

In This Issue:

- 80 APA
Division 16
Convention
Program
- 86 People &
Places
- 88 SASP News



APA Division 16 School Psychology
Vol. 55, No. 3

The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

The Post-Doctoral Re-specialization Experience: Lessons from the Field

By Tony D. Crespi & Jonathan P. Fieldman
The University of Hartford

“Clearly, changes in health care are rapidly changing clinical psychology.”

Health care reform has re-contoured professional life. For clinical psychologists private practice has exhibited diminishing opportunities (Crespi & Giuliano, 2000), fee for service reimbursement no longer dominates professional service (Claxton, Feder, Shactman, & Altman, 1997), and downsizing in hospitals have impacted hospital-based employment (Drainoni, Strickler, & Omans, 1995). In general, clinical practice has changed dramatically and some assert that individual private practice is becoming endangered (Dorken & Cummings, 1991). From a time when a newly minted doctorate in clinical psychology had extraordinary opportunities, contemporary employment reflects increased competition and decreased salaries.

Clearly, changes in health care are rapidly changing clinical psychology. We know this firsthand. The second author was a practicing clinical psychologist for over ten years before increasing competition and downsizing led to a decisive decision to re-specialize in school psychology. After all, there is a shortage in school psychology! Still, what would a re-specialization program accomplish? In general, the program was intended to add skills, expand knowledge at the praxis between education and psychology, and establish eligibility for credentialing from the State Department of Education as a Certified School Psychologist, thereby offering unrestricted access to public school employment.

As background, the concept of re-specialization and/or dual-career training is not new. As example, the California School of Professional Psychology – the largest training program for clinical psychologists in the United States (recently renamed Alliant

University) has offered re-specialization programs in clinical psychology for years. Further, several Ph.D. and Psy.D. Programs offer "combined" programs whereby individuals receive a Ph.D. or Psy.D. in multiple areas, such as in Clinical and School Psychology. In addition, a number of individuals have completed multiple degrees. Still, virtually nothing has been written about the experience of re-specialization.

Would a re-specialization program be worthwhile? What would it feel like to have an advisor? Would the advisor be a mentor or a muse? What would be the experience of re-entering graduate school with young masters' students? What would you say to a colleague interested in retraining? Interested? This is an insider's perspective.

Background: The Re-specialization Student:
Jonathan P. Fieldman, Psy.D.

Following the receipt of a B.A. in Psychology from The University of Massachusetts at Amherst in 1982, Jonathan Fieldman worked as a psychiatric technician while exploring opportunities for graduate study. Looking at graduate school he wondered what would be the degree of choice? M.S.W.? Ph.D.? Psy.D.? After thoughtful deliberation, he enrolled in the clinical program at Hahnemann University in Philadelphia in 1984, one of the premier medical programs in the region and a leader in clinical education for psychologists. Leading to a Psy.D. in Clinical Psychology with a specialization in Family Therapy, he felt fortunate to graduate, in 1989, from such a fine program. Training? The program included

CONTINUED ON PAGE 68

DIVISION 16 EXECUTIVE COMMITTEE

President

Jack Cummings, Ph.D.
Education #4038
Indiana University
201 North Rose Ave.
Bloomington, IN 47405-1006
(812) 856-8327
cummings@indiana.edu

President-Elect

Steven G. Little, Ph.D.
Dept. of Psychology
Hofstra University
Hempstead, NY 11549
(516) 463-4027
(516) 463-6052
steven.g.little@hofstra.edu

Past President

Rick J. Short, Ph.D.
Department of Educational and
Counseling Psychology
5A Hill Hall
University of Missouri
Columbia, MO 65211
(573) 882-2592
(573) 884-5989 (fax)
rshort@tiger.coe.missouri.edu

Secretary

Michelle Schicke Athanasiou, Ph.D.
Div. of Professional Psychology
University of Northern Colorado
Greeley, CO 80639
(970) 351-2356
(970) 351-2626 (fax)
mathan@edtech.unco.edu

Treasurer

Sharon A. Missiaen, Ph.D.
5345 Canvasback Road
Blaine, WA 98230
(360) 371-7386
(360) 371-0527 (fax)
smissiaen@home.com

Vice of President

Professional Affairs
Deborah Tharinger, Ph.D.
SZB 504
University of Texas
Austin, TX 78712
(512) 471-4407
(512) 475-7641 (fax)
dtharinger@mail.utexas.edu

Vice Pres. of Membership

Colette L. Ingraham, Ph.D.
Department of Counseling and
School Psychology
MC 1179, College of Education
San Diego State University
San Diego, CA 92182-1179
(619) 594-6605
(619) 594-7025 (fax)
ingraham@mail.sdsu.edu

Vice President of Education,

Training, & Scientific Affairs
Alberto Bursztyn, Ph.D.
Brooklyn College - CUNY
2900 Bedford Avenue
Room 2107 James Hall
Brooklyn, NY 11210
(718) 951-5214
(718) 951-4816 (fax)
aburstyn@brooklyn.cuny.edu

Vice President of Publication,

Communications, and
Convention Affairs
William P. Erchul, Ph.D.
Department of Psychology
North Carolina State University
640 Poe Hall, Box 7801
Raleigh, NC 27695-7801
(919) 515-1709
(919) 515-1716 (fax)
william_erchul@ncsu.edu

Vice President of

Social and Ethical
Responsibility &
Ethnic Minority Affairs
Robyn S. Hess, Ph.D.
School of Education, C.B. 106
P.O. Box 173364
University of Colorado-Denver
Denver, CO 80217
(303) 556-6784
Robyn_Hess@ceo.cudenver.net

Council Representatives

Jonathan Sandoval, Ph.D.
Division of Education
One Shields Avenue
U.C. Davis
Davis, CA 95616-8579
(916) 752-3198
(916) 752-5411 (fax)
jhsandoval@ucdavis.edu

Cindy Carlson, Ph.D.

University of Texas at Austin
Dept. of Educational Psychology
SZB 504
Austin, TX 78712
(512) 232-4835
(512) 471-1288 (fax)
cindy.carlson@mail.utexas.edu

SASP Representative

Matt Turner
1559 Chase Arbor Common
Virginia Beach, VA 23462
(757) 467-2378

Historian

Thomas K. Fagan, Ph.D.
Department of Psychology
The University of Memphis
Memphis, TN 38152
(901) 678-4676
tom-fagan@mail.psyc.memphis.edu

**Editor, School
Psychology Quarterly**

Terry B. Gutkin, Ph.D.
117 Bancroft Hall
Dept. of Educational Psychology
University of Nebraska-Lincoln
Lincoln, NE 68588
(402) 472-8317
tgutkin1@unl.edu



Division 16 Home Page
Check out the Division 16 home page at:
<http://www.indiana.edu/~div16/>

The School Psychologist is published four times per year by the Division of School Psychology (Div. 16) of the American Psychological Association. Subscriptions are free to members of the Division. For information about subscription rates, submission of articles or advertising write: Vincent C. Alfonso, Ph.D., Fordham University, Graduate School of Education, 113 West 60th St., New York, NY 10023.

The Division reserves the right to edit all copy and to refuse ads that are not in consonance with its principles. The publication of any advertisement by the Newsletter is not an endorsement of the advertiser nor the products or services advertised. Division 16 or APA is not responsible for any claims made in the advertisement. Advertisers may not, without prior written permission, state in any subsequent advertisements the fact that a product or service has been advertised in a Division 16 or APA publication.

PUBLICATION SCHEDULE

Issue Month/No.	Closing Date for Submission of Materials	Printing Date	Mailing Date*
Winter (1)	December 1	December 15	January 15
Spring (2)	February 1	February 15	March 15
Summer (3)	June 1	June 15	July 15
Fall (4)	September 1	September 15	October 15

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

...Moving? ...Missing Your
Newsletter?
Do you need more information
about Division 16?

For questions regarding your Division 16 membership including address changes and subscription inquiries for *The School Psychology Quarterly* and *The School Psychologist*, write the Division 16 Administrative Office, Division Services Office, American Psychological Association, 750 First St., N.E., Washington, D.C. 20002-4242, call (202) 336-6013 or send your inquiry via facsimile machine to (202) 336-5919.

For change of address: APA/Division 16 Members need only send one change of address notification to the APA Directory Office at the APA address listed above. Division 16 Student Affiliate Members should send notification to the APA Division Services Office.

PRESIDENT'S MESSAGE

Connecting to the Whole - San Francisco Convention August 24-28, 2001

By Jack Cummings, Indiana University

It is with great anticipation that I look forward to our annual gathering at this year's American Psychological Association convention. As in past years, the scale of the conference reflects the breadth of psychology.

See: <http://www.apa.org/convention/>

I was pleased to find that on the APA website, Division 16 activities were featured in the link highlighting APA's 2001 division programming. The featured parts of our program include:

Saturday, 9-10:50 a.m.

Symposium: Challenges and rewards of academic careers: Women in school psychology.

Chair: Phyllis A. Teeter Ellison, EdD.

Participants: Karen C. Stoiber, PhD, Dawn H.S. Reinemann, PhD, Margaret E. Semrud-Clikeman, PhD, and Stacy Tobiasz, MA.

Sunday, 9-10:50 a.m.

Symposium: Addressing needs of lesbian, gay and bisexual youth of color.

Chair: Ena V. Nuttall, EdD.

Participants: Beverly Greene, PhD, Margaret Rosario, PhD, Kevin R. Gogin, Gary W. Harper, PhD, and J. Davidson Porter, PhD. Discussant: Deborah J. Tharinger, PhD.

Sunday, 3-4:50 p.m.

Symposium: What's at stake in high-stakes testing in schools?

Chair: Lara A. Frumkin, PhD.

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

These are important topics presented by eminent scholars. We are fortunate to have the benefit of their insights.

The fact that Division 16 was featured in the recent APA Monitor, and is prominent on the APA webpage is a function of a high level of responsiveness and attention to meeting communication deadlines. The individuals who deserve this credit are Tanya L. Eckert and John M. Hintze, our conference program co-chairs. My in-box sees only a portion of the email traffic they have generated on behalf of the Division. They have been responsible for doing everything from organizing reviewers, mailing hundreds of proposed papers, symposia, and posters, receiving feedback from reviewers, making difficult decisions on which papers to include in the program, to cross listing items across APA divisions. When others were preparing for winter break, Tanya

and John were making sure that the proposals were in the mail. Please go out of your way to personally thank Tanya and John when you see them in San Francisco. William Erchul is the Vice-President for Publications, Communications, and Convention Affairs. Bill assumed responsibility for this demanding position when Susan Sheridan became Editor of *School Psychology Review*. Bill instantly became the hardest working member of the Division 16 Executive Committee. Responsibility for the success of the conference program is also due to Bill's attention to detail and his extraordinary ability to network with colleagues. Bill is another individual who deserves a handshake, smile, and expression of thanks when you see him at one of the many conference functions.

Links to our Division 16 program may be obtained from the Publications and Conference page of our website (see: <http://www.indiana.edu/~div16/pubncon.htm>). The link to the conference is at the very bottom of the page. Congratulations to Paulette Cary, University of Nebraska-Lincoln, Alicia Hoerner, University of Utah, and Holly Zorka, University of Minnesota winners of the second annual student poster competition. For the titles of their presentations, please see: <http://www.indiana.edu/~div16/student%20poster%20contest%202001.htm>

Another highlight not to be missed in San Francisco is the 8th Annual Pre-Convention Institute for Psychology in Schools. Its focus will be The Surgeon General's Reports on Children's Mental Health and Youth Violence: Implications for Psychology and Schools. It will take place on Thursday, August 23, from 8:30 a.m. to 1:30 p.m. at the Palace Hotel. Background information may be obtained from Youth Violence: A Report of the Surgeon General (2001) <http://www.surgeongeneral.gov/library/youthviolence/report.html>;

A Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda (2001) <http://www.surgeongeneral.gov/cmh/childreport.htm>; and Mental Health: A Report of the Surgeon General (1999) <http://www.surgeongeneral.gov/library/mental-health/home.html>



Jack Cummings

“...the scale of the conference reflects the breadth of psychology.”

CONTINUED FROM THE COVER

The Post-Doctoral Re-specialization Experience: Lessons from the Field

“...in addition to academic challenges, re-specialization is also expensive.”

approximately 4,000 hours of clinical training at several sites ranging from an APA Approved Internship at the Allentown Child and Adolescent Unit at Allentown Hospital to intensive, post-doctoral, supervision at the Devereux Foundation. Ultimately, as a result of this training, Jonathan P. Fieldman, Psy.D., became a licensed psychologist. The world was his oyster. Then, the employment picture withered.

Over the next few years employment for psychologists changed. Salaries dropped. Opportunities narrowed. Jonathan P. Fieldman, Psy.D. became frustrated. Finally, two years ago, experiencing downsizing, and with strong experience in child clinical psychology, he decided to re-specialize in school psychology. Ultimately, he selected The University of Hartford, a NASP/NCATE accredited 66 credit specialist degree granting program requiring 48 credit hours for an already licensed psychologist. This program included 12 classes as well as a year-long half-time practicum followed by a full-time school-based internship. (The latter would be at full salary as the program endorses a licensed psychologist completing the 12 classes and practicum for state credentialing as a certified school psychologist, with a deficiency for the internship, which is completed in conjunction with employment).

What Would a Re-specialization Student Learn?

Jonathan was looking for a mentor with multiple credentials, a diverse background, an appreciation for both school psychology and clinical psychology, as well as the ability to mentor in multiple areas, ranging from school-based practice to professional teaching and scholarship. You see, he was looking to feel valued, respected, and nurtured through an important transitioning process.

Unfortunately, in addition to academic challenges, re-specialization is also expensive. Therefore, within the first two months an opportunity was suggested to help with the financial hardship. The Connecticut Department of Corrections Unified School District was suggested for part-time employment. Subsequently, as the second year unfolded a second contact was suggested offering part-time undergraduate university teaching. Combined, these opportunities were viewed as offering an expansion into two new arenas while adding financial resources. Financial support is mentioned because retraining can be costly for a seasoned practitioner and this case illustrates how university contacts can help maintain a student's self-esteem and offer

access to contacts for maintaining a modest salary. These positions offered the ability to: a) earn a salary, b) maintain a sense of professional self-respect through continued employment, c) gain experience in new settings, and d) provide entry into a setting for beginning to learn about special education. Still, what was professional retraining teaching?

Re-specialization in School Psychology

What is the role of the school psychologist? How is this role different from that of a clinical psychologist? Sometimes, a discipline must be compared and contrasted with others in order to be more clearly defined as a specialty. This section, which includes a case study, demonstrates how providing counseling services within the context of a school requires specialized knowledge and competence. The scope and approach of counseling services within a school versus a clinic is compared and contrasted. While not all inclusive, it is intended to serve as a base for discussion. Hopefully, this process will generate insights into the distinct knowledge base, training, and competencies that define the marriage of education and psychology: school psychology.

Classes and Program

The School Psychology Program at The University of Hartford is a 66 credit NASP/NCATE accredited program. The program is housed in the Department of Psychology and maintains a student enrollment of 36 students, including approximately 6 re-specialization students. The University also maintains an APA accredited Psy.D. Program in Clinical Psychology, as well as M.A. programs in Clinical Practices, General-Experimental Psychology, and the School of Education houses an M.A. Program in School Counseling. In addition, the university participates in a consortium with Saint Joseph's College, which houses sophisticated programs in special education and an AAMFT approved program in Marriage and Family Therapy. Thus, students have access to a wide range of classes. Further, the program is located in an attractive suburban location within close proximity to a range of rural, suburban, and urban schools used for training purposes. At present, the university is building a campus magnet school that will serve students from 6 communities.

For re-specialization students it is noteworthy that the program values previous training. Still, re-specialization students minimally complete 12 classes (36 credits) followed by a 6 credit year-long 600

CONTINUED FROM PAGE 68

The Post-Doctoral Re-specialization Experience: Lessons from the Field

hour practicum with concurrent university supervision. Following the practicum students are endorsed for credentialing as a certified school psychologist with a deficiency for the 6 credit, internship. The "internship" year is, therefore, a paid experience complemented by weekly university group supervision and 2 hours of weekly site-based supervision intended to round out socialization and advanced practice issues in school psychology.

In this case, coursework included a required state mandated course in special education, with additional classes in special education law, special education assessment, learning, reading, issues in school psychology, and complementary classes extended overall knowledge involving special education practices. Classes and experiences were planned to address a range of issues in special education ranging from assessment of verbal and non-verbal learning disabilities to reading disorders to regular education considerations impacting school-based practice.

Emotionally, the practicum emphasized the difficulty that can accompany retraining. The weekly supervision seminar, which accompanies the practicum, was largely comprised of students with no previous experience, while this re-specialization student brought multiple years of experience to the discussion. In essence, while students could learn from the advanced student, the experience was frustrating, and at times, confining. Individual goals were refined to address this, in an effort to maximize learning and development. Still, programs and students involved in retraining need to be alert and sensitive to this issue.

Having already completed a practicum, internship, and post-doctoral residency, largely in child clinical psychology, it was important to select a site and supervisor who would extend both breadth and depth of skills. Ultimately, an urban elementary school was selected with a supervisor with approximately 20 years experience, including a Ph.D. in school psychology from The Pennsylvania State University. With 600 hours of training mandated, over a year, experiences were to be focussed on special education law, and cases addressing the unique issues involved in school practice. Student A exemplified the challenge of school psychology.

School Psychology in Action: A Case Analysis

Referred because of poor - very poor - school attendance, Student A was experiencing grave difficulty leaving her mother to attend school, and when

she did arrive in school she was acting out. The initial encounter with Student A occurred on the first day of practicum. Upon entering the school, the site-based supervisor asked for assistance with a difficult situation. Visiting the school office, a nine-year-old Hispanic girl was crying hysterically and clutching her mother. Student A cried out "I don't want to stay. Take me home."

Arriving at the office, the re-specialization student was instructed to monitor Student A. Even though our trainee is a large male and the student a 90 pound girl, this was difficult. She screamed. She tried to pry her way into the room. And she propped her legs against the door. Feeling thwarted, she threw herself on the ground. She also took off her shoes and threw them down the hall. Soon, the supervisor opened the door and informed Student A that her mother had already departed. Student A screamed! So much for Day 1!

Student A started Day 2 kicking and screaming. While hospitals often use holding techniques for severe behavioral difficulties, public schools more typically take a restrained approach. Still, Student A was out of control. What could be done? Student A was screaming! She started a tantrum.

In this case Student A was escorted to the nurse, who monitored Student A. The site supervisor suggested consulting with the parent and teacher! What was the problem? In this case the mother and father were not married, the mother and all three children lived with a relative, and Student A was experiencing difficulty separating from the mother. The family was complex; the student had missed 15 days of school.

While a clinical psychologist might conceptualize this case from the perspective of basic attachment and encourage individual and family psychotherapy, a school psychologist must support the family system within an educational context. The role of the school psychologist and clinical psychologist overlap but differ. For the school psychologist the goal was to enhance performance in the classroom.

The next morning she didn't want to attend school! Where is the home-school interface? How much involvement with the home is appropriate? Would it be viable to develop a plan that would require two divorced parents to work together? In a clinical setting these issues would be at the heart of therapy. In school psychology the home-school interface is more delicate. School attendance was the identified issue. However, family dynamics impacted the intervention necessitating that the par-

**"I don't want
to stay.
Take me
home."**

CONTINUED ON PAGE 70

CONTINUED FROM PAGE 69

The Post-Doctoral Re-specialization Experience: Lessons from the Field

ents work collaboratively. As illustration, if the student demonstrated defiant behaviors on Sunday night, the father agreed to come to the house the next morning to help the daughter leave for school. This agreement was not to be shared with the child; thus, reinforcing an appropriate parent-child boundary.

Since those meetings school attendance has improved. Counseling, consultation, and collaboration are vital to contemporary school psychological services. In this case the student's mother was empowered. In other cases, it is important to empower teachers. In this situation improved school attendance was the goal. In a clinical arena, the relationship between the couple might have been explored, as well as the mother's dating. However, in this context, the goal surrounded education. School attendance improved. Acting out was eliminated and the parents were satisfied. The case was closed.

Lessons Learned

From this case many issues were clarified. The kind and quality of interventions used can vary between and across settings. Holding techniques are inappropriate in most schools, but not uncommon in hospitals. In this vein, it became clear that certain issues and discussions are not appropriate for school practice. In a hospital, as illustration, a clinician might suggest to a child that certain aggressive behaviors might lead to a recommendation for transfer to a more restrictive placement. While this is often appropriate clinically, such a conversation could have dramatic implications if outlined in an IEP meeting. Minimally, it could be financially costly to a school. Yet, clinical training does not routinely address these unique school-based practice issues. As practicum closes, it is clear that school psychology involves both a place to practice as well a way to practice. Further, it is evident that just as physicians receive board certification to practice certain specialties, so State Departments of Education credentialing certified school psychologists ensures the public – employers and parents – of minimal training addressing school-based issues. After 12 classes and a practicum the unique nature of school practice is clear.

Summary/Conclusions

Professional practice has been sharply altered. At the present time while there is a growing shortage of school psychologists, there is an abundance of Psy.D.s and Ph.D.s in clinical psychology. Moreover, these graduates are facing a competitive and even

uncertain job market. In this climate, one viable option for these practitioners is to pursue a re-specialization program in school psychology.

Unfortunately, little has been published in this area.

This article was intended to illustrate one student's re-specialization experience. Coming to the university as a licensed psychologist with an attractive Psy.D. from a prestigious program and 10 years of experience, financial and personal needs were balanced with professional goals. Immediately, the student was referred for part-time employment, which was quickly secured. Further, within a year the student began undergraduate teaching, which helped ease financial pressures and maintained self-esteem. At the same time, classes and training were chosen to meet stated goals.

What was the experience? Fun and frustrating. The program expanded learning, but was limiting financially. The program fostered growth, but demanded change. In this case, the authors think it valuable. But, to date, there are few cases for comparison. As such, more information is needed. On a positive side, schools can gain talented, well-trained practitioners from these initiatives and programs can attract highly talented students for the field. At the same time, advanced re-specialization students can exhibit diverse needs. How would your program react? Where do you stand?

References

- Claxton, G., Feder, J., Shactman, D., & Altman, S. (1997). Public policy issues in nonprofit conversions: An overview. *Health Affairs, 16*, 9-28.
- Crespi, T. D., & Giuliano, A. J. (2000). Managed care and institutional change: Considerations for the private practitioner. In R. D. Weitz (Ed.), *Managed care in mental health in the new millennium* (pp. 71-85). New York: Haworth.
- Dorken, H., & Cummings, N. A. (1991). The potential effect on private practice of training in targetted focussed mental health treatment for a specific population: A brief report. *Psychotherapy in Private Practice, 9*, 45-51.
- Drainoni, M., Strickler, G., & Omans, J. (1995). Redeployment of staff from state institutions: Issues for state health policy makers. *Administration and Policy in Mental Health, 22*, 553-562.

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

Douglas K. Smith: In Memoriam

By Tom Fagan, NCSP & Sally Baas

Dr. Douglas Kennedy Smith, Professor of Counseling and School Psychology at the University of Wisconsin-River Falls, died unexpectedly and of unknown causes while attending the Annual Convention of the American Educational Research Association in Seattle on April 14, 2001. He was 53 years old.

Training and Career

Doug Smith was born on July 13, 1947 in Jacksonville, Florida, the only child of Claude Douglas and Elizabeth Blair Smith. He married Julie Few in 1972 but was divorced with no children at the time of his death. Doug attended schools in Jacksonville, FL where he graduated from Terry Parker High School. He received his B.A. in psychology at Emory University in 1969. At Georgia State University (GSU), he earned the M.A. (1970) and Ed.S. (1972) in school psychology and his Ph.D. (1977) in educational psychology. He worked as a school psychologist in the Cobb (1971-1974) and Douglas (1974-1976) Counties schools in Georgia before serving as Director of the Psychoeducational Diagnostic and Evaluation Center at GSU (1977-1978). He joined the UW-River Falls program in 1978 and served as school psychology program director since 1982. He was department chair of psychology (1984-1989) and of counseling and school psychology (1991-1995).

Professional Activities

Doug was Wisconsin's delegate to NASP from 1989 to 1993, President of the Wisconsin School Psychologists Association (WSPA) in 1994-1995 and a member of the Trainers of School Psychologists (TSP) Executive Board from 1994-1997. He served on several committees with NASP, APA Division 16, WSPA and his university. He was a member of the editorial boards of *Psychology in the Schools* and *Journal of Psychoeducational Assessment*, and a member of NASP's Publications Board, 1991-1995.

During his career he was awarded several state and university grants for research and inservice education projects, and published numerous articles, chapters and books. With Ron Cohen and Mark Swerdlik, he authored *Psychological Testing and Assessment: An Introduction to Tests and Measurement*, 2nd edition in 1992, and had recently completed *Essentials of Individual Achievement Assessment* (Wiley & Sons) and *The Assessment of Individuals with Disabilities: A Guide for Practitioners* (APA Books). Doug made scores of presentations across 29 states and Canada, many as

a consultant for American Guidance Service.

With strong research interests in assessment, Doug was a member of APA's Divisions 5 (Evaluation, Measurement and Statistics), 15 (Educational Psychology) and 16 (School Psychology), as well as AERA, NASP, WSPA, MSPA and other education and measurement groups. He was licensed as a school psychologist by the Wisconsin Department of Public Instruction and held the NCSP from NASP. He received awards from NASP for his contributions in 1990, 1991 and 1996; a leadership award from WSPA in 1995; and the Outstanding Faculty Award, College of Education (UW-RF) in 1987.

Praise from Colleagues

Doug had just accepted a position as Director of the Division of School Psychology in the Department of Educational and Counseling Psychology at SUNY-Albany. Those reviewing his application for that position praised his efforts in scholarship, teaching and service. External reviewers of his application for tenure to accompany the position commented that Doug "has been a true leader in the field of school psychology and has earned an enviable reputation for his knowledge, local and national service to the profession, and contributions via research, writing and diverse presentations;" he is "unassuming, quiet yet effective, knowledgeable, willing to work with others to achieve important goals, and committed to enduring values;" "Professor Smith is exactly the kind of individual one likes to see as director: competent, knowledgeable about the state of his discipline, well-published, evenhanded, highly supportive of his program, yet understanding the broader context in which the program exists."

Former students noted that Doug Smith was a man replete with compassion, humility, integrity, respect and an appreciation of diversity. He took time for students who needed help with all aspects of their lives and taught each student with a thoroughness that made each individual feel he or she was the most important person for the moment. No matter how many times he had taught about an

**Doug Smith
will long be
remembered
...as a man
who was firm
but fair, a fine
gentleman,
scholar and
friend.**

CONTINUED FROM 71

Douglas K. Smith: In Memoriam

Dr. Douglas
Kennedy Smith
1947 - 2001

assessment tool, he made it as fresh as if it were brand new. Doug worked with test developers and trainers all over the United States and Canada, yet he was humble about his accomplishments. Doug Smith will long be remembered by graduates of the University of Wisconsin - River Falls as a man who was firm but fair, a fine gentleman, scholar and friend.

Memorial Donations

Doug is survived by his mother, Mrs. Elizabeth Smith; his father died in 1998. Friends are encouraged to make memorial donations to the American Diabetes Association (Northeast Florida Chapter, 4492 South Side Blvd., Jacksonville, FL) or to the University of Wisconsin-River Falls Department of Counseling and School Psychology Scholarship Fund or the department's Endowment fund (Mary

Kees, N8520 1197th St, River Falls, WI 54022).

Condolences may be sent to Mrs. Elizabeth Smith, 25 State Rd. 13, Apt. E22, Jacksonville, FL 32259.

Author's note: Our appreciation is extended to Andrea Canter, Kurt Geisinger, Alan Kaufman, Deborah Kundert, Tom Oakland, Marilyn Leifgren and Mrs. Elizabeth Smith for providing information that contributed to this memorial.

Tom Fagan, Ph.D., NCSP, is NASP's Historian and Chair of the School Psychology program at the University of Memphis. Sally Baas is the NASP Minnesota Delegate, graduate of the UW-River Falls program and former student of Doug Smith.

CONTINUED FROM PAGE 67

President's Message: Connecting to the Whole - San Francisco Convention August 24-28, 2001

“See you
in San
Francisco.”

Elsewhere in this issue of *The School Psychologist* is a brief report on the preparations taking place for a school psychology futures conference. In Washington DC, on April 19, 2001, there was a meeting of the presidents of AASP, ABSPP, APA Division 16, CDSPP, NASP, and TSP. It was noted that it has been 20 years since the Olympia and Spring Hill conferences on the future of school psychology. There was genuine excitement when the prospect of the profession taking a look forward was explored. It was enjoyable to be part of the discussion. Part of the appeal of planning a futures conference is that it forces one to pause and consider the present as well as to examine our collective past. Hopefully our future will be better informed as we take stock of our past and analyze the present achieving a context for the future. The prospect of this conference has changed the focus of my professional reading. I dusted off my copies of *School Psychology Review* issues devoted to Spring Hill and Olympia. Reading “On Such a Full Sea” brought back memories of the many times I started Gil Trachtman's article and failed to reach the end of it. Thankfully, as a result of teaching a seminar, I did manage to finish the article at some point in the mid-80's. Rereading Bardon's thoughts brought mixed feelings, certainly an appreciation for his contributions to the profession, but also sorrow about his passing at such a young age. Since the meeting of organization presidents, Peg Dawson, Patti Harrison, Rick Short, and I have communicated frequently by

email and teleconference. We have looked back at past special conferences in an attempt to discover the kinds of goals a conference can accomplish. The current plan will include a gathering of 50 school psychologists in Spring 2002, and later a larger group of approximately 300 school psychologists and stakeholders in school psychological services. The Internet was not available 20 years ago, but it is having a large impact on the conceptualization of what is possible for the futures conference. Webcasting can make presentations available at the same time they are happening. University faculty, practitioners, and students may be located at sites throughout the country, or even throughout the world. Thus, discussions could take place in multiple venues and would not be limited to those who are physically present at the central conference location. Through various combinations of email and teleconferencing the sites could achieve interactivity.

The time is right to ask questions about how school psychologists may contribute to improving the health of our schools. Please email your thoughts about our future to Peg (dawson@nh.ultranet.com) Pat (pharriso@bamaed.ua.edu) Rick (ShortR@missouri.edu), or me (cumplings@indiana.edu).

See you in San Francisco.

The Passing of the Torch in the Editorship for the *Journal of Educational and Psychological Consultation* A Few Words from the Editor-Elect

By Emilia C. Lopez, Queens College, City University of New York

As Editor-Elect of the *Journal of Educational and Psychological Consultation (JEPC)*, I would like to announce an enthusiastic call for manuscripts and special issues. Although my editorial debut is not scheduled until January of 2002, I have been working with Joe Zins, the current editor, on the transition. I assume the editorial role with great respect and admiration for Howard Margolis and Joe Zins. *JEPC* is a relatively "young" journal and its success can be directly attributed to their industriousness and commitment. Howard's vision, creativity, and enthusiasm led to the creation and development of *JEPC*. The first issue of *JEPC* was published in 1990 and the journal flourished during his editorship. Joe Zins became editor in 1996 and has continued the tradition of publishing excellent practical and empirical manuscripts. Under his leadership, *JEPC* has received increasing recognition. As I follow in their footsteps, I will sustain their traditions of excellence, commitment, and creativity. Many thanks to Howard and Joe for their support and guidance during this period of transition!

My past editorial experiences were extremely rewarding. In 1995, Lee Ann Truesdell and I co-edited a four issue special series in *JEPC* entitled "Consultation Models Revisited." The series examined the mental health, behavioral, organizational, and instructional models of consultation in light of the many educational and social challenges school consultants face today. I am honored to have worked with many distinguished scholars who contributed to that special series, including Judith Alpert, John R. Bergan, Gerald Caplan, William Erchul, Robert J. Illback, Thomas R. Kratochwill, Joel Meyers, Sylvia Rosenfield, Richard A. Schmuck, and Joe Zins. During that one-year editorial experience, I learned that editors need the support and feedback of many colleagues. As I write this article, I am working on identifying a group of scholars and practitioners who have broad ranges of expertise in consultation to join me as Associate Editors and as members of the Editorial Board. I am looking forward to working with them in the future to continue to strengthen *JEPC* and to expand its horizons.

As recipient of the *JEPC* torch, I will publish high-quality articles and thematic issues in the tradi-

tion of my predecessors. The papers appearing in *JEPC* will focus on the integration of theoretical, empirical, and practical issues to advance the science and practice of consultation. *JEPC* should continue to move in the direction of providing an outlet for well-designed investigations that make significant contributions to the consultation research literature. The submission of traditional empirically-based investigations is encouraged as well as qualitative studies that use methodologies such as case studies, ethnography, and grounded theory. Manuscripts and special issues related to organizational change; working in teams; prevention; partnerships between community agencies, schools, and families; consultation training and supervision; program development; and collaboration are welcomed. *JEPC* will maintain an interdisciplinary perspective by providing a forum for professionals from diverse disciplines to address issues relevant to the many models of consultation. As such, the contributors will reflect the unique points of views of school psychologists as well as special educators, community psychologists, clinical psychologists, counseling psychologists, administrators, social workers, and other professionals committed to advancing the field of consultation. I would also like to see interdisciplinary dialogues where consultants representing diverse models, settings, and theoretical perspectives will explore the similarities and differences in the ways that we define, practice, perceive, and investigate issues relevant to consultation. Finally, my intentions are to seek out manuscripts that examine and investigate how culture, language, gender, race, ethnicity, religion, and exceptionality influence the process and outcomes of consultation.

I look forward to receiving your manuscripts and I welcome your suggestions for columns and special issues. I can be contacted via mail, telephone, fax, and email as follows: Emilia C. Lopez, Department of Education and Community Programs, Queens College-CUNY, 65-30 Kissena Blvd., Flushing, NY 11367; 718-997-5234; FAX: 718-997-5248; E-mail: lopez@cedx.com.

Report of the Council of Representatives Meeting, February 2001

By Jonathan Sandoval & Cindy Carlson

“retention of members in APA continues to be key issue...”

The Council of Representatives of the American Psychological Association met in Washington, D.C. on February 22-25, 2001. The meeting was attended by Cindy Carlson and Jon Sandoval as Division 16 council members and by Steve DeMers, as a caucus officer. Some of the items discussed follow.

Membership

Ray Fowler, APA Chief Executive Officer, briefed Council on the changes in the priorities of the new administration in Washington and how APA will respond in lobbying. APA will advocate for parity for mental health; Patients' Bill of Rights to include legal responsibility of HMOs; and Medicare GME funding.

Dr. Fowler stated that retention of members in APA continues to be key issue, as membership gains are lessening, due primarily to aging members not being replaced. Also, the percentage of members attending the Convention has dropped in recent years.

Convention

The 2002 Convention in Chicago will provide an opportunity to experiment with revisions of the convention format that may produce greater attendance. The Board of Convention affairs has recommended some changes:

- (1) The length of the Convention will be reduced to 4 days. In 2002 this reduction is necessitated by the requirements of a competing convention but shorter conventions will continue in the future.
- (2) The Convention will be housed entirely "under one roof" to eliminate the necessity of going from hotel to hotel to convention center for successive programs.
- (3) Convention hours will be redistributed. More of them will go to "clusters" or "tracks" with programs that offer integrated presentations on broad topics. Fewer hours will go to divisions, but divisions will be encouraged to cooperate with other divisions with related interests to create the integrated programs.
- (4) The number of paper sessions will be reduced. Research reports will largely be confined to poster sessions. Posters will be grouped so that psychologists presenting related posters will be close together, giving them a chance to interact.

Refreshments for those who visit the poster sessions will be available.

- (5) The program will include more "big names" speaking on "hot topics," an innovation that reflects the popularity of such programs in recent years.

Ethics

The Ethics Code Revision Task Force is seeking comments on the Draft of the Ethical Principles of Psychologists and Code of Conduct. (The Draft was published in the February 2001 APA Monitor.) There will be a Question and Answer session in San Francisco at the APA Convention about the revised ethics code.

A controversial proposal to Council being discussed, but not yet an action item, is that ethics adjudication by APA's Ethics Committee be limited to expellable behaviors. The proposal recommends that educative efforts of the APA Ethics Committee be enhanced and expanded.

A resolution on end of life issues was passed with little dissent. After much discussion, Council also passed a Resolution on Assisted Suicide. These resolutions neither endorse nor oppose assisted suicide at this time, but encourage the APA to prepare the profession to address the issues of assisted suicide and to support research directed at improving mental health status at the end of life. It encourages actions such as promoting psychologists' participation in multidisciplinary teams and ethics committees involved with reviewing end-of-life requests and encouraging psychologists to obtain training in the area of ethics as it applies to end-of-life decisions and care.

Licensure

The Commission on Education and Training Leading to Licensure in Psychology presented its report which was accepted by Council. The report will now be circulated to appropriate APA Committees and other governance groups. It will also be sent to external groups, including State Associations, for review.

The Commission's recommendations included (1) affirming the requirement for a doctorate from an APA-or CPA-accredited program in psychology. Where accreditation in the program's substantive area is not available, the program will be required to

CONTINUED FROM PAGE 74

Report of the Council of Representatives Meeting, February 2001

be designated as a doctoral program in psychology by the ASPPB or the National Register, and (2) the equivalent of two years of organized, sequential, supervised professional experience, one year of which is an APA- or CPA-accredited predoctoral internship, or one that meets APPIC membership criteria, or for school psychologists, a predoctoral internship based in a school setting which meets CDSPP Doctoral Level Internship Guidelines. (By 2010, all internships shall be APA- or CPA accredited). The other year of experience also may be completed prior to receiving the doctoral degree.

The measure was also referred back to the Board of Directors to work out wording which would not jeopardize the licensing of non-healthcare applied psychologists.

Projects

The Council voted relatively small amounts of money in support of a number of initiatives: (1) \$5,000 for The School Superintendent's Forum - incorporating socio-emotional learning into models of educational achievement; (2) \$13,200 for The Task Force on Advertising and Children; (3) \$13,200 for the establishment and funding of an APA Task Force on Violence in the Workplace; and (4) \$19,800 for the Textbook Guidelines Initiative workgroup.

The Board of Professional Affairs (BPA) sponsored a number of motions: (1) To support the ongoing efforts of ASPPB, the National Register, and ABPP to work together to facilitate cross-recognition of credentials as a first step toward reciprocity in the licensing process; (2) To affiliate the Guam Psychological Association formally with the APA; and (3) To vote contingency funds (up to \$35,000) to be made available in support of prescription privileges legislation to states well-positioned to pass such legislation this year.

Association Changes

Two new Divisions of APA were approved: the Division of Clinical Child Psychology (Division 53) and the Society of Pediatric Psychology (Division 54).

Action was taken on President Norine Johnson's motion to amend the Mission Statement of the Association to add the concept of health. The mission statement now reads: "The objects of the American Psychological Association shall be to

advance psychology as a science and profession and as a means for promoting health and human welfare by encouragement of psychology in all its branches in the broadest and most liberal manner; by the promotion of research in psychology and the improvement of research methods and conditions; by improvement in the qualifications and usefulness of psychologists through high standards of ethics, conduct, education, and achievement; by the establishment and maintenance of the highest standards of professional ethics and conduct of the members of the Association; by the increase and diffusion of psychological knowledge through meetings, professional contacts, reports, papers, discussions, and publications; thereby to advance scientific interests and inquiry, and the application of research findings to the promotion of health and the public welfare."

New Initiative

Cindy Carlson and Jon Sandoval submitted an agenda item calling for a taskforce to examine and make a recommendation about the importance of small school size for the education and development of children.



Two new Divisions of APA were approved: the Division of Clinical Child Psychology (Division 53) and the Society of Pediatric Psychology (Division 54).

Board Certified School Psychology: Critical for the New Millennium

By Rosemary Flanagan, Ph.D., ABPP, FAASP
& Ronald Davis, Ph.D., ABPP, FAASP

**“The
examination
process...
is now
more user
friendly.”**



“**T**he American Academy of School Psychology (AASP) consists of all holders of the Diplomate in School Psychology and was organized for the purpose of contributing to the development and maintenance of school psychology practice at its highest level. Among the potential activities of the Academy are: to elect members of the American Board of School Psychology (ABSP), to identify eligible ABSP members to be trained to serve as mentors of new candidates and as examiners, to promote the diplomating of school psychologists, to encourage professional development activity in school psychology, to engage in advocacy activities leading to recognition of the ABPP Diplomate in all areas of practice, to facilitate the application of scientific activity to practice, and to articulate the highest standards of education, training, and credentialing for the school psychology specialty (Bylaws of the AASP, 1995).”

Diplomates of the American Board of Professional Psychology (ABPP) are psychologists who have demonstrated advanced competency in practice, and are designated Board Certified. Holders of the Diplomate credential aspire to high standards and are characterized by ongoing professional growth and research-based practice. Individuals prominent in the leadership of school psychology have earned the Diplomate Credential. An ongoing initiative of the AASP is to increase the numbers of such individuals among the Fellows of the Academy. Of concern is that as these individuals are aging, and too few younger professionals are applying for the credential,

although this trend is beginning to change. This will nevertheless impact the field in regard to the availability of fewer leaders in practice, as well as fewer models of Board Certified School Psychologists for students and new professionals. A particular concern is that few Trainers of School Psychologists are Board Certified. Diplomates in School Psychology are employed in various settings: public schools, universities, clinics, hospitals and independent practice. Practice competencies range from traditional school psychological services to research and teaching to

child clinical practice and forensic work.

Among the reasons to become Board Certified in School Psychology by the ABPP include: 1) possibility of waiver of (some) requirements for licensure when relocating to another state, 2) recognition of the Diplomate psychologist as being Board Certified, which levels the playing field in some environments, such as hospitals, 3) recognition from your peers that you have completed a rigorous self-study process that passes peer review, 4) possession of a diploma that indicates the psychologist has demonstrated advanced competency in his or her field, 5) attainment of the highest practitioner credential available to professional psychologists, 6) identification with the premier professional body advocating for workplace enhancements for Diplomate psychologists, 7) expedited application process for listing in the National Register, 8) expedited application and examination procedures for those who qualify as "senior" school psychologists (through 2001), and 9) expedited application process for those who are seeking the ASPPB Certificate of Qualification in Professional Psychology. Perhaps most importantly, possession of the Diplomate credential further solidifies the place of doctoral level school psychologists within professional psychology. This is becoming increasingly important in view of the considerable changes that have occurred, and continue to occur in professional practice.

The ABSP administers examinations. The examination process has been revised, and is now more user friendly. Once a candidate's credentials clear the application phase, a mentor is provided to assist the candidate during the entire process. Mentors are individuals who are familiar with current examination procedures, and who can offer encouragement and assist the candidate in limiting procrastination. Simultaneously, the candidate is required to submit a practice sample plan to the Board Coordinator for Examinations. Approval of the practice sample plan is a prerequisite to commencing work on the two practice samples. This serves as an additional checkpoint and source of direction for the candidate. Although there is considerable latitude in the type of activity that constitutes an acceptable work sample, it must involve individu-

CONTINUED FROM PAGE 76

Board Certified School Psychology: Critical for the New Millennium

als who are school-aged, and one sample must be of an intervention. (Senior school psychologists have somewhat different requirements for their work sample that take into consideration their many years of practice.) These procedures serve to organize and structure the candidate, enabling the process to be completed more readily within the one-year limit that applies to all ABPP specialty areas. The practice samples are then submitted for review, and if acceptable for examination, it is promptly scheduled. Recent examinations have been held at several regional sites. The process culminates in an oral examination that is collegial, but rigorous.

Those attending the APA convention in San Francisco may wish to meet the officers of the AASP and ABSP. Several activities are planned. As we are all members of Division 16, Fellows of the AASP will be present at Division 16's Social Hour,

permitting less formal contact for those who may be interested in learning more about the Diplomating process. For those who would prefer meeting in a smaller informal gathering, there will be an information session in the Division 16 Hospitality Suite, with both AASP and ABSP officers in attendance. Finally, there will be a symposium on the Diplomate in School Psychology, with Rosemary Flanagan, John Brantley, Beeman Phillips, and Walter Pryzwansky presenting. Please consider visiting the ABPP website at www.abpp.org (and click "related organizations" for the AASP) for further information, or contact either of us directly for additional information, or for a copy of our informational videotape. Electronic mail may be sent to rflanaganabpp@yahoo.com or rdavis@dancris.com.

New York Association of Early Childhood and Infant Psychologists (NYAECIP): Background, History, and Update

By Barbara A. Mowder, Pace University and Florence Rubinson, Brooklyn College

The New York Association of Early Childhood and Infant Psychologists (NYAECIP) is an organization which began in 1997. Prior to the development of this association, a number of New York City psychologists interested in infant and early childhood psychological issues were brought together by Barbara Mowder to begin discussing the need for a professional group. These early discussions led to a number of psychologists (including Donna Abel, Vincent Alfonso, Gilbert Foley, Allison Jeffer, Carol Korn, Carol Lidz, Barbara Mowder, Yvonne Rafferty, Roslyn Ross, Flo Rubinson, Nancee Santandreu, Jay Silverstein, Mark Sossin, Melissa Tarnofsky, and Linda Zaintz) meeting at Pace University, discussing, and approving by-laws for a new professional organization specifically developed to meet the needs of infant and early childhood psychologists in the New York City area. NYAECIP was born!

The specific purposes of this organization were clearly outlined, including: 1) providing a vehicle for networking within early childhood and infant psychology; fostering research, meetings, writing, and interactions among those interested in early child-

hood and infant psychology, 2) establishing an identity for early childhood and infant psychology in the New York metropolitan area, 3) working toward the establishment of early childhood and infant psychology as a recognized specialty within our own profession (e.g., APA), 4) acting as a voice for early childhood and infant psychology (e.g., making statements, developing white papers, and taking stands for young children, parents, and early childhood and infant psychology), 5) acting as an information and communication vehicle for those interested in early childhood and infant psychology developments, issues, research, and training, and 6) assisting in the development of internship sites for students to develop expertise in early childhood and infant psychology.

The specific membership of NYAECIP is comprised of early childhood and infant psychology practitioners, researchers, students, and faculty. The officers of the organization include a president, president-elect, immediate past-president, secretary, treasurer, and member-at-large. The officers constitute the Executive Committee which coordinates the activities of the organization, facilitating the working

CONTINUED FROM PAGE 77

New York Association of Early Childhood and Infant Psychologists (NYAECIP): Background, History, and Update

of committees, conducting the business of the organization between meetings, and making recommendations to and implementing decisions of the Executive Committee. In 1999, the Executive Committee established an Advisory Board to provide additional input necessary to meet the organization's goals. This rather diverse group of school, hospital-based, and private practice professionals brought new energy to the organization by providing novel ideas as well as assistance to carry out their ideas. For example, Lois Black was instrumental in organizing meetings and recruiting speakers. NYAECIP typically holds three yearly meetings in which there are professional presentations as well as an opportunity for members to meet and discuss common concerns, as well as a number of Executive Committee meetings during the course of each year.

During the Spring of NYAECIP's first year, members raised a number of concerns pertaining to early childhood and infant psychology which might be addressed by the group at future meetings, focus/working groups, or in some other way pertinent to the goals of the organization. The topics raised at the initial meeting included curriculum issues (e.g., developing a preschool curriculum integrating research and developmental psychology), assessment issues (e.g., various assessment approaches and related psychometric and pragmatic issues), research issues (e.g., collaborative research addressing current early childhood issues), treatment issues (e.g., empirically validated treatment protocols), and legislative issues (e.g., how NYAECIP could be effective as a voice for infants, young children, and their families as well as the psychologists who provide services to them). The first elected officers included Barbara Mowder as President, Gilbert Foley as President-elect, Nancee Santandreu as Secretary, Florence Rubinson as Treasurer, and Jay Silverstein as Member-at-Large.

NYAECIP began holding meetings with professional programs immediately. By May of 1997, NYAECIP welcomed 44 professionals to the first meeting in which Carol Lidz introduced dynamic assessment including basic principles and usefulness with young children. In addition to the presentation, members and attendees joined one of five focus groups to discuss different issues. The five groups addressed the issues of dynamic assessment, behavior management, infant and preschool psychology specialty, legislative issues, and curriculum and training issues. The topics were discussed in terms of their relation to infant and early childhood psychology as well as their implications for NYAECIP.

From this meeting, three task force groups were formed to address the issues of infant and early childhood psychology as a subspecialty, developing a brochure describing the services of the early childhood and infant psychologist, and services to the bilingual population.

In 1998, NYAECIP offered two meetings to members and other interested professionals. At the first of these meetings, Gilbert Foley presented on defining and affirming the identity of infant and early childhood psychological services and, further, discussed issues such as additional challenges facing early childhood and infant services, reuniting early intervention with infant mental health services, and how to optimize young children's healthy development. The second meeting focused on bilingual issues regarding services to infants and young children with Linda Moy Shum and Emilia Lopez leading a discussion of the many issues related to service provision for the many different bilingual populations in the New York City area.

Because of the many issues raised, as well as the clearly expressed interest in bilingual issues in services to young children, NYAECIP provided an early Spring meeting in which a discussion of these issues continued. Graciela Carbjal, Grace Elizalde-Utnick, and Sara Nahari each made a presentation, followed by a discussion of bilingual psychological service issues. Later in the Spring of 1999, NYAECIP hosted a meeting which addressed two topics: sensory integration and the New York State Universal Pre-K initiative. Marie Anzalone discussed sensory integration, including understanding the behavior of children with sensory integration difficulties, assessment, and intervention issues. NYAECIP also invited Eleanor Greig Ukoli, Director of the New York City Universal Pre-kindergarten Program to discuss the past, present, and future of Universal Pre-kindergarten in New York City.

During the past year, 2000, NYAECIP offered three conferences to its members and those interested in infant and early childhood psychological services. The first addressed the role of the psychologist in entitling children to intervention services, the next was discussion on comprehensive approaches to the assessment and treatment of autistic spectrum disorders, and the final one considered a collaborative treatment approach to assisting a depressed mother and her infant. The most recent NYAECIP meeting was held in March 2001 featuring Susan Vig who spoke on the developmental assessment of infants and young children with developmental disabilities.

CONTINUED FROM PAGE 78

New York Association of Early Childhood and Infant Psychologists (NYAECIP): Background, History, and Update

Beyond the consistent presentation of professional meetings featuring speakers and topics related to contemporary infant and early childhood psychological issues, NYAECIP has been active in several other areas as well. Consistent with the stated purposes of the organization, a subgroup focusing on research is in the process of conducting a large scale data collection project gleaned data on who is providing infant and early childhood psychological services in New York State. In addition, this research focuses on a variety of issues related to the practice of infant and early childhood psychology. More specifically, the survey was created to address a number of issues related to early childhood and infant psychology, including, for example, the issues of training, practice, collaboration and consultation, and continuing education needs of those providing these services. The initial survey has been sent to all members of the New York Association of School Psychologists as well as all members of the National Association of School Psychologists (NASP) residing in New York State (NYS). Subsequent research efforts will include all licensed psychologists in NYS, minus those already contacted. It is anticipated that this research will provide a rich database on those who are providing services to young children, including their background and training, collaboration/ consultation with other professionals, practice characteristics, and continuing education concerns. In addition to the research initiatives, NYAECIP continues to be concerned about establishing a specific identity for infant and early childhood psychologists. Plans regarding this issue include establishing a directory of those providing early childhood and infant services in NYS, developing a curriculum and training certificate related to the specialty, impacting national organizations (e.g., perhaps establishing a specific division within APA), and developing post-graduate specialty training programs.

In terms of the stated purposes of the organization, NYAECIP has been most successful in terms of providing a vehicle for networking within the early childhood and infant psychology community, including fostering research, meetings, writing, and interactions among those interested in this area. Areas developing within NYAECIP are working toward establishing early childhood and infant psychology as a recognized specialty and establishing an identity for early childhood and infant psychology in the New York metropolitan area. In addition, NYAECIP is developing a web-site in addition to its newsletter and soon will be able to more effectively meet the stated goal of acting as an information and commu-

nication vehicle for those interested in infant and early childhood psychology. With the other goals developing well, acting as a voice for early childhood and infant psychology may emerge later as the organization becomes increasingly well established.

In summary, the NYAECIP developed in response to a need expressed by early childhood and infant psychologists in the New York City area. This professional organization, although in its own infancy, is developing well and continues to meet most of its stated purposes. The third and current NYAECIP president is K. Mark Sossin and the president-elect is Flo Rubinson. The group already had a June conference and is planning another in October. Research is being conducted and communication vehicles are being developed. In all, the organization is doing well and seems from all accounts to be meeting its stated purposes. It may well be time for those in the psychological community to come together and further establish an identity and place for those in early childhood and infant psychology. The identity helps to emphasize the need for psychological services to infants, young children, and their families as well as issues related to the provision of services to this important service group.

“...the organization, NYAECIP has been most successful in terms of providing a vehicle for networking within the early childhood and infant psychology community...”



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 Semrud-Clikeman, 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 Horne, and
 Susan P. Limber
 Discussant: Arthur Horne

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 Winners' Symposium:
 School Psychology in a Changing Culture:
 Division 16's Year 2000 Award Recipients
 Discuss Research and Practice
 Chair: Alberto Burszty

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

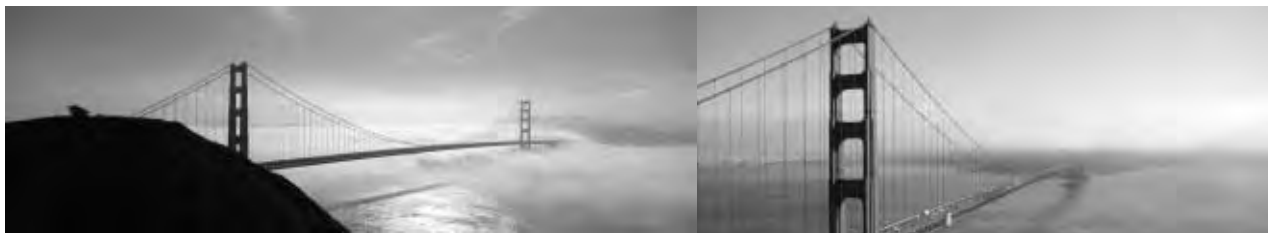
Sunday, August 26

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-Revolution 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
Koval, Kreeroopa Sarkar, Cheryl Tyler, Rachel Bernstein
Moore, John Hitchcock, Bonnie K. Nastasi, and Kristen
Varjas

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,
Giuseppe Costantino, Robert Malgady, and Rosemary
Flanagan

Discussants: 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

APA 2001 Convention Workshop

Violence Prevention In the Early Years

This workshop is part of the ACT-Adults and Children Together Against Violence project that the American Psychological Association (APA) developed in collaboration with the National Association for the Education of Young Children (NAEYC). Aimed at preventing violence in early childhood, the project focuses on key adults - parents, teachers, and other caregivers whose influence helps shape the lives of young children (those under 8 years of age).

This INTERMEDIATE workshop is based on the ACT Against Violence Community Training program developed by APA and the NAEYC with experts in child development, violence prevention, and training. The purpose of this workshop is to introduce psychologists to the ACT Against Violence project, and provide them with an overview of major topics on early childhood violence prevention, including: a) basic elements of dissemination of information to diverse groups of adults, b) teaching skills such as anger management, social problem solving, discipline, and media literacy and, c) the establishment and maintenance of successful collaborative efforts among individuals and community organizations. This workshop is for those who are interested in early childhood and violence prevention and/or work for organizations or agencies that provide services for families and/or young children. This workshop is designed to help you:

1. Describe the APA/NAEYC ACT - Adults and

Children Together Against Violence project;

2. Identify strategies for working with diverse groups of adults;
3. Disseminate early violence prevention skills - anger management, social problem solving, discipline, and media literacy - to adults who raise and care for young children; and
4. Identify basic aspects of working with collaborative efforts among individuals and/or organizations.

Faculty:

1. Diane Bridgeman, PhD; Licenced Practitioner, Capitola Professional Center, Capitola, CA.
2. Caroline Carney, PhD; Chief, Child Development Department, Monterey Peninsula College, Monterey, CA.

Fees:

MemberAdvance \$175, On-site \$210
 NonmemberAdvance \$205, On-site \$240
 Enrollment Limit: 30
 CE Credits:7
 Date: Friday, August 24, 2001;
 9:00 am - 5:00 p.m.

Award Winners for 2nd Annual Student Poster Contest APA Convention 2001

Division of School Psychology

Sponsored by



Paulette T. Cary, M.A.,
 University of Nebraska-
 Lincoln
 Title of Poster:
 Bully-Victims Status in
 Students' Attitudes and
 Perceptions Toward
 Bullying
 Co-Authors:
 Susan M. Swearer, Ph.D.
 and Esther Sohn, B.A.

S. Alicia Hoerner,
 University of Utah
 Title of Poster:
 Emergent Literacy
 Skills and Home
 Environments of
 Spanish-Speaking
 Preschoolers
 Co-Author:
 Lora Tuesday Heathfield,
 Ph.D.

Holly S. Zorka,
 University of Minnesota
 Title of Poster:
 Parent Perspectives of
 Welcoming School
 Environments
 Co-Authors:
 Christine M. Hurley, Ph.D.,
 Yvonne E. Godbet, M.A.,
 and Sandra Christenson,
 Ph.D.

APA President Norine G. Johnson, PhD, Showcases Psychology's Role in Building a Healthy World

Join APA President Norine G. Johnson, PhD and the American Psychological Association in San Francisco, August 24 through August 28th for the 109th annual APA convention. Highlights of the meeting you won't want to miss include the Opening Session keynote address by Mary Pipher, PhD. and the 2001 Presidential Mini Convention, "Psychology Builds a Healthy World: New Markets, New Research." The Healthy World mini convention, which takes place in the Moscone Convention Center from Saturday August 25 through Monday, August 27, features three days of cutting-edge programs that showcase some of psychology's most distinguished scientists and practitioners.

Highlights of the annual APA convention you won't want to miss...

Each day of the mini convention will focus on a special theme and feature a presidential invited speaker in addition to workshops, dialogues and roundtable discussions. Friday's theme will be Healthy Families and the invited speaker will be William Pollack, PhD, who will talk about "Real Boys, Real Girls, Real Parents: Preventing Violence through Family Connection." On Saturday, the theme will be Healthy Communities and the invited speaker will be Susan Pick, PhD, whose address will be "Healthy Sexuality for All: The Role of Psychology." James Campbell Quick, PhD, will be Monday's invited speaker. His presentation, "Working Together: Balancing Head and Heart", will kick off a day of programming on Healthy Workplaces.

This year, for the first time, APA will offer continuing education credits for attendance at the mini convention sessions. The CE credits are free and no pre-registration is required. However, attendance is limited to 350 people on a first-come, first-serve basis, so plan to arrive early.

Each session will include learning objectives, handouts, and information that attendees can take with them and use such as ideas to build their practices and ideas for new research challenges. Rather than providing broad overviews, the speakers will

cover new information that addresses the needs of the general public as well as those of psychologists. Speakers in each session will show how psychology can help and will identify the leading research and the most effective applications. They will also invite audience participation.

The mini convention program was developed by the APA Task Force on the 2001 Presidential Initiative on Health and its three dedicated co-chairs: Carol D. Goodheart, EdD, Rodney Hammond, PhD and Ronald H. Rozensky, PhD. The task force's mission is to identify core health needs of the public and the policy implications; to use the collective power of all psychology's constituencies to partner with other relevant organizations; and to translate psychology's intervention and prevention techniques back to the public in both visual and written products.

To learn more about the Psychology Builds a Healthy World mini convention, the 2001 presidential mini conventions on Expanding Opportunities in Science and Practice, and other 2001 presidential initiatives, visit the APA's president's web page www.apa.org/about/president. For more information about the APA convention, visit www.apa.org/convention.

The Surgeon General's Reports on Children's Mental Health and Youth Violence: Implications for Psychology and Schools

8th Annual Institute for Psychology in Schools
 Thursday, August 23, 2001
 8:30 a.m. - 1:30 p.m.
 Palace Hotel - San Francisco, California

Make your plans now to attend APA Practice Directorate's Institute for Psychology in the Schools. The theme for this year's Institute centers on the three recently released Surgeon General reports that focus on children. These include *Youth Violence: A Report by the Surgeon General* (2001), *Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda* (2001), and *Mental Health: A Report by the Surgeon General* (1999).

The keynote speaker will be the Assistant Surgeon General, RADM Susan Blumenthal, M.D., M.P.A. Admiral Blumenthal is Senior Science Advisor to the Surgeon General. Following her keynote address, there will be breakout sessions with Dr. Serene Olin from NIMH, Drs. Jennifer Axelrod and Mark Weist from the Center for School Mental Health Assistance and a presentation on the two sides of school violence issue including Dr. Irwin Hyman. Strategies to foster research implied by the Surgeon General's reports into practice will be discussed.

The national mental health care agenda is shifting to spotlight the mental health of children in our schools. This event will help you understand this new focus. A brochure will be available in June and will be sent upon request. The early registration fee of \$55 (*until July 31, 2001*) ensures your place at this event and covers a light breakfast snack and a box lunch, as well as 4 CEU credits for psychologists (pending approval by APA). Late registration received after July 31 and the day of the Institute will be \$65, as space permits.

As you make your plans to attend the 109th Annual Convention of the APA (August 24-28, 2001) in San Francisco, California, include in your schedule plans to attend the Institute for Psychology in the Schools on Thursday, August 23rd.

For more information, contact:
 Ron Palomares, Ph.D.
 APA Practice Directorate
 Office of Policy & Advocacy in the Schools
 Phone: (202) 336-5858
 E-Mail: opas@apa.org

Career Paths in HIV/AIDS



The American Psychological Association (APA) Office on AIDS and the APA Ad Hoc Committee on Psychology and AIDS (COPA) are pleased to announce a discussion session and reception at the 2001 APA Convention in San Francisco for graduate students interested in HIV/AIDS.

Where? The Public Interest Directorate Suite of the San Francisco Hilton Hotel located at 333 O'Farrell Street (Check with hotel staff to locate the exact location of the suite).

When? Friday, August 24th from 5 to 6:30pm.

Why? Because opportunities for careers in the area of HIV/AIDS are both diverse and abundant.

What will happen? A lively discussion followed by good food and socializing in a relaxed atmosphere. Graduate faculty mentors and students will describe a variety of career paths in HIV/AIDS as well as the benefits and challenges of those paths. Career strategies will be discussed in an interactive format that will enable participants to learn how to find good mentors, how to network effectively, and how to overcome potential barriers to success.

For more information: Contact John Anderson, Ph.D., Director APA Office on AIDS (Phone: 202-336-6051; Email: janderson@apa.org).

CDSPP / D16 / TSP APA Convention Dinner

Friday, August 24

6:30-7:30 - Reception, cash bar

7:30 9:30 - Dinner & Program

Guest of Honor: Tom Oakland

**Marine Memorial Club
The Crystal Lounge, 11th Floor
(Great view of Union Sq)
609 Sutter St.
San Francisco, CA 94102**

The annual CDSPP/Division 16/TSP dinner in conjunction with the APA Convention will be held at The Marine Memorial Club in San Francisco on Friday, August 24, 2001.

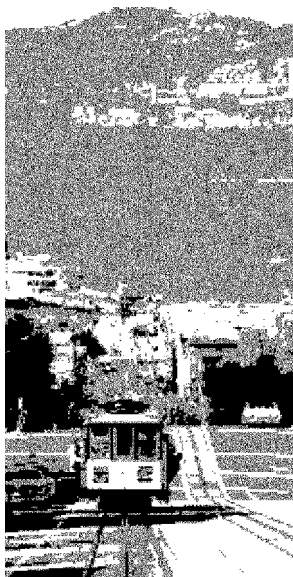
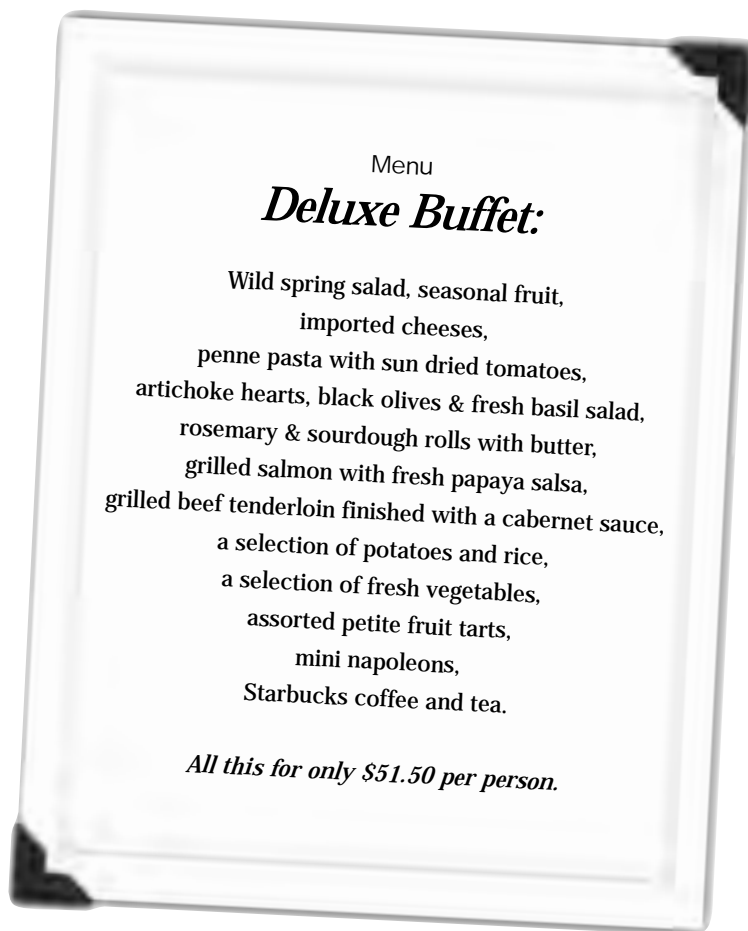
This year the guest of honor will be Tom Oakland.

Plan on joining your fellow school psychologists for what should be a fabulous night with great food in an atmosphere that you are sure to remember.

You can view the meeting room and facilities at www.marineclub.com.

A cash bar will be available throughout the evening. Bring your family and friends.

We are going to have a great time!!



**Reservation CDSPP/D16/TSP APA Convention Dinner
(Return no later than August 15) Amount (\$51.50 per person)**

Name(s): _____

Name(s): _____

Name(s): _____

Name(s): _____

TOTAL _____

Return with check (\$51.50 per person) payable to CDSPP to:
Steven G. Little, Ph.D.
Dept. of Psychology
Hofstra University
Hempstead, NY 11549

People & Places

Compiled by Angeleque Akin-Little

Tim Keith reports he will be taking a position as Professor in the School Psychology Program at the University of Texas, Austin. Current faculty in the program are Kevin Stark, Beeman Phillips (Professor Emeritus) Cindy Carlson, Deborah Tharinger, Peg Semrud-Clikeman, Sheri Robinson, Richard Valencia, and Tom Kubiszyn.

Ed Shapiro is pleased to announce that Lehigh University's School Psychology Program in conjunction with The Children's Hospital of Philadelphia, has received a new Leadership Training Grant from the US Department of Education to continue training in Pediatric School Psychology. The project, funded for four years beginning in September 2001, will focus on training school psychologists to strengthen the way schools, communities, and health-care agencies work together to help children with emotional and behavior disorders. Ed Shapiro and George DuPaul, both of Lehigh, and Tom Power at CHOP, will serve as the co-PIs. Additional collaborators on the grant are the Lehigh Valley Hospital, Sacred Heart Hospital in Allentown, PA., the Allentown School District, and the School District of Philadelphia. The project will fund a total of 12 doctoral students over the four-year period in completing a special endorsement to their Ph.D. in Pediatric School Psychology. A full announcement regarding this project can be found at: <http://www2.lehigh.edu/page.asp?page=article&SectionID=topstory&ArticleID=15282&PartID=2&db=LehighUpub>

Jeff Braden is pleased to announce the following: Jacquelyn Buckley (a student in the University of Wisconsin-Madison's school psychology program) was awarded the university's Dean's Club research Award, and an APA Student Travel Award for her master's thesis entitled "The Effect of Student IQ and Ethnicity on Preservice Teachers' Acceptability of Academic Interventions." Jackie also earned a Certificate of Merit by APA's Division 18 (Psychologists in the Public Service) for her service contributions; the certificate will be presented at the 2001 APA Convention in San Francisco.

Jeff Braden & Steve Elliott (University of Wisconsin-Madison) are pleased to announce the availability of their on-line course "Assessing One & All" offered by the Council for Exceptional Children. The course provides continuing and preservice education addressing principles and practices of educational assessment, large scale assessment, and assessment accommodations/alternative assessment. Individuals completing the course earn continuing education units from CEC, and may also earn graduate course credit from Gallaudet University. Steve and Jeff are also pleased to announce the publication of their book of the same title (Assessing One & All), also offered by CEC.

Jeff Braden (University of Wisconsin-Madison) was awarded a Fulbright Scholarship to support teaching and research at the University of Athens, Greece. He will collaborate with Dr. Sissy Hatzichristou, the first Greek professor to hold the title "Professor of School Psychology," from February-June, 2002. Jeff was also awarded the 2001 Distinguished Faculty Teaching Award for his outreach teaching by the University of Wisconsin's-Madison Chancellor & Wisconsin Alumni Association.

Dr. Tammy Hughes, Assistant Professor of School Psychology with Duquesne University, has been elected the new Associate Editor for the *Trainers of School Psychologists Forum (TSPF)*. This is a quarterly journal published by the School Psychology division of the American Psychological Association.

Dr. Jeff Miller, Assistant Professor of School Psychology with Duquesne University, recently received his Diplomate in School Psychology from the American Board of Professional Psychology.

Stacy Overstreet is pleased to announce that she was recently awarded tenure and promoted to Associate Professor in the Psychology Department at Tulane University (ROLL WAVE!!).

Ed Shapiro, Professor and Chairperson of Education and Human Services at Lehigh University, was named the Iacocca Professor of Education. The position is a named professorship which he will carry for a five-year term.

Dan Reschly, Vanderbilt University, is chairing the National Academy of Sciences/National Research Council Panel on Disability Determination in Mental Retardation. Bruce Bracken, William and Mary, is a member of the panel. The panel, established through a Congressional appropriation, is examining procedures and criteria for determining Social Security eligibility in mental retardation.

The school psychology program at Oklahoma State University is pleased to announce that Gary Duhon is joining the faculty as an assistant professor beginning in August, 2001. Gary is slated to graduate from Louisiana State University's APA accredited school psychology program this summer. He brings expertise in behavioral assessment and consultation, as well as his own CRAWFISH and GUMBO POTS!

Oklahoma State University's school psychology program directed by Judy Ohlner-Stinnett also recently completed a reaccreditation visit from APA during the spring 2001 semester. OSU is looking forward to a continuation of its status as an accredited training program.

REVIEW OF

Raising a Thinking Preteen: The "I Can Problem Solve" Program for 8- to 12-Year-Olds

Steven G. Little & Angeleque Akin-Little
Hofstra University

Shure, M.B. (2000). Raising a thinking preteen: The "I can problem solve" program for 8- to 12-year-olds. New York: Henry Holt. [Hardcover: 254 pages, \$23.00US/\$34.50 Canada, ISBN 0-8050-5991-1; Paperback 272 pages, \$14.00US/\$21.95 Canada, ISBN 0-8050-6642-X].

Raising a Thinking Preteen: The "I Can Problem Solve" Program for 8- to 12- Year-Olds is an extension on Dr. Shure's popular Raising a Thinking Child book (1994, 1996). In addition to these two books Dr. Shure has authored I Can Problem Solve curricular guides for use in schools and the Raising a Thinking Child Workbook (2000). According to materials provided to the reviewers by the book's author, the *I Can Problem Solve (ICPS)* program has been empirically validated at age 6 and then longitudinally through age 9. *Raising a Thinking Preteen* is based primarily on case studies and on empirical research done in the schools.

Raising a Thinking Preteen is a guide for parents of children 8 to 12. According to the author it is for children who "are having trouble getting along, whether at school or at home," or those that "are thriving but need to hone their problem solving skills" (p. 7). This book is best thought of in the genre of self-help books; this one designed to assist parents in helping develop their child's social problem solving skills. Specifically, the author provides a set of specific skills for children to "learn and master" so that they can become good problem solvers. The skills are:

- Understanding another's feelings and point of view,
- Understanding motives,
- Finding alternative solutions,
- Considering consequences, and
- Sequenced planning.

The book is divided into 11 chapters and an epilogue and presents parents with a sequenced approach to understanding their child's thinking processes and styles of parenting; learning the ICPS method; teaching children to listen, recognize cues in other people's behavior, learning alternative solu-

tions, learning to think about consequences, integrating the skills learned, etc. It is followed up by an ICPS quiz and an epilogue entitled "Preventing Serious Problems in the Teen Years: Drug Abuse, Teen Pregnancy, Violence." In general the book is easy to read and presents ideas in a format that should be easy to read for parents with a high school education or greater. Each chapter offers examples of dialogue of children with specific problems to help illustrate the program. In fact, some chapters consist of more dialogue than text. This style may not work well with a professional audience, but the intended consumers of this book are parents who could very well like this type of explicit approach. Each chapter also offers specific suggestions for parents on implementing the program including games and activities. Each chapter ends with a helpful section entitled "Summing Up" which summarizes the important points, tips, and suggestions found in that chapter.

The book succeeds in its intended goal in providing parents with an approach to help their children improve their problem solving skills. This is assisted by the many real life examples found in virtually every chapter. The big question is, however, how well can this program be implemented by parents? The author presents anecdotal evidence to suggest that the procedure is successful, but the lack of clear empirical support is a concern. We are especially concerned that implementation by parents independent of professional supervision may lack sufficient treatment integrity to have a significant impact on children's problem solving skills, and ultimately behavior, which is the most important factor in evaluating the program's effectiveness. In addition, if one believes that the primary etiology of children's behavioral difficulties are environmental, or even if the environment is only a contributing factor, then the parents of these children may be an important factor in the etiology of the child's difficulties. How capable are these parents in implementing the program indepen-



Student Affiliates in School Psychology (SASP)

SASP Update and News

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



Greetings fellow school psychology graduate students. Serving as President of the Student Affiliates in School Psychology (SASP) has been a fantastic experience. As my term comes to a close, I will leave with

mixed emotions. There is sadness in that this represents an end of a chapter for me. Yet, I am excited to move onto new challenges. Since this will be my last newsletter, I would like to share a few thoughts on the organization. I have always viewed the function of SASP to be that of a resource for graduate students. As such, I would like to review the past year and highlight how SASP has served our graduate students. As many of you know, we have revamped the SASP website and given SASP a permanent home in cyberspace. Students can now simply click on www.saspweb.org to learn about SASP and see what is new with the organization. Subscription to the SASP listserv continues to grow. Because membership spans across the nation, the listserv and website are the best resources for keeping abreast of SASP activities. The newsletter has incorporated periodic academic themes giving students an opportunity to express their views of various topics. For example, one issue included student written articles on intelligence assessment and another discussed school psychologists in non-school settings. SASP organized the second annual mini-convention at the APA Convention in Washington, DC, allowing several students the opportunity to present their research. We assisted several members by distributing monetary awards for students with exceptional research ideas and presenters at the APA convention. Internship information geared towards students seeking an APPIC site has been distributed by SASP via the website, newsletter, online chats, and presentations at the mini-convention. We are also very proud to have expanded the SASP network as several new local chapters were established this school year. Of course, my favorite tradition has been the informal social meetings during the NASP and APA conventions. Getting to know future colleagues from around the country has been the most personally rewarding aspect of SASP involvement. As you can see, SASP is an active organization and the benefits

to the graduate student are great. I am proud of what we have accomplished as an organization and I believe that the best is yet to come.

I would like to thank the hard work and dedication of the SASP executive board and those that served on the SASP committees. I have been very fortunate to work with such a committed group. In particular, I would like to thank Gena Ehrhardt for her work on the SASP newsletter. She has gone above and beyond the call of duty and has been an integral part of the organization. Also, Kathleen Krach deserves kudos for her work on the SASP webpage. Despite a hectic schedule, she designed a wonderful webpage for SASP. Officers Jackie Buckley, Sara Davis, Heather Adams, Kathleen Krach, and Latrice Green will be completing their terms in August. I thank each of you for service to the organization. Next Year, David Shriberg will be assuming the role of president and Gena Ehrhardt will be the new president-elect. Having worked with David and Gena, I can attest to their commitment and work ethic. SASP is in good hands.

As always, I encourage everyone to get involved in your organization. SASP offers a unique opportunity to collaborate with other students and future colleagues. Take advantage of that opportunity.

By Gena Ehrhardt
SASP Communications Chair/Editor
Indiana State University

Thank you, SASP members, for the incredible opportunity of serving as the Communications Chair/Editor! This year has truly been a wonderful adventure, and I look forward to serving as President-elect for 2001-2002. It was wonderful that several students participated in the election of new officers, and I thank all, especially Kathleen Krach, for their insight in emphasizing specific issues in our field. It is a great asset to this organization to have members committed to promoting positive change.

This year, SASP strived to improve communication among chapters and members. The listserv was very active at times, with lively discussions pertaining to training issues, workshop opportunities, advocacy, and roles of school psychologists. It was certainly healthy to receive diverse opinions and due concerns expressed on the listserv. The SASP Executive Board will be forming committees and expanding officer roles in order to meet the needs of its membership.

The newsletter has increased its circulation by being included in *The School Psychologist*, but also

Join the SASP Listserv Today!

To subscribe, send a message to the following address and leave the subject space blank:
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

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

CONTINUED FROM PAGE 88

Student Affiliates in School Psychology (SASP)

by publishing web-based documents which can be found at www.saspweb.org. It was intended that the newsletter promote chapter participation through chapter updates; publication experience for members; and a forum for keeping members apprised of SASP activities. While these initiatives have been enacted this year, I am confident that the newsletter will achieve this at a greater proportion next year. A. Alexander Beaujean from the University of Missouri Columbia will be the 2001-2002 Newsletter Editor. Alex has assisted me with previous newsletters, and thus is acclimated with the workings of editing and publishing SASP News. SASP will truly benefit from Alex's energy, commitment, and innovation. Melinda Stanley, 2001-2002 Technology Chair, has agreed to continue serving as the Layout Editor. Members interested in writing/contributing to SASP News may contact Alex at abeaujean@ureach.com.

In the SASP summer issue, members will obtain information regarding final officer reports, officer contact information, research funding submissions, and itinerary information regarding the annual SASP Mini Conference. The summer issue can be found in its entirety at www.saspweb.org.

On a final note, I would encourage members to attend the Mini-Conference that will be held concurrently with the APA National Convention in San Francisco. During our officer meeting, members will be invited to participate in the formation of committees and make an active contribution to SASP. Please mark your planners and attend! I look forward to meeting and dialoguing with you!

By David Shriberg, SASP President-elect
Northeastern University

It was a pleasure seeing so many SASP students this past April, and I am really looking forward to seeing many more students at the upcoming APA conference in San Francisco (August 24-28).

Over the last three years that I have been involved with SASP as either a board member or committee chair, I have been so very impressed by the sheer diversity of talents that graduate students in school psychology bring to the table. In this very competitive graduate psychology world, school psychology graduate students take a back seat to nobody in terms of their ability and knowledge. I believe that the more we are able to work together and share our knowledge and skills as students, the more quickly our field will move forward as we continue to enhance our standing in the world of psychology and in the eyes of the national and international public through creating and evaluating imple-

mentations that actually make a difference in the lives of children and families.

My main goal since joining SASP has been to do what I can to connect students to one another and to help students obtain access to resources in areas of professional interest. This year, these efforts received a huge boost with the formation of SASP's web site, for which we have to thank the Division 16 Executive Board, Matt Turner, SASP President, and this past year's Technology Chair, Kathleen Krach (my apologies to anyone else who was a part of this that I did not mention). The SASP web site can be found at www.saspweb.org, and I believe that it will be an invaluable tool for bringing school psychology graduate students together. Still in its infancy, the site currently has information about upcoming SASP events, membership information, a chat room, and many more features. What would be helpful to SASP would be to hear from students about how best to develop this site so that it can be a resource for students. Any comments in this regard can either be sent to me at dshriberg@yahoo.com or to any other SASP board member.

In past years, the APA Conference has been a major springboard for the year's SASP activities. This year promises to be no different, and I encourage as many students as possible to attend. The SASP Mini-Convention (full details elsewhere in this newsletter) returns for its third straight year and has become our organization's "featured event." This year, the mini-convention will be from 12-3 PM in the Division 16 suite on Sunday, August 26.

Also this year at APA we will have our annual business meeting and social, which is an excellent way to get to learn more about SASP and be a part of planning the year's activities. This year's business meeting and social will take place on Friday, August 24, from 6-9PM in the Division 16 suite.

For those of you who are not able to go to APA, there are still lots of ways to get connected to SASP. We are always looking for new ideas and new leaders and the best time to join is now, in the summer, when we are forming committees and gearing up for the fall. If you would like to become involved in SASP, simply contact any officer or go to our web site at www.saspweb.org. Best wishes to everyone for a happy and healthy summer.

By Jackie Buckley, SASP Liaison
University of Wisconsin-Madison

First of all, I want to thank you for allowing me to serve as the SASP Liaison Officer for the 2000-

CONTINUED ON PAGE 90

CONTINUED FROM PAGE 89

Student Affiliates in School Psychology (SASP)

2001 school year! It has been a very rewarding and enlightening experience. The goal of the Liaison position is to create a link between school psychology and other APA divisions as well as non-APA organizations that strive to improve education and mental health services for children and families. The SASP listserv has recently seen numerous postings about school psychologists working in other settings and the "status" of school psychology within the broader APA community. The Liaison position was created to help address those issues by increasing the exposure to and understanding of school psychology.

This year I have spent the majority of my term maintaining the connections that were established by my predecessors as well as establishing new connections. The easiest way to keep in touch with the "happenings" within other groups is to maintain contact via listservs. That is where many of my postings to the SASP listserv came from. Connections I have maintained within APA include Society for the Psychological Study of Social Issues (9), Educational Psychology (15), Counseling Psychology (17), Society for Community Research and Action (27), Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues (44), Children, Youth, & Family Services (37), Child Clinical Psychology (53), and the Society of Pediatric Psychology (54). I have also maintained connections with APAGS, Children's Defense Fund, NASP Government and Professional Relations Committee, and ABA Juvenile Justice Center among others.

I have recently been collaborating with the graduate student liaisons from Divisions 15 and 17 about establishing a graduate student roundtable or discussion group at APA for the purpose of bringing together graduate students who are interested in education, children, and families. We would like graduate students to begin discussions about how students from several divisions can work collaboratively towards the goal of improved services for children and families. We would appreciate your input on this endeavor and other suggestions you have to increase graduate students' working relationships across divisions!

I would also like to welcome Teri Nowak from the University of Kentucky at the Liaison officer for the 2001-2002 school year! I am looking forward to working with Teri, and I know she is going to do a fantastic job.

Thanks for a great year! I encourage all of SASP membership to get involved, provide input, run for office, or just help out whenever you can!

Remember - SASP is only as strong as its membership.

By Caroline McKnight, SASP Columnist
University of South Carolina

Preparing Yourself to Answer the Question, "So, What Exactly Do You Do?"

If I had a dime for every time someone asked me the question above, I would have my own WISC-III kit by now. And usually, following in a close second you are posed the question, "So, are you a counselor?" After a quick explanation of your impeccable skills in consultation, sound counseling ability, and knowledge of program evaluation, you leave the conversation sensing that the person still thinks you only give IQ tests. The first step to being able to answer this question is clarifying your own reasons for venturing into the field.

Now, pause for a moment from reading that article for your dissertation or from that stats assignment, and write on a piece of paper why, when you grow up, you want to be a psychologist, and specifically a school psychologist. Now, set that piece of paper aside for a few minutes.

The purpose of the previous columns was twofold. First, I wished to introduce a subspecialty within school psychology with which some students may not be familiar. With my little experience, I have found that working with children in hospital settings is fascinating, challenging, and overall very rewarding. Secondly, during graduate school, it can feel as if the career you are pursuing is very limited and perhaps constricting. I hoped to squelch the notion that the roads open to school psychologists after graduate school all lead to the role of testing, leading IEP meetings, and generally assuming the role of the previous school psychologist. In this final column, I would like to present ideas for you to consider about carving out a niche within school psychology that is all yours.

When you work in a school as a school psychologist, many of your daily responsibilities were determined long before you interviewed for the job. Some of those responsibilities were determined by federal special education regulations, state guidelines, and district policy. The lead psychologist or director of special education may have dictated other duties. Unfortunately, in many schools, the school psychologist who was there before you determines how you will spend your days. Not always, but frequently that means your job is characterized by the tedious drill of test and place. It is easier to

CONTINUED FROM PAGE 90

Student Affiliates in School Psychology (SASP)

maintain and transform your vision than to create it hastily from scratch.

Fortunately, there still is a piece of your day that is determined by only you. If you cannot change certain parts of your day, get the most out of what you decide to do. To accomplish this, it is important to clearly define your goals early before other demands arise.

Now, what did you write on that piece of paper? Perhaps it was to improve the lives of all children, make school a better experience for youngsters, or increase societal acceptance of individuals with disabilities and other differences. Take all of those bold and daring aspirations you had to change the world in the beginning and memorize that feeling. When you remember why you are debating between a 2, 1 or 0, or explaining to a teacher why his method of time-out is not successful, your decisions and answers have support. Remind yourself of the reason for how a child's life will improve because of your decision. Also, remember that the improvement within a child may not be visible to everyone. Small accomplishments lead to great success, and movement toward a closer match between what you wrote on that piece of paper, and how the lives of the individuals whom you work with are changed.

Once you have the overarching goals that will guide you, it is easier to avoid the trap of doing what your predecessor did simply because "that's the way things are done around here." Unless you are com-

fortable with what the person did before you, do not feel obligated to continue doing more of the same, especially if it is not effective. Be strong in your convictions that what is best for the child may not be a knee-jerk reaction to place her in special education. Feel comfortable in helping teachers understand what ADHD is, what it is not, and why recommending medication for a student to his parents is not only a poor decision, but also unethical. In some states, teachers are not required to take courses on child development or child psychology. While this is not ideal, it does provide an open opportunity for school psychologists to do some educating of their own. Overall, it is important to be confident in your amazing breadth of knowledge. At the risk of sounding brazen, now is your time to boast some of that knowledge – flaunt it! But, do it with understanding and a smile. (And be sure you do know how to administer, score and interpret that test!) The more other knowledge you demonstrate to educators and administrators, the more in demand those other skills are. You might actually get used to hearing, "You can do that?"

I am hardly a seasoned school psychologist who has the authority to command greatness from the profession's future leaders, but I truly believe that without some vision at the beginning of a career, one finds himself or herself ill-prepared for the barriers, and is blind to the successes. It also becomes easy to follow the status quo, picking and

Check out SASP's web page at:
www.saspweb.org

CONTINUED ON PAGE 92

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:

Faculty Sponsor Signature:

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

E-mail Address:

Please indicate a committee preference:

_____ Communications

_____ Membership

_____ Diversity Affairs

_____ Convention

_____ Other (please describe)

CONTINUED FROM PAGE 91

Student Affiliates in School Psychology (SASP)

choosing what sounds good without careful thought about the personal and professional ramifications.

And do I feel a bit like Jerry McGuire on his quest to change the way things are done? You bet. Will writing a Mission Statement change your life? Well, subtly maybe. But, I have strong convictions that thinking about what you want your job to look like before you get there will make you a better school psychologist and a much happier person. I speak not from years of experience but from a strong desire to make school psychology a profession that attracts the best of the best. So, take that little piece of paper, laminate it, frame it, whatever, just save it, and never let go of the feeling.

Questions, comments? Please email Caroline at cgmcknight@sc.edu

SASP Mini-Convention Distinguished Speaker Series

Dr. Steven G. Little, Ph.D.
Hofstra University

The Influence of Teachers' Attributions
on Student Referral and Intervention Decisions

SASP is proud to announce that Dr. Steven G. Little, Ph.D., President-elect of Division 16 and former editor of *The School Psychologist*, will be delivering the SASP Convention Keynote Address.

Steven G. Little, Ph.D. is Associate Professor in the Department of Psychology at Hofstra University and teaches Child Psychopathology, Consultation, Graduate Statistics, and related courses in the doctoral program in School and Community Psychology. He received his Ph.D. in School Psychology (1987) from Tulane University. His primary areas of research include factors influencing consultation with teachers and parents and school-based behavioral interventions for individuals with externalizing behavior disorders. He has served as Editor for both *Proven Practice: Prevention and Remediation Solutions for Schools* and for Division 16's newsletter, *The School Psychologist*. Dr. Little is currently Secretary/Treasurer for the Council of Directors of School Psychology Programs, and serves on the editorial boards for a number of journals. Dr. Little will be addressing graduate students regarding his research pertaining to the attributions teachers make regarding student behavior.

Mark your convention calendars to attend!!

SASP would like to congratulate the elected officers for 2001-2002 Executive Committee

President David Shriberg
Northeastern University
Dshriber@lynx.dac.neu.edu
SASP Liaison Teri Nowak
University of Kentucky
tmnowa0@pop.uky.edu
Membership Chair Karyn Ciappa
Hofstra University
Karpsy@aol.com
Diversity Affairs Jenifer Lozano
Indiana State University
lozanoj@citrine.indstate.edu
President Elect Gena Ehrhardt
Indiana State University
Hardt13@juno.com
Communications Chair A. Alexander Beaujean
University of Missouri Columbia
abeaujean@ureach.com
Technology Chair Melinda Stanley
Indiana State University
Mkismee@aol.com
Convention Chair Denise Charles
Indiana State University
Dmc6848@hotmail.com

SASP Mini-Convention Schedule

Sunday, August 26, 2001

Division 16 Hospitality Suite
San Francisco Marriott Hotel

12:00 - 12:30 PM
Keynote Address: The Influence of
Teachers' Attributions on Student
Referral and Intervention Decisions,
Dr. Steven G. Little, Ph.D.,
Hofstra University

12:35 - 1:15 PM
Internship Planning and Preparation
Presenters: Gena Ehrhardt, Indiana State
University; Matt Turner, University of Kentucky;
and Caroline McKnight, University of
South Carolina

1:20 - 2:00 PM
Grant Writing
Presenters: Jackie Buckley, University of
Wisconsin-Madison; Terri Nowak, University
of Kentucky

2:00 - 3:00 PM
Awards Presentation and
SASP Social Hour

CONTINUED FROM PAGE 87

Review of *Raising a Thinking Preteen: The "I Can Problem Solve" Program for 8- to 12- Year-Olds*

dently? For this reason we are very skeptical that the program could be useful with parents of problem behavior children unless used in conjunction with parent training in behavior management techniques and in collaboration with a mental health professional trained in the ICPS curriculum. A final concern rests in the generalizability of the program. This is a definite concern considering the research on the lack of generalizability of social skills programs. These are questions that we considered after reviewing this program. They may or may not be relevant but the only way to know for sure is for empirical research to be conducted into the efficacy of this program.

Can this program be useful? The answer is definitely yes. The program appears solid and is one that a highly motivated parent should be able to implement. Dr. Shure has empirical evidence supporting the efficacy of the program with younger children and in school-based programs. We find it difficult to believe, however, that this program (or any cognitively based program) could have a significant impact on children who are experiencing behavioral, emotional, or social skills deficits without the assistance of a mental health professional. It is an interesting program that school, child clinical, or pediatric psychologists may want to consider as a supplement to their ongoing work with parents and

children. We keep an open mind, however, on the flexibility of the program. Just show us the data!



AFFIRM: PSYCHOLOGISTS AFFIRMING THEIR GAY, LESBIAN, AND BISEXUAL FAMILY has recently been formed for purposes of coming out in support of their relatives and encouraging further research and clinical work on GLB issues. For further information, see: www.sunysb.edu/affirm

ROSALYNN CARTER INSTITUTE FOR HUMAN DEVELOPMENT POPE EMINENT SCHOLAR

The Rosalynn Carter Institute for Human Development (RCI) is seeking creative individuals who are interested in an exciting professional opportunity in the "Carter professional family". The Rosalynn Carter Institute for Human Development was founded to enhance Mrs. Carter's long-standing commitments to human development and mental health. The Pope Eminent Scholar is dedicated to furthering the work of the RCI in practice, research, policy, and education/training. It is named for John & Betty Pope, who created an endowment for the RCI, and offers the

University System of Georgia designation as an "eminent scholar" to signify the prestige carried by the person selected for the role.

Responsibilities: The Pope Eminent Scholar will work in concert with the RCI Executive Director and Deputy Director to implement the Institute's strategic plan, which is now in development. Specific activities for the Pope Eminent Scholar will be determined as part of the position negotiation. Activities will allow the Scholar to make a meaningful contribution to the work of the RCI and may include: program development & evaluation, research, teaching, distance communications & training, grant writing, policy development & implementation, development of publications, coalition building, advocacy, and other activities, based on the specific skills, expertise, and networks of influence that the Scholar brings to the position. During and after completion of the Pope Eminent Scholar experience, the Scholar is expected to be a prestigious ambassador for the RCI to its external publics.

CONTINUED ON PAGE 94

ANNOUNCEMENTS

CONTINUED FROM PAGE 93

Qualifications: This position is intended for a creative professional who can provide significant expertise in his or her field to an institute of national repute. Requirements include an earned doctorate or other terminal degree in a professional field; a record of scholarly research and/or publications in a field related to human development, such as psychology, medicine, nursing, social work, education, public health, or policy; a record of obtaining and/or directing externally funded projects; superior teaching ability; and a commitment to the integration of services to children, youth, and families.

Appointment and Salary: An attractive salary and comprehensive benefits package will be awarded to the individual selected as the RCI Pope Eminent Scholar. Creative contractual arrangements for the position are available; these may range from short-term activities to multi-year opportunities. In addition, financial support for innovative projects, applied research, and/or community service that advances the purposes of the Rosalynn Carter Institute for Human Development will be available as part of the recruitment package. The RCI is housed at Georgia Southwestern State University, Mrs. Carter's alma mater.

For information about the Pope Eminent Scholar position or the Rosalynn Carter Institute for Human Development, contact Dr. Ronda C. Talley, Executive Director, at 229-928-1234 or via e-mail at talleyrc@rci.gsw.edu. You may also visit our web site at rci.gsw.edu. To apply for the position, please send a letter of application; vita; and the names, telephone numbers, and e-mail addresses of three references to: Ms. Diane Kirkwood
Human Resources Office
Georgia Southwestern State University
800 Wheatley Street
Americus, GA 31709
Application Deadline: Until position is filled.

Georgia Southwestern State University is an Equal Opportunity/Affirmative Action Employer

AD HOC COMMITTEE ON PSYCHOLOGY AND AIDS 2001 CALL FOR NOMINATIONS

The American Psychological Association (APA) Ad Hoc Committee on Psychology and AIDS (COPA) is seeking nominations for two new members whose terms will begin on January 1, 2002 and end on December 31, 2004. The mission of COPA, an ad hoc committee that reports directly to the APA Board of Directors, is to guide the development and implementation of APA's organizational responses to the

HIV/AIDS epidemic.

COPA members are required to attend two committee meetings per year in Washington, DC, with expenses reimbursed by APA, and to participate in monthly conference calls. Between meetings, members are expected to devote a substantial portion of time to COPA projects, provide consultation to APA Office on AIDS staff, and participate in advocacy activities as needed.

Candidates should have demonstrated expertise in dealing with HIV/AIDS issues as a researcher, practitioner, educator, and/or policy advocate. COPA seeks to involve a diverse group of psychologists, including persons of color and individuals who are living with HIV. COPA is particularly interested in candidates with expertise in the following areas: (1) HIV/AIDS public policy; (2) treatment and prevention for persons with substance use disorders who are living with HIV; and, (3) treatment and prevention for children and families who are living with HIV.

Nomination materials should include the nominee's qualifications, a letter from the nominee indicating willingness to serve on COPA, and a curriculum vita. Self-nominations are encouraged. Materials should be sent to Robert Beverly, Office on AIDS, 750 First Street, NE, Washington, DC 20002-4242. All material must be received by September 12, 2001.

CALL FOR NOMINATIONS TO THE COMMITTEE ON WOMEN IN PSYCHOLOGY

The American Psychological Association's Committee on Women in Psychology (CWP) is seeking nominations for two new members to begin terms in January 2002. The committee functions as a catalyst by interacting with and making recommendations to the various parts of the APA's governing structure, the APA's membership, and the Society for the Psychology of Women, as well as to other relevant groups. Additionally, the committee collects information and documentation concerning the status of women and develops the means by which the participation of women in roles and functions of the profession could be increased.

Committee members plan, develop, and coordinate various activities regarding the status of women. CWP's present strategic initiatives include translating research in women's health to practice, women and work, and women in psychology careers. The committee is interested in persons with demonstrated interest and experience in women's issues to serve a three-year term beginning in January 2002 and ending in

December 2004. For this term, CWP seeks at least one member actively involved in research. To fulfill the committee's commitment to full diversity in representation, one of the slates should be filled by an openly identified lesbian psychologist. Letters of nomination should clearly describe the candidate's specific qualifications relative to these criteria.

Selected candidates will be required to attend two committee meetings a year in Washington, DC, with expenses reimbursed by the APA. Members also work on CWP priorities between meetings. If possible, members attend a CWP meeting at their own expense held during the APA Convention.

Nomination materials should include the nominee's qualifications, a letter from the nominee indicating willingness to serve on CWP and a current curriculum vita. Self-nominations are also encouraged. APA nominations are open to members who are retired or employed less than full time. Nominations and supporting materials should be sent by September 1, 2001, to Stephanie Olmstead-Dean of the APA Women's Programs Office, 750 First Street, N.E., Washington, DC, 20002-4242.

CALL FOR NOMINATIONS FOR DIVISION 16 FELLOWS OF APA

The Division of School Psychology requests your nomination of individuals for Fellowship status in APA. Nominations to initial Fellow status are reviewed by the Division's Fellows Committee, and forwarded to the APA Membership Committee, which has the responsibility of making recommendations to the APA Board of Directors. The APA Council of Representatives then elects individuals to Fellow status upon recommendation of the Board. Nominees must hold a doctoral degree, have been an APA member for at least one year, be engaged in the advancement of psychology, and have at least five years of professional experience after the doctorate. Election to Fellow status requires evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person's work have had national impact on the field of psychology beyond a local, state, or regional level. Three letters of endorsement from current APA Fellows will be required in support. Anyone, including a candidate her or himself, may nominate a school psychologist as a candidate. Upon receipt of a nomination, necessary information will be sent to the candidate who will prepare and return a formal application with supporting material to the Division Fellows

CONTINUED ON PAGE 95

ANNOUNCEMENTS

CONTINUED FROM PAGE 94

Committee. Please send nominations by November 1, 2001 to: Alberto Bursztyn, Division 16 Vice President of Education, Training and Scientific Affairs, Brooklyn College, School of Education, 2900 Bedford Avenue, Brooklyn, New York 11210-2889 or email abursztyn@brooklyn.cuny.edu.

**POSITION ANNOUNCEMENT
POSITION TITLE: PROJECT
DIRECTOR, J&J/ROSALYNN CARTER
INSTITUTE CAREGIVERS PROGRAM**

POSITION RESPONSIBILITIES: This is a full-time, professional, grant-funded position with the Rosalynn Carter Institute for Human Development reporting directly to the Executive Director. The project focuses on two areas: a field study in selected communities/ states, which involves initiation, expansion, and replication of caregiving initiatives, and the development of a science-to-practice information base in caregiving, which requires development of a caregiving book series involving international experts in the field. Responsibilities and duties include general oversight of the project; staff supervision, including the provision of consultation and technical assistance to staff who are implementing the initiatives; developing and conducting training for agency and organizational leaders; data collection for monitoring progress; providing support for project evaluation; assisting in the development of an international web site on caregiving; conducting a meta-analysis on caregiving initiatives; convening four expert panels to discuss and write articles on caregiving, and performing other duties related to project implementation. Extensive travel will be required. Relocation to Americus, GA, is required. This is a one-year position with the strong possibility of continuation over a multi-year period.

MINIMUM REQUIREMENTS: Superior management and organizational skills, excellent ability to communicate with individuals and groups, excellent writing and editing skills. Ability to conduct training and consultation activities; knowledge of emerging technologies, educational methods, and techniques to train groups; ability to speak effectively before groups and elicit discussion; excellent interpersonal and communication skills; planning and coordination skills; knowledge of data collection procedures; supervision and project management skills. Experience in integrated service models desired. Masters degree in psychology, education, counseling, social work, nursing, health policy or administration, public administration, or related human services or human

development field. Doctorate preferred.

SALARY: \$45,000 - 60,000 annual rate

APPLICATION DEADLINE: Until filled

DATE AVAILABLE: Immediately upon hiring

**DUKE UNIVERSITY TALENT
IDENTIFICATION PROGRAM
DIRECTOR OF OPERATIONS**

The Duke University Talent Identification Program (TIP) is seeking candidates for the position of Director of Operations. The position requires administrative, managerial, HR, and supervisory skills normally acquired through completion of a degree in business, education administration, related field, or related professional experience. Must have experience directing various personnel functions, reviewing contracts, overseeing budgetary and financial activities, and providing counsel to the Executive Director on operational issues. The successful candidate will plan, supervise, and manage the day-to-day operations of a complex educational organization that serves thousands of gifted students and their families. Strong business and interpersonal skills are essential. Opportunity to affiliate with an internationally recognized program that is part of a world-class university. For more information regarding the Duke University Talent Identification Program, check our web site at www.tip.duke.edu.

Please send resume and letter of inquiry to TIP – Director of Operations Position, Duke University Talent Identification Program, 1121 West Main St. Ste 100, Durham, NC 27701-2086, or Fax to (919) 683-1742.

Duke University Is an Equal Opportunity/ Affirmative Action Employer

**NEW EDITION OF THE PICTORIAL
TEST OF INTELLIGENCE**

The second edition of the Pictorial Test of Intelligence (PTI-2) by Joe French was published in March 2001 by ProEd of Austin, Texas. Originally issued in 1964, the new, shorter version yields a multidimensional measure of general mental ability with subtests involving verbal abstractions, form discriminations, and quantitative concepts. The first edition was used in US, Canada, and Great Britain before being translated for use with children speaking German, Italian, Korean, and Spanish.

The new edition was recently standardized on a representative sample of children three through eight years of age in the United States. PTI-2 items were developed to obtain fairness with diverse groups and to

ensure that little or no bias existed relative to gender, race, or ethnicity. It is especially useful with children who have cortical disorders or other conditions affecting speech and/or motor coordination. Children do not need to use expressive language but they do need near normal vision and hearing.

The PTI-2 is administered to one child at a time and is objectively scored in less than 30 minutes. Evidence of validity of PTI-2 scores was established through content description, criterion-prediction validity coefficients, and construct identification.

**APA WORKING GROUP ON
CHILDREN'S MENTAL HEALTH:
APA'S RESPONSE TO THE SURGEON
GENERAL'S CONFERENCE REPORT
ON CHILDREN'S MENTAL HEALTH**

The APA Working Group On Children's Mental Health (WGCMH) has met twice to develop the APA's response to the Surgeon General's Conference On Children's Mental Health: Developing A National Action Agenda. The six-member WGCMH is comprised of representatives from the Committee on Children, Youth, and Families, the Board for the Advancement of Psychology in the Public Interest, the Board of Professional Affairs, and the Board of Educational Affairs, along with liaisons from Divisions 16, 27, 37 and 43. The WGCMH has identified five priority areas on which to focus APA's efforts to respond to the Surgeon General's action plan:

1. Promoting public awareness of children's mental health issues
2. Improving the financial infrastructure to address funding and parity issues
3. Increasing access to and coordination of quality mental health services
4. Training providers about child development and mental health
5. Monitoring access to and coordination of quality mental health care services

The working group initially has identified the following actions on the part of APA as possible steps to promote the Surgeon General's agenda:

1. Take a leadership role with other organizations and groups in developing a primary mental health care system for children
2. Take a leadership role in training providers about child development and mental health issues using the train-the-trainers model
3. Identify and organize current activities and capabilities within APA that can con-

CONTINUED ON PAGE 96

ANNOUNCEMENTS

CONTINUED FROM PAGE 95

- tribute to improving children's mental health
4. Identify and commit to modifying and enhancing current and other pertinent activities and policies to further realize the agenda
 5. Undertake, more immediately, activities within APA that highlight the Surgeon General's Action Agenda and the related important issues of children's mental health. The Surgeon General's report is available online at www.surgeongeneral.gov/cmh. For additional information about the WGCMH, please contact Rick Short, Division 16 liaison to WGCMH.

SCHOOL PSYCHOLOGY FUTURES

CONFERENCE

The APA/NASP Interorganizational Council, in collaboration with all major organizations representing school psychology, is planning a conference to address the present state of and future directions for school psychology. The initial planning meeting for the conference took place at the Spring 2001 NASP convention, at which representatives of APA/NASP IOC, APA Division 16, NASP, CDSPP, TSP, AASP, and ABSPP discussed goals and parameters for the conference. Conference co-chairs are Jack Cummings, Peg Dawson, Patti Harrison, and Rick Short. The conference is anticipated to be a two step process: (1) a "mini-conference/symposium" of approximately 50 school psycholo-

gists, to occur in Spring 2002, and (2) a major futures conference attended by school psychologists and stakeholders in school psychological services, to occur in Fall 2002. Planning for the conference will continue in meetings of the above representatives in July and at the annual APA convention in August. Division members will receive progress reports on the conference through The School Psychologist and other school psychology publications. If you have questions, comments, recommendations, or want additional information about the conference, please contact the conference co-chairs.

NEWSLETTER EDITORIAL STAFF

EDITOR

Vincent C. Alfonso, Ph.D.
Fordham University
Graduate School of Education
113 West 60th St.
New York, NY 10023
(212) 636-6464 (w)
(212) 636-6416 (fax)
alfonso@fordham.edu

ASSOCIATE EDITOR

Linda A. Reddy, Ph.D.
Fairleigh Dickinson University
Teaneck-Hackensack Campus
1000 River Road - T110A
Teaneck, New Jersey 07666
(201) 692-2303 (w)
(201) 692-2304 (fax)
LReddy2271@aol.com

ADVISORY EDITORS

- Pamela P. Abraham, Psy.D., NCSP Immaculata College
- Angeleque Akin-Little, Ph.D Hofstra University
- Ron Dumont, Ed.D., NCSP Fairleigh Dickinson University
- Dawn P. Flanagan, Ph.D. St. Johns University
- Randy Floyd, Ph.D. Middle Tennessee State University
- James Mazza, Ph.D. University of Washington

- Tassos Matsopoulos, Ph.D. Fairleigh Dickinson University
- Esther Stavrou, Ph.D. Yeshiva University

EDITORIAL ASSISTANTS

- Michael Emmons Fordham University
- Tara M. Hall, MA Fairleigh Dickinson University
- Nancee G. Santandreu, MS.Ed. Fordham University



Please Recycle

American Psychological Association
Division 16, School Psychology
c/o Division Service
750 First Street N.E.
Washington, D.C. 20002-4242

NON-PROFIT
U.S. POSTAGE
PAID
PERMIT # 6348
WASHINGTON DC