA

*Division 16 President:* Jack A. Cummings    *Convention Co-Chairs:* Tanya L. Eckert and John M. Hintze

### Friday, August 24

**9:00-9:50**

**Poster session: School Psychology: Developmental, Multicultural, and Professional Issues**

Session chairs: Tanya Eckert and John Hintze

**10:00-11:50**

**Symposium: Challenges and Rewards of Academic Careers: Women in School Psychology**

Chair: Phyllis Anne Teeter Ellison

Participants: Karen Callan Stoiber, Dawn Reinemann, Stacy Tobiasz, Margaret Senrud-Clíkeman, Stacy Overstreet, Susan Swearer, and Janine Saunders  
Discussant: Phyllis Anne Teeter

**1:00-1:50**

**Division 16 Presidential Address: Promoting Healthy Schools: The Evolution and Future of School Psychology**

Presenter: Jack A. Cummings

Chair: Rick J. Short

**2:00-3:50**

**Division 16 Executive Committee Meeting**

Chair: Jack A. Cummings

**2:00-3:50**

**Symposium: Implementation and Evaluation of Positive Behavioral Support in Schools**

Chair: Pamela Fenning and Wayne Sailor

Participants: Steve Lassen, Jared S. Warren, and Rachel Freeman  
Discussant: Pamela Fenning

**4:00-5:50**

**Division 16 Social Hour**

Sponsor: Riverside Publishing Company

Chairs: Tanya L. Eckert, John M. Hintze, Angeleque Aiken-Little, Melissa A. Bray, and David N. Miller

### Saturday, August 25

**8:00-8:50**

**Symposium: Convergent Evidence Scaling for Multiple Outcome Indicators**

Chair: Randy T. Busse and Steven N. Elliott

**8:00-8:50**

**Symposium: Using Nonverbal Tests to Assess Diverse Populations: Focus on Interpretation**

Chair: R. Steve McCallum

Participants: Achilles Bardos, Jack Naglieri, and Bruce Bracken

**9:00-10:50**

**Symposium: Bully Prevention and Intervention: Integrating Research and Evaluation Findings**

Chair: Dorothy L. Espelage and Susan M. Swearer

Participants: Dorothy L. Espelage, Melissa K. Holt, Susan M. Swearer, Samuel Y. Song, Arthur Home, and Susan P. Limber  
Discussant: Arthur Home

**11:00-11:50**

**Invited Address: Families and Schools in Partnership: Linking Science and Practice to Promote Children's Development**

Chair: Tanya L. Eckert

Presenter: Susan M. Sheridan

**1:00-2:50**

**Division 16 Award Winner's Symposium: School Psychology in a Changing Culture: Division 16's Year 2000 Award Recipients Discuss Research and Practice**

Chair: Alberto Bursztyn

**Senior Scientist Award:**

**Thomas Oakland**

**Jack Bardon Service Award:**

**Deborah Tharinger**

**Lightner Witmer Award:**

**George Noell**

**Outstanding Dissertation Award:**

**Heather Sterling-Turner**

**3:00-4:50**

**Division 16 Business Meeting**

Chair: Jack A. Cummings

Ceremony for Award Recipients of 2001

### Sunday, August 26

**8:00-8:50**

**Symposium: Enhancing Accurate Interpretation of ADHD Symptoms: A Stepwise Diagnostic Model**

Chair: Bradley O. Hudson

Participants: Robert W. Colegrove, Jason D. Williams, Halen Homayounjam, and James Hanken

**8:00-8:50**

**Symposium: The Impact of the School Environment on Adolescent Adjustment: The Subtext**

Chair: Philip R. Newman

Participants: Jennifer L. Matjasko, Brenda J. Lohman, Barbara Newman, Edison J. Trickett, Dina Birman, Maria E. Pagano-Hall, and Janet Brown  
Discussant: James G. Kelly

**9:00-9:50**

**Poster session: School Psychology: Consultation, Intervention, and Research Methods**

Session chairs: Tanya L. Eckert and John M. Hintze

**10:00-11:50**

**Symposium: Validity Standards for Educational and Psychological Tests: Overview and Application**

Chair: Jeffery P. Braden

Participants: Bradley C. Niebling, Jeffery P. Braden, Latrice Y. Green, Loredana Bruno, Patricia Aleman, Ryan J. Kettler, and Elisa Shernoff  
Discussants: Randy Kamphaus, James DiPerna, Stephen N. Elliott, and Nancy Mather

**1:00-1:50**

**Invited Address: Reform-Evolution Revisited: Outcomes Criteria and School Psychology Change in the 21st Century**

Chair: John M. Hintze

Presenter: Daniel J. Reschly

**2:00-3:50**

**Symposium: Do Researchers Care What Children and Adolescents Think About Interventions?**

Chair: Bonnie K. Nastasi

Participants: Christina Hellendoorn, Michelle Peters Kowal, Kreeroopa Sarkar, Cheryl Tyler, Rachel Bernstein Moore, John Hitchcock, Bonnie K. Nastasi, and Kristen Varjas

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**3:00-4:50**

**Symposium: What's At Stake in High-Stakes Testing in Schools?**

Participants: Kurt F. Geisinger, Freddy A. Paniagua, Alberto Bursztyn, Linda Darling-Hammond, and Jack A. Naglieri  
Discussant: William G. Harris

**Monday, August 27**

**8:00-8:50**

**Symposium: A Model Evaluation for Safe Schools Initiatives: Promoting Healthy Schools**

Chairs: Oliver T. Massey and Kathleen H. Armstrong  
Participants: Oliver T. Massey, Regina M. Santoro, Michael S. Boroughs, and Kathleen H. Armstrong  
Discussant: Kevin P. Dwyer

**8:00-8:50**

**Symposium: Building Community Partnerships to Link Research into Practice in Urban Schools**

Chair: Thomas J. Power  
Participants: Bonnie K. Nastasi, Patricia H. Manz, Marika Ginsburg-Block, Stephen S. Leff, Jean J. Schensul, and Marlene Berg  
Discussant: John F. Fantuzzo

**9:00-9:50**

**Poster session: School Psychology: Assessment and Related Issues**

Session Chairs: Tanya L. Eckert and John M. Hintze

**10:00-11:50**

**Symposium: School Psychologists Response to Victimization**

Chair: Wendy C. Nauman  
Participants: Jennifer L. Harman, Ashley Wolff, Wendy C. Naumann, and Aimee R. Holt  
Discussant: Deborah Tharinger

**1:00-2:50**

**Symposium: Evidence-Supported Parent and Family Interventions in School Psychology**

Chairs: Cindy I. Carlson and Sandra Christenson  
Participants: Chi-chia Jessica Cheng, Maria N. Fishel, Laura A. Guli, Carmen R. Valdez, Diane D. Cox, and Stacey L. Bates  
Discussants: Thomas Kratochwill and Karen C. Stoiber

**3:00-3:50**

**Symposium: Board Certified School Psychologists: Advancing Competency for the New Millennium**

Chair: Rosemary Flanagan  
Participants: Beeman N. Phillips, John Brantley, and Rosemary Flanagan  
Discussant: Walter B. Pryzwansky

**Tuesday, August 28**

**9:00-9:50**

**Symposium: Research Into Assessment and Intervention Practice: PAL and WIAT II**

Participants: Virginia W. Berninger and Donna R. Smith

**10:00-10:50**

**Symposium: Child-Adolescent Personality Assessment: Innovative Applications for the 21st Century**

Chair: Rosemary Flanagan  
Participants: Ellen Winston Rowe, Randy W. Kamphaus, Guiseppe Costantino, Robert Malgady, and Rosemary Flanagan  
Discussant: Louis H. Primavera, and Cecil R. Reynolds

**11:00-12:50**

**Symposium: Self-Regulated Learning Throughout the Life-Span**

Chair: Wendy C. Naumann  
Participants: Nicole A. Begg, Rebecca E. Bell, Deitra Gibson, and Wendy C. Naumann  
Discussant: Barry J. Zimmerman

**1:00-2:50**

**Symposium: Addressing Needs of Lesbian, Gay, and Bisexual Youth of Color**

Chair: Ena V. Nuttall  
Participants: Beverly Green, Margaret Rosario, Kevin Gogin, and Gary W. Harper  
Discussant: Deborah Tharinger



CONTINUED FROM PAGE 36

**PRESIDENT'S MESSAGE: REDUCING RACISM**

“As I sat there I could not help but feel anxious in light of the privilege accorded to male whites. The session made me think about the experience of being outnumbered about 10 to 1.”

Health Foundation. The Foundation is dedicated to the development of Asian-American Psychologists.

For me, the most emotionally charged session of the conference was a breakout group of about 65-70 participants who discussed "white hesitation" and the meaning of "white privilege." The group began with polite statements, but the levels of emotion and confrontation grew through the session. Anger and resentment were expressed because whites failed to take sufficient ownership of their white privilege and racist attitudes. At about the midpoint whites were asked to sit in the middle and discuss racism. The fishbowl effort lasted for a brief time because the dialogue soon brought in others outside the center. My personal experience was that it was uncomfortable trying to represent white views or my personal views. As I sat there I could not help but feel anxious in light of the privilege accorded to male whites. The session made me think about the experience of being outnumbered about 10 to 1. It made me think about the courageous minority students whom I have had the pleasure of working with in the past two decades at Indiana University. How many times were they asked to present the minority perspective?

I could go on with my thoughts on session after session. A common theme across sessions was the intersection of diverse identities. Insights were provided about the lack of comfort zone for many. For instance, a Catholic, lesbian, Latina, was rejected from the church due to her sexual orientation, not accepted in the primarily white lesbian community because of her ethnic background and religious beliefs, and rejected in the Latino community due to her sexual orientation. Another woman reported the lack of acceptance by persons in wheelchairs because her medical condition allowed her to stand for brief periods. She related the everyday barriers of being unable to reach phones, elevator buttons, and difficulty getting through various doors. Even if a restaurant has a ramp access, she still has to check the wheelchair accessibility of the restrooms. Imagine a wheelchair accessible restaurant with the bathroom down a flight of steps.

As a result of racism, our society pays a high price in lost human capital. Privilege is accorded in an unfair and unjust manner. As school psychologists we must be instrumental in societal change. Schools are powerful institutions that help shape children's and adolescents' views of self. We should help them accept a multiplicity of identities. One way to view

our role is to help children acquire privilege, to connect them to mentors, to learning and to opportunities.

As a division we should:

1. Recommit to efforts to encourage individuals from under-represented groups to enter the profession of school psychology.
2. Develop and implement programs to reduce the impact of racism on children and adolescents in all settings, but with a special emphasis on the school context.
3. Avoid simplistic and decontextualized research that focuses on racial/ethnic differences.

Please let me know your thoughts on how we as members of the Division should focus our energies on reducing racism.

**Elaine Clark**

The most critical issue for the division, and the incoming president, is the pressing shortage of school psychology personnel. For several years, public schools have had difficulty recruiting qualified school psychologists. Part of the problem has to do with the decreasing numbers of faculty in school psychology training programs and the effect this is having on the overall number of students graduating with school psychology degrees. Schools are in dire need of more practitioners who can effectively address a myriad of problems affecting children's academic and social functioning. School psychologists are particularly well suited to provide these services given their skills in assessment and intervention and their awareness of the school culture. The schools, however, cannot wait for us to prepare a sufficient number of school psychologists; they need immediate help. We are obligated to the schools, the children they serve, and our own colleagues who are shouldering the burden of the shortage problem to look for creative solutions.

Recently, there has been considerable discussion about alleviating the shortage problem by credentialing psychologists who do not have school psychology backgrounds but have professional interests in child clinical psychology. Under my leadership, I would invite representatives from other APA child specialty divisions to discuss various points of view. Ideally, these discussions will lead to a mutual understanding of the problem and a consensus about ways to proceed. It is my position that our colleagues with child clinical backgrounds should comply with all of our training standards; however, there should be no redundancy in their preparation for school-based practice. Further, in order to guard against the introduction of multiple types of psychologists in the schools, these professionals would be encouraged, through additional training and introduction to school psychology, to adopt a professional identification as a school psychologist.

To address the problem of faculty shortages, I feel that Division 16 needs the perspectives of the Council of Directors of School Psychology Programs (CDSPP) and the National Association of School Psychologists (NASP). A review of the agendas from all three groups reveals they are already discussing this issue. Division 16 has been working for some time to help school psychology programs find ways to recruit and retain women and ethnic minorities for faculty positions. Outreach efforts along these lines need to continue, but we also need to cast a wider net to include all qualified individuals who can fill openings.

Another issue Division 16 needs to deal with is the concerns by APA regarding the NASP Standards and Guidelines for training, practice and credentialing. As a division of APA we need to be responsive to organizational concerns while at the same time respecting the rights of other organizations to develop standards. I would like to see Division 16 continue to work with NASP to insure that professionals practice ethically so that the public interest is fully served and protected.

We also need to work within APA to insure that school psychology's interests are served by (1) increased representation on APA boards and committees, (2) greater availability of APA-accredited school-based internships, (3) high quality and widely disseminated publications, (4) adequate conference space, and (5) improved division services, including timely processing of membership applications. I would support a vigorous campaign to attract members to Division 16, starting with the 1500 members of APA who identify themselves as school psychologists but have not joined the division.

Increasing our membership would not only give us a greater voice in APA governance (e.g., more seats on the APA Council of Representatives), it would help the division better understand and represent the needs of school psychology.

Division 16 has a lot to do, but under my leadership I will make sure that individual member needs are at the forefront of division business. I am committed to continued improvements in our communication network (e.g., specialty listserves and division webpage), increased support for the activities of the Student Association of School Psychology, and ongoing facilitation of various division committees and task force groups, including the Evidence-Based Intervention Task Force.

**BACKGROUND:**

I am currently a professor and training director of the School Psychology program at the University of Utah. I have been at Utah since 1983 but started my career as a school psychologist in the Royal Oak School District (Michigan) in 1975. I have been active in APA, CDSPP, and NASP. I just completed 3 years of service as the secretary of Division 16, served before that on the executive board of CDSPP, and am currently the President of the Utah Association of School Psychologists. I have also been an associate editor for the School Psychology Quarterly and continue to serve on the editorial board of this journal and the School Psychology Review. As a function of my teaching and research

**Nominee  
for  
President**



**Elaine Clark**

Nominee

**Deborah Crockett****2001 Election  
Candidates  
APA Division 16****Nominee  
for  
President****Deborah  
Crockett**

Nominee

As School Psychologists we are in a prime position for positive impact on the lives of children and families as we move into the next decade. The most important skill for the next Division President will be the ability to continue to effectively forge relationships with the National Association of School Psychologists and move toward solutions that both groups can support. Inherent in this melded relationship will be the understanding that we will differ on some issues. However, even on these issues, we must establish and maintain the highest levels of professional conduct and mutual respect. No matter what our disagreements, the success of the profession/specialty is highly dependent on our interorganizational relationships!

During my tenure as president of NASP one of my goals was to establish effective working relationships with Division 16 leadership. I left my presidency feeling that this goal was accomplished. We need to continue to move forward rather than remaining focused on the disagreements of the past. Under the guidance of current and future leadership, I am confident that we can accomplish this goal.

Several issues exist which we can address and work on cooperatively with NASP and other APA divisions. These priorities offer us the opportunity to propose a platform on which we can work together to develop and implement relevant solutions for practice without regard to whether we work in school based, private practice, hospital/clinic facilities, and/or university settings. These issues offer opportunities for doctoral and specialist level school psychologists.

First and perhaps most importantly, we have the opportunity to continue to lead in the identification and provision of direct services for children. This can be done through Division 16 and NASP proposing and supporting legislation at the national, state, and local levels. We can continue to identify and research best practices for service delivery in all settings where children's services are needed and provided. We can continue to work toward recognition of school psychologists as mental health providers. For many school psychologists in school settings, supervision by school psychologists is nonexistent. Division 16 and NASP we can agree on a general set of performance based competencies for supervisors of school psychologists at all levels of training and vigorously work toward the adoption of these standards.

A second issue is the need to form relationships between universities and practitioners in the field. We could explore ideas such as job sharing,

joint research projects including joint publication authorship, and field supervision at the university level. Many practitioners already serve as visiting professors when they have specialized skills needed by the university. We could take the lead by supporting school based practitioners in these dual roles and further supporting those who want to take a sabbatical to retool or pursue an advanced degree.

The third and final area of concern is the shortage of minority school psychologists. While the shortage of school psychologists has become a major issue, even more pressing is the need to increase the number of minorities in the profession/specialty. We need to explore avenues for active recruitment of students early in their higher educational process. Some progress has been made by the division in securing participation by minority school psychologists on APA's committee to allocate minority fellowships. Eliciting support from other divisions such as the Society for the Teaching of Psychology, Society for the Psychological Study of Ethnic Minority Issues, and Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues, offers the opportunity for us to work with other divisions as well as partnering with NASP and the NASP Minority Scholarship Program.

School psychology is so multi-faceted that many other important issues could be considered. The ones I have discussed could take several years to resolve. Because others are not mentioned, does not decrease their importance. In all likelihood, they are being addressed by other groups within the division.

Finally, I want to thank the nominating committee for putting my name forward for President-Elect of Division 16. I have had a variety of leadership experiences at the local, state, and national levels. I feel that my relationships with members of Division 16 and NASP would assist me in moving Division 16 and school psychology forward in a positive way.

**Background Information:**

I am currently a field-based School Psychologist in Fayette County, Georgia. My duties include development and maintenance of the school system's Crisis Intervention Program, and serving as Co-Director of the Safe and Drug Free Schools Program. Additionally, I trouble shoot with parents and students on cases assigned to me by the Superintendent. Prior to this position, I provided assessment and consulting services to a variety of schools.

In addition to my full-time employment as a

## R. Brett Nelson

I am honored to be nominated for the Vice-President position for Division 16. I feel I am uniquely qualified to represent the scientist-practitioner model as I continue to serve as a practitioner in a Laboratory School where I also maintain an active research program. My colleagues and I have conceptualized, implemented, and researched a comprehensive service delivery model consistent with Division 16's position, which I hope to promote at the national level, providing for more opportunities for school psychologists.

Education is at the forefront of the nation's political agenda. As federal and state legislators, systems administrators and their constituents determine how to best support educators in a respectful manner, hold schools accountable and promote success in all students, the need for psychological support systems will dramatically increase. It is already well documented that vast mental health needs of children are unmet. Thus, a great need already exists for school psychological services, especially at the doctoral level where unique training in research design, systems intervention and mental health support make the psychologist operating in schools more and more indispensable. Even more pressing is the need for greater multicultural diversity in the field. With the present push for accountability in schools and attainment of standards, school psychologists will be relied upon to help obtain a healthy balance between standards achievement and a holistic, comprehensive education that improves quality of life.

My goals are twofold: to support increases in the number of school-based accredited internship sites for doctoral level interns and promote the use of psychological services in schools in a comprehensive manner. School psychology students already experience tremendous frustration in obtaining school-based internships. Where some exemplary sites exist (such as the Memphis and Nebraska Consortiums, Cypress-Fairbanks, Virginia Beach and Dallas Public School) many more need to be developed. By promoting collaboration with other practitioner disciplines, psychology students from a variety of backgrounds would benefit from school experiences. Collaborations might mirror other combined programs where a certain degree of overlap in training and experience is inherent. This would also help maintain parity between the disciplines. School-based sites in conjunction with existing APA university programs are ready-made to create models following existing consortiums. By combining already

existing psycho-diagnostic clinics, counseling centers, hospital settings and schools, the benefits to all would be unprecedented.

Marketing comprehensive services through the collection of data indicating mental health and achievement benefits is paramount in promoting role expansion. Continuing role expansion is critical to our profession if we are to be a viable force in psychology in the future. School psychologists must demonstrate their worth in a variety of tasks, and promulgate the findings.

### Background Information:

Presently I work in a P-12 University Laboratory School, affiliated with the University of Northern Colorado (UNC). I have practiced school psychology for 20 years, receiving the specialist degree from the University of Georgia and the Ph.D. from the University of Colorado-Boulder. Additionally, I am a licensed psychologist in part-time private practice and serve on the graduate faculty in the UNC school psychology program where I teach, direct dissertations and supervise doctoral-level interns.

## Nominee for Vice President for Education, Training, & Scientific Affairs



**R. Brett  
Nelson**

Nominee

**Frank C. Worrell****Nominee  
for Vice  
President  
for Education,  
Training, &  
Scientific Affairs****Frank C.  
Worrell**

Nominee

The need for school psychologists in school systems continues to grow. At the same time, training programs are experiencing difficulties in filling faculty slots. As a profession, we are in a position for tremendous growth and, at the same time, we continue to face many of the challenges that have articulated about school psychology practice over the last few years. Of these, there are three broad-based issues that I believe are important for the Vice President for Education, Training, and Scientific Affairs to address:

1) There needs to be a continuing emphasis on the education and training of practitioners. In most cases, our training programs do an excellent job of providing a broad regimen of skills to their students—e.g., training in assessment, consultation, ethics, interventions, program evaluation, research methods, statistics—but we must do more than that. We must find ways to encourage our students to continually evaluate their practice once in the field. It is not enough to use empirically validated interventions; it is equally critical to evaluate the effectiveness of these interventions each time they are used. Similarly, it is critical that our students keep up with the research literature, even if they choose not to contribute to it. At one of Penn State's recent conferences, Cecil Reynolds spoke on the topic, "Standard Practice of Today, Malpractice of Tomorrow." In his address, Dr. Reynolds talked about how some strategies that he had been taught in graduate school were no longer acceptable in school psychology practice. After his lecture, I was disappointed to hear a number of practitioners commenting on the fact that it took too much effort to keep up with the literature and that research had little practical value anyway.

Some practitioners do not feel that they have the time to keep up with the literature. At the same time, states are increasing the continuing education requirements for practitioners. Division 16 can take a leadership role promoting the development and widespread availability of continuing professional development opportunities. These courses would meet the continuing education requirements while providing practitioners with information to keep their practice up to date. Further, these courses would also allow trainers to reiterate the messages about the importance of research and ongoing evaluation, and they would model appropriate professional practice for students who are currently enrolled.

2) The second broad concern focuses on the role of school psychology in the schools. Despite many calls in the literature over the years to

increase consultation services and decrease the need for assessment, there are still many places where the role of the school psychologist is to assess and place students in special education. We need to intensify our efforts to have school psychology play as important a role in regular education as it does in special education. The graduates of our programs must recognize that the education of teachers, administrators, and systems is one of the long-term goals of doctoral practitioners. In a recent IEP meeting, I was surprised to hear a regular education teacher say that she could not contribute to the IEP as she was not trained in special education. Alex Thomas argues that many of us are "stealth" psychologists, but only to those in regular education. The literature on institutionalization of change recommends a change process that occurs in a time frame of years, and we must consciously and actively encourage our students to think of their education responsibility in such a time frame.

3) A third concern is the issue of recruitment. School psychology, as a discipline, is still far from representative of the diverse population in the country, and the lack of diversity is greater among trainers than among practitioners. I believe that an important first step is to increase our recruitment efforts at undergraduate institutions that serve minority populations. Division 16, through the VP-ETSA, can work with training programs (e.g., by providing national enrollment data) to help get targeted funds for groups that are under-represented in school psychology to complete doctoral training. The issue here is not one of having students assessed by someone of their ethnicity, but rather, the benefits that our field would gain from perspectives that are different from the mainstream. A more diverse student body would ultimately result in more diverse trainer and practitioner groups, as well as give us entrée into communities that have traditionally been hostile to school psychologists.

Finally, school psychology continues to be different from other professional specialities in that the majority of practitioners receive training in programs that are not doctoral, and thus, not accredited by APA. All of the suggestions above need to be discussed and coordinated with our counterparts at NASP if we wish to have a cohesive set of standards for our profession. Coordination of training standards with NASP is another task that falls under this Vice Presidency.

It is an honor and a privilege to be nominated for the position of Vice President for Education, Training, and Scientific Affairs. If elected, I will

**Steve DeMers**

As many of you are aware, I have served in the capacity of Division 16's representative to Council in the past and I have agreed to run for another term. The rules of Council allow one to run for election again after a hiatus in service. The Division is ably represented this year by Jon Sandoval who is completing his second term on Council and Cindy Carlson who is starting her first term on Council. Like me, Jon will not be eligible to serve on Council for at least a year after completing his second term at the end of this year. Council is a complex political body and it takes quite some time to learn how to impact the system. I agreed to run for another term on Council because I greatly enjoyed my prior service as the Division's representative and I feel that I have been a strong and effective advocate for school psychology during my time in Council.

There are numerous issues facing APA Council in the years ahead that could dramatically affect school psychology. For example, the APA Commission of Education and Training Leading to Licensure in Psychology is recommending that by 2010 psychology licensure be limited to graduates of APA accredited training programs who have completed APA accredited internships. Given the limited availability of APA accredited internship sites in school settings, many interns from school psychology programs are forced to compete for clinical internships, whether they desire such placements or not. This recommendation was originally written to go into effect immediately upon passage by the APA Council which would have had disastrous effects for the licensure of doctorally trained school psychologists. The delay to 2010 was the result of strong advocacy on behalf of school psychology and only buys some additional time to address the internship problem in school psychology.

Council continues to approve new specialties and proficiencies in psychology that seem remarkably similar to or redundant with the existing specialties. The impact of recognizing these new specialties on existing recognized specialties is unknown. For example, what does it mean to have a specialty of behavioral psychology or pediatric psychology? Can a school psychologist use behavioral strategies or address chronic health concerns of students without being recognized as a behavioral or pediatric psychologist? Such issues need to be recognized and challenged when appropriate.

On the other hand, Council can be a vehicle to implement reforms and address problems that affect our specialty. I had the pleasure of co-chairing an APA Task Force that drafted guidelines on the quali-

fications necessary for competent test use. The typical school psychologist will easily meet or exceed these qualifications yet many other test users do not have the necessary background in tests and measurements or contextual knowledge (e.g. special education diagnostic criteria) to use tests competently. APA Council passed these test user guidelines last August as APA policy, and hopefully will promulgate these like the guidelines on record keeping and child custody evaluations that have also improved professional practice.

These are just samples of the multitude of issues that come before Council that may impact the Division, either positively or negatively. I would like to represent the Division again as Council addresses these questions. I ask your support and vow to continue the efforts I began in my prior service on Council to maintain and enhance school psychology's position in professional psychology.

**Background Information:**

Stephen T. DeMers received his doctoral degree in school psychology from Rutgers University, one of the first APA accredited school psychology programs. After directing a school consultation program through a mental health center and teaching in a specialist level school psychology program, Steve joined the school psychology program at the University of Kentucky where he currently serves as director of the APA accredited school psychology doctoral program and the NASP approved specialist degree program. Steve has served as editor of the Division 16 newsletter, vice-president for professional affairs and then president of Division 16. He has also served on the NASP/APA Interorganizational Committee, and for two terms as a member of APA's Committee for the Advancement of Professional Practice. Steve has also served as President of the Association of State and Provincial Psychology Boards and remains active with this association and with psychology licensing boards throughout the United States and Canada.

## Nominee for Council Representative



**Steven  
DeMers**

# Nominee

**Randy W. Kamphaus**

# Nominee for Council Representative



**Randy W.  
Kamphaus**

Nominee

School psychology representation on the APA Council of Representatives has been, in my experience of the last 15 years or so, respected, assertive, effective, and politically astute. The psychology specialty that we call school psychology has benefited mightily as a result of this representation although the accomplishments are sometimes invisible to those far from the leadership of either the Division or APA. I think, however, that many issues remain to be resolved in these demanding times of change.

First, if elected I would have one overriding objective for APA governance. We must firmly establish children as a core constituency within APA. To date we have ceded children's agenda items to the American Academy of Pediatrics (AAP), the Learning Disability Association of American, CHADD, the American Academy of Neurology (AAN), and numerous other groups. I think that the APA membership is replete with child resources that are not being utilized to improve the lives of children and their families. We should be offering ADHD diagnostic guidelines in addition to those developed by the AAP. We should be offering guidelines for the early identification of Autism spectrum disorders in primary care, as did the AAN. We should be leading the surgeon general's effort to improve mental health services to children. We should be writing more grants to establish model health and child behavior services in schools. In fact, some APA members are engaged in all of these efforts as consultants and liaisons but APA is not providing the leadership for these efforts.

Our Division members, however, cannot place children on APA's agenda by ourselves. Neither can we accomplish this objective in cooperation with NASP alone. We can only garner adequate influence by working directly with other APA members and their respective divisions, pediatricians, and other like-minded professionals. I will work to accomplish this collaborative goal.

Second, at the same time I will continue to remind our colleagues of our distinctive expertise. I have found that many of our colleagues in counseling, clinical, and other specialties in psychology are often not aware of our unique skill set and level of expertise. It is our responsibility to inform them about school psychology through the usual channels of individual education and influence but also to help the Division leadership develop mechanisms to highlight the work of its members for the various APA constituencies.

Third, I will strive to advance the research agenda of Division members by keeping the mem-

bership informed about grant or other opportunities that are being developed by the Science Directorate or other APA agencies and related bodies. In addition, I aspire to inform the APA leadership of important research findings that are produced by Division members.

Fourth, I support the following practice and credentialing stances including,

- 1) licensure reciprocity with the U.S. and NAFTA countries,
- 2) eligibility for school psychology certification by all U.S. and NAFTA member state (and provincial) departments of education for graduates of APA-approved school psychology programs, and
- 3) parity with clinical, counseling, and other specialties for inclusion on managed health care organization provider panels.

In closing, I wish to thank the Division for asking me to become a candidate for this position.

### **Background Information:**

Dr. Kamphaus is a Professor of Educational Psychology at the University of Georgia. In addition to classroom work, he has served in roles such as the Director of Training for the doctoral program in School Psychology, the Director of the School Psychology Clinic, and as the Faculty Administrator for Research in the College of Education.

A focus on issues related to clinical assessment has led Dr. Kamphaus to pursue research in classification methods, differential diagnosis, test development and learning disability and ADHD assessment. He has served as principal investigator, co-investigator or consultant on several federally funded research projects dealing with early intervention and prevention, child classification methods, prevalence of ADHD and Conduct Disorder in Latin America, and violence prevention in schools.

As a licensed psychologist and a Fellow of the American Psychological Association (APA), he has contributed extensively to his profession, and he is Past-President of the Division of School Psychology for APA. Dr. Kamphaus has also authored or co-authored five books, two psychological tests, more than 40 scientific journal articles and more than 20 book chapters. He also participates in scholarship in the field through work as an editorial board member, associate editor, and test reviewer and newsletter editor.

Dr. Kamphaus is a frequent guest lecturer and speaker.



**David E. McIntosh**

It is an honor to be selected by the Nominations Committee as a candidate for the office of Division 16 Vice President for Publications, Communications, and Convention Affairs. I think that my prior and current service to Division 16 as Chair of the Publications Committee, Chair of the Division's Convention Program, and Coordinator of the Conversation Series has prepared me well for this position. I was a member of the search committee for the Newsletter Editor for The School Psychologist and am currently serving on the search committee for the new Editor of School Psychology Quarterly. I have received excellent mentoring by the current and past Vice Presidents for Publications, Communications, and Convention Affairs. In addition, my experience as Associate Editor and Guest Editor for Psychology in the Schools, as Newsletter Editor for the Trainer's Forum, and service on editorial review boards has prepared me well for this position on the Division 16 Executive Committee.

As Vice-President for Publications, Communications, and Convention Affairs, I plan to continue to work closely with the Executive Board in planning, scheduling, and implementing a Division 16 Convention Program that is innovative, comprehensive, and reflective of emerging models of service delivery within the schools. I also would continue to pursue collaborative opportunities with other divisions within APA when developing the Division 16 Convention Program. Although Division 16 is one of the largest divisions within APA, there is a need for Division 16 to maintain its prominence among other divisions and within the APA governance system. One of the most successful Division ventures has been the development of the Hospitality Suite. Over the years, the Hospitality Suite has provided an informal setting for Division 16 governance, affiliated organizations (e.g., American Board of Professional School Psychology, Trainer's of School Psychologists, Journal Editor's), and the Student Affiliates in School Psychology to conduct meetings. As the Vice-President for Publications, Communications, and Convention Affairs, I will continue to expand our funding base for the Hospitality Suite and look to increase the use the Hospitality Suite to meet Division needs.

The next Vice-President for Publications, Communications, and Convention Affairs will have to be cognizant of ever changing technology and move quickly to meet the needs of Division members. At this time, the entire School Psychology Conversation series is being digitized to allow mem-

bers to incorporate video clips (Video CDs) within formal presentations. In addition, the latest technology is being used as new videos are being created for the Conversation Series. For example, new videos will be recorded using digital camcorders, that will enhance the quality of the videos and help the Division keep pace with developing technology (i.e., DVDs). There is also the need for continued discussion related to the development of a School Psychology E-Journal. I would welcome the opportunity to continue to add new videos to the Conversation Series, using the latest technology available.

The Division 16 Book Series continues to be a source of pride for division members. I would pursue established and upcoming authors within psychology who could make significant contributions through the Book Series. Books that contribute to our understanding of emerging and proposed models of service delivery are needed. There is also a need to explore more traditional models of service delivery as they relate to current practices. Potential contributions to the Book Series should recognize the interdisciplinary nature and complexities of providing mental health services to all children and their families.

Lastly, it would be a privilege to work closely with the Editors of the School Psychology Quarterly and School Psychologist. I plan to take a supportive role with editors and help them meet the goals and objectives of their journals over the next several years.

In summary, it truly is an honor to be nominated and I would work hard to fulfill the responsibilities of this Vice-President's office. I look forward to serving the Division and welcome your support.

**Background Information:**

David McIntosh, Ph.D., ABPP is an associate professor in the School Psychology Program in the Department of Educational Psychology at Ball State University. He also serves as the Director of the School Psychology Clinic. After receiving his doctorate in 1990, David became an assistant professor and Director of the School Psychology Program at Oklahoma State University. In 1994, he became the Director of Training in School Psychology at the University of Missouri-Columbia and served in that position for three years. David then joined the faculty of the University at Albany-SUNY as an associate professor (1997 - 1999). He is also a licensed psychologist and currently maintains a private practice specializing in working with children with disruptive behavior disorders and their families.

**Nominee  
for Vice  
President  
of Publication,  
& Convention  
Affairs**



**David E.  
McIntosh**

NOMINEE

**Frederic J. Medway****Nominee  
for Vice  
President  
of Publication,  
Communication,  
& Convention  
Affairs****Frederic J.  
Medway**

More than a quarter of a century ago while pursuing my doctorate in social psychology I made a life changing decision to interrupt my research studies to embark on an applied internship in school psychology. I was interested in seeing if I could apply my training in group dynamics, attitude change, and interpersonal relations to schools and classrooms, and to try and carve out a role for "a social psychologist in the schools" that would include organizational change. Fortunately, my graduate training in both social and community psychology was sound, and I was determined to spend the year, as my professors told me, "giving psychology away." It was during this year that I first learned what school psychology was and also what it could become. Formed that year, my vision of the promise of school psychology, to improve the lives of all children by promoting healthy contexts, would change little over the next three decades, despite constant reminders that the field had yet to reach its potential. I remain optimistic that our profession is only limited by its own vision, motivation, political savvy, and creativity, and by whether or not our standards and products are as good and rigorous as those of other educational and psychological specialties with whom we collaborate.

While these represent some of the beliefs and values that I bring to this position, I strongly believe that our effectiveness and impact depend almost exclusively on the nature, quality, and variety of our communications. Therefore, this position represents a wonderful challenge and opportunity for me. My own career strongly shows that I am a firm believer in the value of varied and diverse communication forms to both educate others about what we do and convince them of our value. I have found that it is not only important for us to communicate through the traditional avenues of presentations, publications, and convention gatherings but also to communicate with the wider audiences that will influence the viability of our profession. As a result of this belief, I regularly conduct media interviews and produce press releases, write op-ed pieces for the newspaper, and give informal talks to a variety of business and civic groups. In short, I take effective communication extremely seriously and thus I am very pleased to have been nominated for VP for Publications, Communications, and Convention Affairs. This position is a wonderful opportunity to impact the oral and written communications that, hopefully, will influence our field for years to come.

This Division has a long history of recognizing that "the times they are a changin'." Years ago I chaired the committee that transitioned the

Division's publication efforts from an irregularly published monograph series to a quarterly called Professional School Psychology (the predecessor of School Psychology Quarterly) and I subsequently worked to select both the new journal's initial publisher and editor. Monograph served its purpose well but it was time for Division 16 to look at other options that would more closely meet the needs of the membership, particularly a regularly published journal with a "multidisciplinary focus." I believe that, as school psychology moves into the 21st century, it is time to not only reflect on and design our future, as several of our colleagues have argued, but also to ask what role our communications can and should play in this process as a vehicle of change and growth.

Therefore, I would propose that we begin with a discussion of the desired role of Division publications in the new millennium, and with a no-holds barred approach, consider whether Division communications should be modified or expanded to deal with the new realities of practice and the information age, including, of course, electronic and wireless communications. Following this I would propose that we conduct, in essence, a field trial (perhaps for a year or two) of any new communication(s) media, and systematically collect data on effectiveness and reception by the membership and, if desired, other important stakeholders. To my knowledge, we rarely subject our publications and other communications to the same rigorous evaluation standards as our other interventions. As a result changes occur through shared consensus, changes in editorial policy, or because of economic considerations. And, just as likely, some communications continue even though they may have outlived their usefulness. Although this may be business as usual it is not sound product development. Hopefully, we can begin to consider the form of our communications as well as their content as a key component of change in school psychology. I would welcome your support of this vision.

**Background:**

Currently, I am professor of Psychology within the College of Liberal Arts at the University of South Carolina (USC) after having just completed two years as interim dean of the College of Education at USC. I served for five years as graduate director of the USC school psychology doctoral program. I received my Ph.D. from the University of Connecticut and interned in the NIMH "Psychology in the Schools" Training Program in Long Beach,

## Sharon Shindelman-Missiaen

As a practicing school psychologist I am honored to be nominated again to serve you as Division 16 Treasurer. I bring to this candidacy a strong belief that through the efforts of the Division we have exciting opportunities to collaborate to continue to strengthen the services to children, youth, families, and schools. The diversification of our membership requires that the Executive Board have the ability to respond to the needs of professionals in a wide variety of settings. The changes in family structure and the forces impacting on the educational institutions serving children, youth, and adult learners challenge us in our ongoing efforts to provide the most effective services in the most ethically sound manner. Our ability to communicate with one another and to continue to work effectively together across all relevant constituencies will enable us to meet these challenges. The role of the Treasurer of Division 16 is defined as handling all financial matters for the Division, keeping detailed records of transactions, and providing reports to the membership. The Treasurer works closely with the Operations Committee to assist in making arrangements for mid-winter and summer business meetings. The Treasurer communicates with virtually every individual providing services to the Division over the course of his/her three-year term.

### Background Information:

I am currently employed as a full-time school psychologist for Bellingham Public Schools and as an adjunct professor at Western Washington University in Bellingham, Washington. I have served as a school psychologist, administrator of school psychological and related pupil personnel services, adjunct professor in school psychology and teacher training programs, consultant, and counselor in the course of the three decades I have been professionally employed. Additionally, I have had experience as part of a multi-disciplinary evaluation team in a children's hospital setting and have worked as a special education teacher in an ethnically diverse urban school district. My doctorate is in School Psychology from Fordham University where I also obtained preparation to be certified as an educational administrator.

My work-related and personal responsibilities provided me with invaluable opportunities to obtain skills requisite to the Division 16 Treasurer's role. As an administrator I have had extensive experience in preparing, presenting, and managing budgets and grants. As the mother of four children who attended college on an educator's salary I have been challenged to make prudent and fiscally sound deci-

sions. As a member of the planning committee for the Institute for Psychology in the Schools for six years I learned from participants valuable information about their needs and issues. During the past 2 and 1/2 years that I have served as Division 16 Treasurer I have had a wonderful opportunity to experience our funding structure, goals, needs, and challenges first hand a member of the Executive Board.

We enter the year 2001 in a fiscally sound position as a Division with exciting opportunities to continue to use our resources to inform and strengthen our professional practice. If reelected, I pledge to continue to serve the Division through prudent and responsible money management. Additionally, I would continue to bring to the table in our business meetings and teleconferences the issues I believe we need to address to serve children, youth, families, educational agencies, and adult learners in our unique roles as school psychologists. Division 16 has nurtured my professional development for many years. I would be honored to be given the opportunity to offer my own strengths and experience in service to the Division as your Treasurer.

## Nominee for Treasurer



**Sharon  
Shindelman-  
Missiaen**

Nominee

CONTINUED FROM PAGE 47  
NOMINEE FOR PRESIDENT**Elaine Clark**

interests, I have developed training materials for educators working with students who have traumatic brain injuries (TBI) and have secured three U.S. Department of Education personnel preparation grants to prepare school psychologists to work with children and adolescents who have TBIs and other

severe disabilities. I also maintain a practice in a psychiatric hospital and consult with the schools, the state office of education, and various state organizations that assist people with disabilities.

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NOMINEE FOR PRESIDENT**Deborah Crockett**

school psychologist, I have served my profession as President of the Georgia Association of School Psychologists (1991), and President of the National Association of School Psychologists (1998). I was honored by my professional peers as Georgia School Psychologist of the Year (2000), and am currently a finalist for the National School Psychologist of the Year award. In 1995, I started the NASP Minority Scholarship Program, which has awarded three scholarships to date, with two more to be awarded in April 2001. During my tenure as NASP President, in collaboration with Howard Knoff, the Tolerance Campaign was created and will result in the publication of a comprehensive Tolerance Curriculum for grades kindergarten through eight (in process for

publication in 2001). I have served on local, state, and national panels addressing a variety of topics including minority recruitment, school psychology personnel shortages, APA GLB Youth of Color Panel, implementation of IDEA, and multiple criteria for gifted identification. In addition, I represent mental health on the Health Information Network of the National Education Association. Finally, I frequently speak to a variety of audiences regarding appropriate services for children to be provided by competent, well-prepared school psychologists.

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NOMINEE FOR VICE PRESIDENT OF PUBLICATION, COMMUNICATION, & CONVENTION AFFAIRS**David E. McIntosh**

David has been active in professional associations at both state and national levels. Within Division 16, he is currently serving as the Chair of the Publications Committee, which is under the direction of the Vice President of Publication, Communications, and Convention Affairs. David also has served as Chair (1999) and Co-chair (1998) for the Division 16 Program at the American Psychological Association's annual convention. In addition, he has Co-chaired the Division 16 Hospitality Suite in 1999 and 2000. From 1997 to 2000, David was a member of the Executive Board for the Trainers of School Psychologists and is currently the Newsletter Editor for the Trainers' Forum: Periodical of the Trainers of School Psychologists. David also was elected as President for the

Oklahoma School Psychological Association and edited the Newsletter of the Missouri Association of School Psychologists.

For the past two years, David has served as an Associate Editor for *Psychology in the Schools*. In addition, he has guest edited two special issues of *Psychology in the Schools*. He also has been a member of the editorial advisory board for the *Journal of Psychoeducational Assessment* since 1997.

Nominee

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NOMINEE FOR VICE PRESIDENT FOR EDUCATION, TRAINING, &amp; SCIENTIFIC AFFAIRS

## Frank C. Worrell

serve Division 16 and its members to the best of my ability.

### Background Information:

Originally from the twin-island republic of Trinidad and Tobago, I grew up with the intention of becoming a high school teacher. My interest in psychology was sparked after witnessing a number of students with mental health problems in the school system, a system which had no mental health services. After completing my Bachelor's and Master's degrees in Psychology at the University of Western Ontario, I returned to Trinidad and worked in high schools as a teacher, counselor, and administrator. When I began looking at Ph.D. programs a year later, I discovered school psychology, a discipline that addressed my dual interests in education and psychology. I completed my doctoral degree in School Psychology at the University of California, Berkeley, in 1994. In September of 1994, I began working at Penn State as an Assistant Professor and Practicum Coordinator, and was tenured and promoted to Associate Professor in 2000.

As Practicum Coordinator at Penn State, my duties involve coordinating the field placements of students and running the program's on-site clinic. Thus, I deal with training issues on a daily basis, and am in regular contact with students and supervisors in the field about students' competencies and areas for improvement. For the past four years, I have coordinated the annual school psychology fall conference at Penn State for school psychologists from across the Commonwealth, and I have also served as editor of the Directory of Internships for Doctoral Students in School Psychology. In 1997, I began serv-

ing as a member of Continuing Education for Pennsylvania Psychologists Advisory Committee, at Penn State, and in the 1997-1998 school year, I served as Chair of the Pennsylvania Intercollege Council of School Psychology Professors.

My research interests include academic talent development, Black education, dropout prevention, and teacher effectiveness. I am particularly interested in psychosocial variables that act as protective factors for youth who are at-risk for dropping out of school. I have been a member of both the American Psychological Association and the American Educational Research Association for a number of years, and am currently in the last three months of a two-year term as Chair of the AERA Special Interest Group with a research focus on education in the Caribbean and Africa. I served as a member of Division 16's Committee on Ethnic Minority Affairs for two years, and have been an active member of the Division's Dropout Prevention Task Force since 1997.

In the last two years, I have been involved with the Ministry of Education in Trinidad and Tobago. With the help of two colleagues, I have been training the guidance and special education officers, who are being increasingly called upon to provide psychoeducational services, in nomothetic and idiographic assessment. Training in implementing interventions and consultation are the next steps in the project.

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NOMINEE FOR VICE PRESIDENT OF PUBLICATION, COMMUNICATION, &amp; CONVENTION AFFAIRS

## Frederic J. Medway

New York. I have been professionally active in both school psychology and K-12 organizations, hold fellow status in Divisions 15 and 16, received the Lightner Witmer award, co-edited the *School Psychology Monograph* in 1980, and served on the editorial boards of the *School Psychology Quarterly*

and *Journal of School Psychology*. I am a licensed and nationally certified school psychologist.

Nominee

# Life as a Researcher: The Role of a School Psychologist in a Research Setting

**By Bonnie K. Nastasi**  
**The Institute for Community Research,**  
**Hartford, CT**

“School  
psychologist  
as full-time  
researcher—  
do you ever  
wonder what  
that would be  
like?”

**S**chool psychologists in applied settings spend minimal time conducting research. Such activities are usually restricted to university faculty, who engage in research and scholarship along with teaching, advising, and university and professional service. School psychologist as full-time researcher—do you ever wonder what that would be like? I always wondered, and approximately one year ago I had the opportunity to find out. As of August 1999, I joined a staff of researchers at The Institute for Community Research (ICR) in Hartford, CT.

ICR is a non-profit, non-governmental organization committed to the conduct of collaborative, interdisciplinary research on health and social issues. Instituted in 1987, ICR now employs about 50 adults and 20 youth who are engaged in basic and applied research. Much of the work focuses on health risks such as HIV/AIDS, drug abuse, and chronic health problems of children and adults. The major funder for the organization is the National Institutes of Health (NIH). Other programs focus on empowerment of community members, for example, by engaging youth in action research through the National Teen Action Research Center. The agency also includes an arts component focused on cultural development, preserving heritage arts, and integrating the arts into research and practice. The staff of ICR represents diverse ethnic groups and disciplines. Jean Schensul, PhD, Executive Director, is an educational anthropologist. ICR employs other applied anthropologists with specialization in health and education as well as psychologists, social workers, and medical and public health professionals. The agency, located in the urban center of Hartford, is the home base although most research is conducted in community settings in Connecticut, including the greater Hartford area and New Haven, as well as in national and international settings.

In recent years, the agency has expanded its community centers to include schools. Most recently, ICR has engaged in a partnership with the New Haven Public Schools to conduct intervention research on social-emotional development and health risk prevention. Other partners in this work include Yale University (Department of Pediatrics and Yale Child Study Center) and University of Massachusetts, Amherst. It is in the context of this school-based work that I became a member of ICR's administrative and research staff. Hired as Associate Director of Interventions, my work has centered primarily in the New Haven Public Schools. It is in the context of my work in New Haven that I will describe my life as a researcher.

In July 1999, ICR received a grant from the National Institute on Drug Abuse (NIDA), NIH, to conduct a 4-year intervention study entitled "Building Preventive Group Norms in Urban Middle Schools" (Jean Schensul, Principal Investigator; Bonnie Nastasi, Co-PI & Project Director). The goal of the Group Norms Prevention Project (GNPP) is to develop, conduct and evaluate a new, norms-based approach to drug and sex-risk prevention. ICR also received a supplement to the grant to study the implementation of the AIDS (sexual risk) component of the project. In this article, I discuss my work within this project—work that reflects the role of school psychologist as researcher. What will become evident is that my work represents an integration of the myriad potential roles of school psychologists—research, prevention, consultation, intervention, assessment, staff development, and program development and evaluation.

The GNPP is focused on middle school students. Working in partnership with the Social Development Department of NHPS, we have integrated a norms-building focus into the existing social development curriculum through the use of cooperative learning. The intervention, based in social construction theory, is designed to develop knowledge, critical thinking, communication, collaboration, and problem solving skills to assist youth in developing health-promoting norms, attitudes, social supports, and behaviors. The project goals target social and emotional development, drug prevention, and sexual risk prevention. The project uses a quasi-experimental design with half of the middle schools (matched on population and risk factors) assigned to intervention and the other half assigned to control conditions. Year 1 involved pilot work with five 5th grade classrooms in two schools; Years 2 and 3 involve program implementation with approximately

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**Life as a Researcher: The Role of School Psychologist in a Research Setting**

20 6th grade and 20 7th grade classrooms, respectively, across 5 schools. Project activities include curriculum development, staff training (for teachers and social development facilitators), development of evaluation materials, collaborative consultation, in-classroom support and intervention, and data collection and analysis. In addition to the PIs, the project staff includes a social development staff member, full-time school psychologist (hired by ICR), and a full-time classroom ethnographer.

As Project Director for GNPP, my role is multifaceted. In addition to grant and report writing, hiring and supervising staff, and participating with the team of ICR directors, I am actively involved in project activities in New Haven. In the past year, for example, my responsibilities within the 5th grade pilot program included development of intervention strategies, classroom curriculum, and assessment/evaluation materials; formal training of teachers and social development staff; weekly visits to observe sessions and provide support and feedback to teachers; periodic meetings with participating teachers, weekly project meetings and weekly meetings with interagency staff (NHPS Social Development Department, Yale Department of Pediatrics, and ICR project staff).

We have adopted a participatory process for working with the Social Development Department (SDD) which requires frequent on-going communication, on-site visibility, engagement of SDD staff in program development and decision making, and negotiating access to schools and teachers through SDD staff. The introduction of a new program (Group Norms) required revision of a program that had been in place for about 10 years and which was highly valued by the SDD staff. Constructing a new program required a series of joint SDD-ICR team meetings to negotiate process and content of the intervention in ways that preserved elements of the existing program (e.g., social problem solving skills) and incorporated the objectives and techniques of GNPP. A similar process evolved in the construction of the teacher training program, which was implemented by SDD and ICR staff working as partners.

Program implementation and monitoring required on-site classroom visits. In an attempt to fully understand the process of implementation and acceptability by the teacher and students, a staff member from ICR (school psychology intern, classroom ethnographer, PI or Co-PI) was present at almost 100% of the classroom sessions to document and provide support. Within the classroom, my role (and that of the intern) involved participant observa-

tion and documentation, co-facilitating sessions with the teacher, intervening directly with students individually or in groups, and trouble-shooting with the teacher about the program and/or individual students. This intense process was invaluable to fostering teacher acceptability and insuring program integrity. The plan for 6th and 7th grades, despite the increase in numbers of schools and classrooms, is to provide similar support and monitoring on a more intermittent schedule.

The primary outcome measure for GNPP will be a system-wide assessment of social and health functioning of students routinely conducted by the district in partnership with Yale Child Study Center. Our research design, however, requires additional data collection to assess intervention acceptability and integrity, and skill development of students. Thus, my role also involves the development of qualitative and quantitative measures to be used within the classrooms. For example, participant observation provides data about program integrity and permits study of process-outcome links. Teachers complete simple logs to indicate completion of activities. Students' work within the curriculum provides formative data about their progress through the program. One of my responsibilities involves working with SDD staff and teachers to effectively integrate assessment activities into the curriculum, and develop rubrics for scoring the materials. Ultimately, these activities can serve evaluation purposes for both teachers and researchers.

As one might guess, a project of this scope generates a considerable amount of qualitative and quantitative data. My role also includes working with our project team and with methodologists within ICR and participating agencies to organize, manage, and analyze data, and subsequently prepare reports for disseminating findings.

In conclusion, my role as a researcher at ICR has provided the unique opportunity to integrate multiple aspects of school psychology. On a day-to-day basis, I am engaged in school-based prevention, classroom intervention, consultation at multiple levels, development and implementation of interventions and assessment, staff development, and various aspects of data collection and analysis. In addition, interdisciplinary and inter-agency collaboration activities are routine. Furthermore, my role involves dissemination of research through professional conferences and publications, and representing school psychology in settings where we are not often found (e.g., NIH conferences). Ironically, the school psychologists employed by NHPS devote 100% of their

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## Student Affiliates in School Psychology (SASP)

# SASP Update and News

**By Matt Turner, SASP President  
Virginia Beach Public City Schools  
University of Kentucky**



The student organization, SASP (Student Affiliates in School Psychology), is amidst another productive year. The group has been involved in a number of activities that should interest you as school psychology graduate students. SASP News is one way for students to keep informed and to get a sense of what has been happening with SASP throughout the school year.

For those of you unfamiliar with the organization, the ultimate goal of SASP is to provide graduate students with information and resources related to the field of school psychology. SASP has been working diligently to meet this goal. As many of you are aware, the website is now operational and will continue to be updated with new features and information. Because our membership is large and geographically diverse, the best method of centralizing SASP resources is through the website. Therefore, we encourage everyone to visit the site and see what SASP has to offer. Here is some of what you can expect to find when you visit [www.saspweb.org](http://www.saspweb.org):

- General news including upcoming events

and information

- General school psychology information
- Full version of SASP NEWS
- Membership information (includes a printable membership application)
- Graduate school links
- Internship information
- Internship links
- Real time chat room
- Local SASP Chapter information

Give it a click and find out what SASP is doing. If you have suggestions on improving the site, please do not hesitate to contact us.

Members are invited to participate in online chats. The new real-time chat feature on the website provides us with a cost-effective method of communicating with other school psychology students across the country. In fact, in the fall, we conducted a chat session for those students looking to find an APA/APPIC accredited internship. We gathered current interns from several APA internship sites around the country and allowed potential applicants to ask questions about these sites and the application process. For those students attending the NASP convention, a social chat is scheduled for Sunday, April 15th 8:00 eastern at [www.saspweb.org](http://www.saspweb.org). Simply log on and click on the E-forums sections of the web site. SASP officers will be online discussing plans for the upcoming social gathering at the convention.

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### Join the SASP Listserv Today!

To subscribe, send a message to the following address and leave the subject space blank:  
[listserv@lists.apa.org](mailto:listserv@lists.apa.org)

In the message area type the following:  
sub SASP-D16 <First Name>  
<Last Name>  
For ex:  
sub SASP-D16 Jane Doe

You will receive a confirmation message and general information regarding the listserv.

To send a message on the listserv, use the following address: [SASP-D16@LISTS.APA.ORG](mailto:SASP-D16@LISTS.APA.ORG)

To receive the digested version of the postings, just issue a SET SASP-D16 DIGEST command.

### SASP Membership Application

*Be professionally active! Join SASP and receive the latest journal and newsletter information published by Division 16. Grow professionally with research opportunities and convention networking!*

*To join APA Division 16 as a Student Affiliate, please complete this form and include a check for \$25.00 made payable to APA Division 16. Mail the form to: Division 16 Membership, APA Division Services Office, 750 First Street, NE, Washington, DC 20002-4242.*

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

University: \_\_\_\_\_

Please indicate a committee preference:

Faculty Sponsor Signature: \_\_\_\_\_

\_\_\_\_\_ Communications

\_\_\_\_\_ Membership

Student Status (e.g. 1st year, part-time, etc.): \_\_\_\_\_

\_\_\_\_\_ Diversity Affairs

\_\_\_\_\_ Convention

E-mail Address: \_\_\_\_\_

\_\_\_\_\_ Other (please describe)



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**Student Affiliates in School Psychology (SASP)**

Check the website to find out when future chats will be held.

Not only has individual memberships increased, but the number of SASP local chapters continues to grow as well. SASP local chapters are a great opportunity for student involvement on a local level while also maintaining a communication link with the national organization. The Division 16 executive committee recently approved six new chapters for membership and more will follow very soon. Our newest local Chapters are Georgia State University, National Louis University, North Carolina State University, St. John's University, University of Nevada Las Vegas, and University of South Carolina. We welcome these new institutions to the SASP family. If you would like to start a local SASP chapter on your campus please send e-mail to [mdturn0@pop.uky.edu](mailto:mdturn0@pop.uky.edu) or visit the website for more information.

We are excited about the strides SASP has made over the years and the direction we are headed. As members, you can look forward to benefits such as access to APA presentation awards, research awards, APA publications, communication with other students via the SASP listserv, informational chat sessions, and participation in the annual SASP mini-convention held during the APA convention. SASP is your organization. We sincerely hope you get involved and take advantage of our resources.

**SASP Social in Washington, DC.**

It has become an annual tradition for SASP members to meet at the NASP and APA conventions. Washington DC is no exception and we sincerely hope that you join us for this year's gathering. This is a fantastic opportunity to meet other school psychology students from around the country and have some fun. We plan to visit a local establishment for food and drinks. Everyone is welcome!

We will be meeting in the lobby of the Marriott Wardman Park Hotel on Thursday, April 19 at 5:00 PM. Meet us there! Or, if you would like more information please e-mail Matt Turner at [mdturn0@pop.uky.edu](mailto:mdturn0@pop.uky.edu)

Check out **SASP's web page** at:  
<http://sac.uky.edu/~mdturn0/sasp.htm>

**Call for Presentation Proposals**

The SASP's Convention Affairs announces the "Call for Programs" for the 2001 Annual Convention, which will be held from August 24 to August 28 in San Francisco, California. Proposals for presentations, symposia, and other formal sessions will be considered for inclusion in the program if they are RECEIVED by MARCH 16, 2001. The program will consist primarily of presentations and symposia selected or invited by SASP and APA Division 16. Proposal guidelines may be found at [www.sasp-web.org](http://www.sasp-web.org) and will be announced over the SASP listserv. For additional information, please contact Sara Davis, SASP Convention Chair, at [BZLIZY@aol.com](mailto:BZLIZY@aol.com).

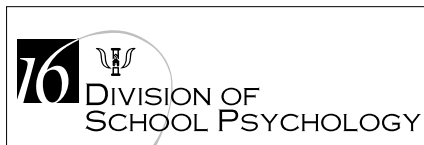
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**Life as a Researcher: The Role of School Psychologist in a Research Setting**

time to evaluations for special education placement. As I engage in my research activities in New Haven Public Schools, I continually wonder why school psychologists are not integral to the social development programs and I take every opportunity to ask about their absence. I am hoping that my presence as a researcher might suggest an alternative model for school psychology practice within the district.

For additional information, contact:  
Bonnie K. Nastasi, PhD  
Associate Director, Interventions  
The Institute for Community Research  
2 Hartford Square West, Suite 100  
Hartford, CT 06106-5128  
Phone: (860) 278-2044 x237  
Fax: (860) 278-2141  
Email: [bonnastasi@yahoo.com](mailto:bonnastasi@yahoo.com)

**APA DIVISION 16 SCHOOL PSYCHOLOGY**



**Objectives**

The ultimate goal of all Division activity is the enhancement of the status of children, youth, and adults as learners and productive citizens in schools, families, and communities.

The objectives of the Division of School Psychology are:

- a. to promote and maintain high standards of professional education and training within the specialty, and to expand appropriate scientific and scholarly knowledge and the pursuit of scientific affairs;
- b. to increase effective and efficient conduct of professional affairs, including the practice of psychology within the schools, among other settings, and collaboration/cooperation with individuals, groups, and organizations in the shared realization of Division objectives;
- c. to support the ethical and social responsibilities of the specialty, to encourage opportunities for the ethnic minority participation in the specialty, and to provide opportunities for professional fellowship;
- d. to encourage and effect publications, communications, and conferences regarding the activities, interests, and concerns within the specialty on a regional, national, and international basis.

**MEMBERSHIP APPLICATION**

Please print or type:

\_\_\_\_\_  
 LAST NAME FIRST NAME M.

\_\_\_\_\_  
 ADDRESS:

\_\_\_\_\_  
 CITY STATE ZIP

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 PHONE

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 APA MEMBERSHIP NO.(IF APPLICABLE):

Please check status:

- Member \$35
- Fellow \$35
- Professional Affiliate \$50
- Student Affiliate \$25 (Complete Below)

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 FACULTY ENDORSEMENT

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 INSTITUTION EXPECTED YR. OF GRADUATION

Please complete and mail this application with your check payable to APA Division 16 to:

Attn: Division 16 Membership  
 APA Division Services Office  
 750 First Street, NE  
 Washington, DC 20002-4242

**R**eceiving a Psychology License in another state or province is getting easier. Meeting the qualifications for licensing in another jurisdiction has often been a hassle, particularly for psychologists who've been practicing for some time. Not only have licensing requirements changed over time, supervisors may no longer be available to verify supervised experience. Psychology Licensing Boards have been aware of this problem and along with the Association of State and Provincial Psychology Boards (ASPPB) have created a way to address potential problems. The Certificate of Professional Qualification (CPQ) provides qualified psychologists with a credential that is already recognized by 12 jurisdictions while 14 more have voted to accept it and are taking the necessary step to implement their decision. An increasing number of psychology boards are also considering the CPQ as a means of easing the licensure process.

In addition to the standard requirements for qualifying for the CPQ, an easier route is currently available to members of both the National Register and the Canadian Register but only until 12/31/2001. All applicants for the CPQ must have been licensed and practicing independently for a minimum of five years on the basis of a doctoral degree in psychology. There also cannot be a history of disciplinary action (more serious than a reprimand) by a licensing board.

**A Professional Development and Continuing Education Opportunity**

New Perspectives in Consultee-Centered Consultation: Processes Leading to Conceptual Change

This symposium is a forum for the public. Presenters will provide a contemporary overview of the method, its theoretical foundations, and its applications in child care, student study teams, cross-cultural professional problem solving, and with student learning problems. Participants and audience will engage in dialogue about the use of consultee-centered consultation with professionals in a variety of international settings and discuss ways that the method can promote conceptual change and modifications of professional practice. The content of this symposium is of special interest to school and educational psychologists, clinical psychologists, social workers, special education teachers, and others in related human service professions.

Buffet lunch provided August 22.

Nadine Lambert, Ph.D., is professor in

Psychologists who don't take advantage of the time limited National Register/Canadian Register must either be able to document 2 years of supervised experience, successful completion of both the national exam (EPPP) and an oral examination; or have been awarded an ABPP. (Some requirements are remediable.)

The CPQ was designed to promote mobility for doctoral level licensed psychologists. ASPPB also offers a credentials bank that is available to any doctoral-level psychologist or graduate student, regardless of whether he or she is eligible for the CPQ. With the credentials bank, important data can be archived (e.g., education, documentation of supervision, exam scores) for easy reporting to a licensing board or other entity.

For more information on the CPQ or the credentials bank, access the ASPPB web site at [www.asppb.org](http://www.asppb.org) and look for the Certificate of Professional Qualification in Psychology (CPQ), or call (800) 448-4069 or send an e-mail inquiry to [cpq@asppb.org](mailto:cpq@asppb.org).

the Cognition and Development Area at UC Berkeley.

One evening and one day  
 Aug. 21-22; Tues., 5-9 pm,  
 Wed., 9 am-5 pm  
 San Francisco: Jeanne Brewer Gallery,  
 UC Extension Center at  
 55 Laguna Street  
 \$125 for registration with one  
 continuing education unit  
 \$75 for registration only  
 (professionals)  
 \$50 for registration only  
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University Extension, UC Berkeley,  
 1955 University Ave. Berkeley, CA 94720-7000.

Fax: (510) 642-0374, or call (510) 642-4111. For more information call Sue Meux at (510) 642-1171 or e-mail her at [scm@unx.berkeley.edu](mailto:scm@unx.berkeley.edu).

**IMPORTANT MOBILITY DEADLINES**

**Do you think you might ever want to be licensed in another state?**

**By Stephen T. DeMers**

**APA and Partners Launch New Campaign Emphasizing Important Role of Parents and Caregivers in Modeling Nonviolence**

TV and radio messages to air locally; workshops to be held (Washington, DC) --- A national violence prevention campaign, ACT - Adults and Children Together Against Violence, produced by the American Psychological Association, the National Association for the Education of Young Children and the Ad Council launches this month (February). The campaign, featuring radio and television public service announcements, a Web site, information materials and community-based training, is designed to remind families, teachers, and other caregivers of the important role they play in forming children's habits and attitudes about violence.

As learned through decades of research on child development, children's early learning has a powerful effect. The strategy behind the ACT program is to empower those people most influential in a child's life - parents and other caregivers -

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**ANNOUNCEMENTS**

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with the skills and motivation to model and teach young children positive, nonviolent responses to conflict, anger and frustration and to use discipline techniques that teach non-violent problem-solving.

In addition to the communications materials, the ACT project includes a community training program the goal of which is to make early violence prevention a central part of a community's violence prevention initiatives. To do so, the ACT program will partner with community-based organizations or agencies to add early childhood violence prevention information and strategies to their on-going efforts.

"What makes this program unique," states Dr. Jackie Gentry, the APA project director, "is its focus on families and other caregivers. Many of the violence prevention programs that exist today focus on changing

the behavior of adolescents. The ACT program is about preventing violence before it starts by helping families create environments in which their kids learn to solve problems by non-violent means."

"The ACT campaign strategy is based on more than four decades of research on the causes of violence," says Dr. Raymond D. Fowler CEO of the American Psychological Association. "Research has told us that violence is a learned behavior; therefore, violence prevention can also be learned. It is my hope that this campaign will empower thousands and thousands of families and communities to put their children on a pathway to nonviolence."

APA and state association members are encouraged to lend their support to the ACT project by either contacting public service directors in your community or by help-

ing to bring the ACT training program to your town or city.

For more information about the campaign or on how to volunteer please visit the campaign web site at [www.ACTagainstviolence.org](http://www.ACTagainstviolence.org) or contact Dr. Jackie Gentry at 202 336-6046.

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