



# The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION



## Children With Selective Mutism: Seen But Not Heard

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**S**elective mutism (SM) is a relatively rare diagnosis, and, despite current research efforts, there is still much to be learned about the nature of the disorder. Because of the rarity of the disorder, it is often difficult to conduct studies with large samples. Consequently, most of the empirical research is comprised of case studies. Further, many contradictory accounts and unresolved issues in the profile of people with SM also exist. Children with SM persistently refuse to speak in certain situations (e.g., school) where speaking is expected, despite speaking fluently in other situations (e.g., at home) (Kristensen, 2000). Some believe that the silence occurs only in unfamiliar settings which may also include places in the community. These children may also refuse to speak in unfamiliar social settings or in the presence of strangers. Conversely, these children may confine their speaking to only a select few individuals, usually parents and/or siblings (Wright, Miller, Cook, & Littmann, 1985).

### History

Individuals with this profile have been described in fiction books and literature since the 19th century. The first report of SM in medical literature, however, wasn't until 1877. Kussmaul documented it as "aphasia voluntaria" or voluntary aphasia. Tramer coined the phrase "elective mutism" in 1934 to describe a boy who spoke normally at home but refused to speak in school. In 1963 evidence was added when Reed described four cases (out of 2000 seen at a child guidance clinic), all with normal intelligence and no psychological trauma, who refused to speak in only one setting (Dummit et al., 1997). With the introduction of the fourth edition of the

American Psychiatric Association's (APA) Diagnostic and Statistical Manual of Mental Disorders (*DSM-IV*; 1994), the name was changed to "selective mutism" to better clarify the concept that the child is, in effect, choosing the setting in which he/she would like to speak (Dummit et al.).

### DSM-IV Diagnostic Criteria

The name was not the only change made in the current *DSM-IV* (APA, 1994) with regard to this disorder. Some of the diagnostic criteria were changed as well. The following communication features are needed to diagnose SM as described in the *DSM-IV* (APA, 1994).

- The persistent refusal to talk in one or more social situations, including school. Consistent failure to speak in specific social situations in which there is an expectation for speaking (e.g., school), despite speaking in other situations.
- The disturbance interferes with educational or occupational achievement or with social communication.
- The duration of the disturbance is at least 1 month (not limited to the first month of school).
- The failure to speak is not due to a lack of knowledge of, or comfort with, the spoken language acquired in the social situation.
- The disturbance is not better accounted for by a communication disorder (e.g., stuttering) and does not occur exclusively during the course of a pervasive developmental disorder, schizophrenia, or other psychotic disorder (p. 78).

These diagnostic criteria are currently found in the miscellaneous section of the *DSM-IV* under

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| Summer (3)      | June 1                                   | June 15       | July 15       |
| Fall (4)        | September 1                              | September 15  | October 15    |

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**PRESIDENT'S MESSAGE**

# School Psychology's Identity: Where Do You Stand?

**Steven G. Little, Hofstra University**

**The content of the following column is intended for informational purposes and to stimulate discussion. More than anything, I would like Division members to respond to me with their opinions. No formal policy has yet be adopted by the Division and I want to represent the Division members as best I can. Your comments will be greatly appreciated.**

The Executive Committee (EC) of Division 16 convened in mid-January in New Orleans for our annual mid-winter meeting. Much of the business of the Division is handled at this meeting and it also gives us the opportunity to discuss issues confronting school psychology. While you may think business and New Orleans are incompatible, I assure you they are not. We had a very productive meeting and accomplished a great deal. The entire EC was present, as were Charlie Deupree from NASP, Ron Palomares from APA, Lisa Bischoff from CDSPP, Peg Dawson from ISPA, Vinny Alfonso and Linda Reddy from *The School Psychologist*, and David Shriberg and Gena Ehrhardt from SASP. We have now set a date for the School Psychology Futures Conference. Division 16, NASP, and other major constituencies in school psychology are planning a major conference to discuss issues and plan the direction for the future of the profession. The first conference is scheduled for November 14-16 in Indianapolis. The Division was well represented on the conference planning committee by Jack Cummings and Rick Short. More information on this conference will be coming shortly in *The School Psychologist* and *Communiqué*. Progress has also been made on the child psychopharmacology task force, SASP (the student organization) is invigorated and doing an excellent job of getting graduate students involved in their activities, and overall we have an excellent, hardworking EC who represent you well.

The publication of the new NASP credentialing and training standards presented the EC with a difficult task. As you may know, in July of 2000, NASP adopted their revised *Standards for the Credentialing of School Psychologists, Standards for Training and Field Placement Programs in School Psychology, and Standards for the Provision of School Psychological Services*. NASP consists of close to 22,000 members, the majority of whom (74% in 1999) are trained at the specialist level. It is not surprising then that the standards include issues supportive of that level of training. When these new standards came to the attention of the APA leader-

ship there was concern that they had the potential to create non-doctoral challenges to state psychology licensing laws as well as to deny the opportunity to provide services in the schools to some doctorally trained school psychologists. In addition, many people are concerned that the best, most appropriate services for children may be compromised if these standards are fully adopted. Please be aware that these concerns were coming from the leadership of APA, representing a membership of over 155,000, and not Division 16. During the past year Norine Johnson, APA President in 2001, met with the NASP leadership to discuss these issues and there was a series of letters on the topic exchanged between the organizations. The Division leadership was informed of these communications, but was not actively involved. We do believe, however, that these are very important issues and have the potential to have a large impact on the specialty of school psychology.

The most recent communication was a letter to Dr. Johnson from NASP President Charles Deupree dated December 13, 2001. Much of the letter contained detailed responses to specific concerns raised by APA regarding the wording of NASP's Standards. What I would like to share with you today, however, is a set of assumptions that began the letter and which "serve as a foundation upon which ... NASP standards documents are built." Although I intend this column to be primarily informative, I felt it important to provide my opinion of the possible effects of these standards and the position the Division is likely to take. I hope you will all read these assumptions and my comments on them carefully and give me your feedback. Your input is very important to me and the other members of the Division 16 EC. In future columns I will try to be even more specific in outlining the Division's response as it is formulated. We do believe these assumptions are important and have the potential to have a major effect on school psychology and its practice. I have indented, italicized, and emboldened the assumptions. My comments will appear in regular type.



Steve G. Little

**“Your input is very important to me and the other members of the Division 16 EC.”**



CONTINUED FROM THE COVER

**Children With Selective Mutism: Seen But Not Heard**

“One of the most popular potential etiologies is the precipitating event, or trauma.”

"Other Disorders of Childhood and Adolescence." The change in the definition in the *DSM-IV* (APA, 1994) affected the diagnosis by adding the criterion that SM "must interfere with educational or occupational achievement or with social communication" (APA, p. 78). This was an important change because many of the children who exhibit all of the other symptoms of SM do well academically and socially, surprisingly, without vocalizing (Ford, Sladeczek, Carlson, & Kratochwill, 1998).

**Etiology**

Many factors have been implicated as the cause, or partial cause, of SM. It is not yet clear whether there is a single etiological profile or if it is different for each individual. One of the most popular potential etiologies is a precipitating event, or trauma. According to this theory, SM begins in response to the child suffering a severe trauma, usually thought to be physical, emotional, and/or sexual abuse. In 1981, Kolvin and Fundudis dismissed this theory of a precipitating event by examining case histories of those diagnosed with SM. In an examination of 15 years of case studies, they found only one case of SM reportedly due to a traumatizing event. Further evidence arguing against this etiological cause is that in cases where a child with SM is also abused, the SM symptoms present before the abuse began (Dummit et al.). One caveat, however, is that it is possible that some of the children with SM were, in fact, the victims of abuse, but their parents deny it when questioned (Ford et al., 1998). Ford et al. did find that "upsetting events," which are not limited to abusive events only, may account for some cases of SM. They found that events such as a move to a new school or new home, marital conflict, hospitalization, an operation, or a death in the family were reported as happening within 1 year of onset of symptoms for nearly one third of their SM sample (n=153).

A second potential etiological factor implicates a biological basis for SM. Links are made between SM children and those called "slow to warm" or those who Kagan, Raznick, and Snidman (1984) called "behaviorally inhibited." Slow to warm children have trouble adapting to new situations or changes in situations. They often show withdrawal responses to such situations. The silence of selective mutes may be seen then as the "withdrawal response" to strange social situations (Ford et al., 1998). Behavioral inhibition is defined as normal children exhibiting a tendency as infants to with-

draw from novel stimuli or strangers, look to a parent, and inhibit play and vocalizations. SM may be an extreme manifestation of this behavioral inhibition (Dummit et al.). Children with SM display high ratings of regularity and low levels of adaptability which fits well with the slow to warm, as well as the behaviorally inhibited temperament profile.

However, slow to warm children are noted for their negative mood and affect while children with SM are usually reported to have a positive general mood. The times when children with SM are said to exhibit negative mood are when demands are made on them to speak (Ford et al.).

The most support exists for an etiological link between selective mutism and anxiety disorders, especially social phobia and avoidant disorder. Researchers posit that SM is merely a symptom of other types of anxiety disorders. Black and Uhde (1995) set out to ascertain the characteristics of SM and their data led them to conclude that the failure to speak in certain specified situations, the defining symptom of SM, is merely a symptom of "excessive social anxiety." Further, they make it clear that SM should be seen as a symptom of a subclass of social phobia in children rather than a separate diagnosable disorder (Black & Uhde).

The evidence the authors present is strong. First, excessive social anxiety was found to be a universal characteristic among the individuals in their study (97% of 131 individuals). Very similar findings were reported by Dummit et al. (1997) in that these researchers found that the majority of their individuals (97% of 30 individuals) met *Diagnostic and Statistical Manual of Mental Disorders-Third Edition, Revised (DSM-III-R)* (APA, 1987) criteria for avoidant disorder or social phobia (SP) or both. Further, in the study conducted by Black and Uhde (1995), the social anxiety that was observed in the individuals did not include lack of speech.

Essentially, other than the lack of speech, the only common characteristic among the individuals was social anxiety. The authors conclude that for this reason, the failure to speak may only be a symptom.

Second, there was a correlation between the severity of mutism in the child and the parent rating of the child's current level of anxiety. Also, the mutism and social anxiety were generally reported to have initiated at the same time. Third, the sex ratio of SM is similar to that reported for children with avoidant disorder. Fourth, fear of public speaking is the most common adult social phobia. Fifth, a high familial prevalence of SM and an even higher

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familial rate of SP or avoidant disorder was found. Sixth, recent studies suggest that certain medications that are widely used to treat SP in adults have been successful in treating children with SM. Finally, data from individuals who no longer suffer from SM suggests that children with SM may maintain their social anxiety even after their SM has completely disappeared (Black & Uhde, 1995).

Despite all of this support, there still exists an ongoing debate regarding whether SM is rooted in anxiety or oppositional disorders. Many authors cite negativism, tantrums, and controlling or oppositional behavior among children with SM (Kehle, Madaus, Baratta, & Bray, 1998). However, evidence may prove otherwise. Dummit et al. (1997) found that within their sample of 30 children with SM, 97% of them met *DSM-IV* (APA, 1994) criteria for an anxiety disorder whereas only 10% met *DSM-IV* criteria for oppositional defiant disorder. Dummit et al. further hypothesize that any oppositional behaviors that a child with SM may exhibit could be due to avoid anxiety-provoking situations, such as being demanded to speak, rather than being an indicator of a primary disruptive disorder. Of course, it is also possible that there is not a consistent profile for SM and that certain children will exhibit more oppositional behaviors while others may be anxious.

When behaviorists attempt to analyze the etiology of SM, learning theory is applied. Kehle et al. (1998) offer an explanation of the possible development of SM, stating "[it is a] learned response, perhaps with obscure origins, representing discriminative learning maintained by a differential pattern of idiosyncratic reinforcers" (p. 247). In other words, children are often negatively reinforced for their silence with the withdrawal of demands to speak. If after several requests for the child to speak, there is still silence, a teacher may become frustrated and stop asking. The relief the child feels for not having the pressure to speak reinforces the silence (Kehle et al.).

Finally, although having a pervasive developmental disorder (PDD) is an exclusion criterion for SM in the *DSM-IV* (APA, 1994), some people speculate that there is a link between SM and Asperger's Disorder. Kristensen (2000) found that in a sample of children with SM, 7.4% met *DSM-IV* (APA) criteria for Asperger's Disorder. Though this may not seem like many children, the incidence of Asperger's in the entire population is only 0.3%. Kristensen also found that half of the sample size used in his study qualified for the diagnosis of a communication disorder. This is in sharp contrast to the 10% and 11%

found to meet the same criteria by Black and Uhde (1995) and Dummit et al. (1997), respectively. Again, the entire area of potential etiological contributions to SM is replete with contradictory evidence and inconclusive data.

**Prevalence**

The empirical research on SM does not agree on a single prevalence rate. One reason for the lack of agreement on prevalence rates is that because SM is so uncommon it is rarely studied in large groups or sample sizes. The majority of research focuses on case studies. Current rates are estimated to be between 3 and 8 in 10,000 (Ford et al., 1998). Some researchers state that the occurrence of SM is probably more frequent than this estimate. Reasons for this assumption focus mainly on the possibility of underreporting which could be due to families living in isolation, a family not recognizing SM as a behavior problem that can be treated, or families being unaware of the problem altogether since it usually does not occur in the home (Ford et al.). SM is reported to occur slightly more in girls than in boys. The ratio is reportedly in the range of 1.1:1 to 2.4:1 (Kopp & Gillberg, 1997).

**Developmental Course**

Wright et al. (1985) computed the average age of onset from some 81 cases represented in 47 papers to be 4.9 years of age. The most frequently reported age of onset was 5 years; however, the average age of referral was 8.3 years (Wright et al.). There is, like most other information about SM, much disagreement about these average ages. Others report that the average age of onset is closer to 2.4 years of age and that average age of referral is in the first year that the child starts school. It is often reported in the literature that the disorder was not discovered until at least the first time the child began school. This is not surprising because children with SM often speak normally at home and also because even if they are silent in strange social or community situations, this is normal, usually encouraged, behavior in most children due to safety concerns. SM can last anywhere from several weeks to years. As stated previously, in order to meet *DSM-IV* (APA, 1994) criteria, the disorder must be present at least 1 month. It is known that the longer the duration of the disorder, the harder it will be to eventually treat it successfully (Kehle et al., 1998). Ford et al. (1998) found in their sample of children with SM, prior to identification, 80% to 92% of these children exhibited mutism in the home, school, or

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“Selective mutism usually lasts 3 or more years.”

community. Notably, Ford et al. also found that other problems with talking may be present prior to the identification of SM. These behaviors include talking less frequently, talking with less volume, and talking less spontaneously. The authors label these behaviors "variant talking behaviors" and argue for their inclusion in *DSM-IV* criteria for SM as an important step towards early identification and successful intervention.

Selective mutism usually lasts 3 or more years. Of a sample of individuals recovered from SM, Ford et al. (1998) found that 71.3% of them met *DSM-IV* (APA, 1994) criteria for more than 3 years. Forty-seven percent met criteria for more than 5 years. Only 8.5% of the recovered individuals exhibited SM only 1 or 2 years. For this last group, the average age of cessation of SM symptoms was 7.6 years of age. Interestingly, many continued to have anxiety problems after their SM has disappeared (Ford et al.). This is further support for SM as symptomatic of an anxiety disorder.

### Assessment

Selective mutism is relatively simple to assess. First, it must be ascertained if the student meets the criteria for SM according to the *DSM-IV* (APA, 1994). One of the most important criteria to consider when diagnosing SM is that it be present for more than 1 month. Presentation of SM behaviors of less than 1 month may simply be an adjustment reaction to a change in the environment, usually the beginning of school. Once the teacher or member of the community notices that the child refuses to speak in situations where speech is demanded, the formal assessment may begin. The most important part of the assessment is the systematic clinical interview with the parent or guardian. This provides the main source of information because it is likely that the child will not answer questions. A common tool for interviewing the parent is the modified version of the Diagnostic Interview Schedule for Children, Parent Version (DISC) (National Institute of Mental Health, 1991). The parent may also be asked to rate the child according to the Children's Global Assessment Scale (Bird, Canino, Rubio-Stripec, & Ribera, 1987; Shaffer et al., 1983) or the Liebowitz Social Anxiety Scale (Liebowitz, 1987). Ideally, the child should answer the questions on these scales, but if they refuse the parent's answers are recorded. There are several self-rating scales usually used for the child such as the Children's Depression Inventory (Kovacs, 1980/1981) and the Social Behavior Scale (Watson &

Friend, 1969). Parents are often needed to help with the administration of such scales (Dummit et al.).

In addition to rating scale data, it is important to gather information regarding the history of SM for the referred child. Asking questions about the development and progression of the disorder will accomplish this task. A treatment history should also be taken to ascertain if the child has had any psychological, medical, or speech treatment for the symptoms of the disorder. Lastly, it is very important to obtain a school experience history from both parents and teacher(s). Often a parent does not have the best knowledge of the child's experience in school. Children with SM, though they speak freely at home, usually do not talk about school at home (Ford et al., 1998).

Other assessment tools sometimes include a questionnaire to assess for Asperger's disorder, since children with that disorder also have trouble in social situations. Further, medical reports about the birth and subsequent check-ups are essential. An intelligence score should be obtained by administering the non-verbal portions of a standardized intelligence test. Additional data should also include audio taping the child at home to assess if speech is normal (Kristensen, 2000).

### Treatment

Many different types of treatment have been implemented and several have met with moderate success. However, data suggest that a systematic, multidisciplinary approach involving a team of professionals all working toward the same goal of creating an individualized plan for the child works best (Giddan, Ross, Sechler, & Becker, 1997). Originally, primitive treatments involved taking the selectively mute child from their homes and putting them in an institution. This method met with no success. Psychodynamic efforts have also been attempted. These treatments rely on the assumption that the selectively mute child is either orally or anally fixated and is trying to punish his/her parents by refusing to speak. It is also hypothesized that the child is attempting to return to a preverbal stage of life. Treatments based on this theory, however, have proven to be extremely ineffective (Giddan et al.).

Behavioral efforts have proven to be the most successful. The techniques used in this method include reinforcement, stimulus fading, token procedures, shaping, and/or prompting. In terms of reinforcement, positive rewards are given for speaking and rewards are withheld for mute behaviors (Blum

# Fifth Annual CDSPP Mid-Winter Meeting Held in Deerfield Beach, Florida: School Psychology Goes to the Beach

**Steven G. Little**  
**Hofstra University**

The weekend of February 1-3, 2002 saw the Council of Directors of School Psychology Programs (CDSPP) return to the Embassy Suites Deerfield Beach Resort in Deerfield Beach, Florida for their Fifth Annual Mid-Winter Meeting (4th at this location). I believe I am speaking for everyone in attendance when I say that this was the most successful meeting ever. Eighty-five people attended from universities and organizations across the United States and Canada and the weather cooperated by being warm (highs in the low 80's) and mostly sunny. Attendance was slightly affected by a major snowstorm that hit the Midwest, but for those in attendance snow was only a distant memory.

The day prior to the conference **Susan Zlotow** from the APA Office of Program Consultation and Accreditation and **Cindy Carlson** provided a Self-Study Training workshop. The meeting began officially on Friday morning with a welcome and introduction from **Lisa Bischoff** of Indiana State University, CDSPP Chair and Program Coordinator. This was followed by the keynote address by **Cynthia Belar**, Executive Director of the APA Education Directorate. The morning sessions began with a symposium chaired by **Tom Kratochwill** of the University of Wisconsin on the Evidenced-Based Intervention Task Force that he co-chairs. Joining Tom to discuss this topic were committee members including **Sandy Christenson**, **Bonnie Nastasi**, and **Ronda Talley**. After a break, with refreshments courtesy of **Jim Gyurke** and **PAR**, the morning concluded with **Bill Strein** of the University of Maryland chairing a symposium on School Psychology Internships. This symposium included presentations by **Diane Estes**, **Conni Patterson**, and **Alan Coulter** from the Louisiana School Psychology Internship Consortium on "life skills support for interns" and **Cindy Carlson** of the University of Texas on CoA proposed changes regarding internships. Lunch was provided to all in attendance courtesy of **Larry Hanken** and **AGS**. At lunch **Tom Fagan** of the University of Memphis acted as MC and gave away a number of attractive

door prizes donated by conference sponsors and attendees. The Friday program concluded with simultaneous "Chat-in-the-Sun" sessions. These were informal discussions on important topics held around the pool. Tom Kratochwill led a discussion on evidence-based interventions, Cindy Carlson held court on accreditation issues, and **Walt Pryzwansky** of the University of North Carolina conversed with attendees on school psychology synarchy. The day concluded with a complimentary manager's reception and great conversation on the patio.

Saturday began with a symposium entitled "Increasing Interest of Graduates in Academic Careers." This symposium was chaired by **Steve Little** and **Angeleque Akin-Little** of Hofstra University and included presentations by **Kevin Stark** of the University of Texas, **Tom Kratochwill** of the University of Wisconsin, **Ed Shapiro** of Lehigh University, and **Rich Nagle** of the University of South Carolina. In addition, Steve and Angeleque presented data they collected on programs' record of producing academicians. The morning concluded with a presentation by **Ron Palomares** of the APA Practice Directorate on reports from the Surgeon General relevant to children and schools and an update on activities in the Practice Directorate. The program concluded with a luncheon compliments of **Judith Treavor** and **David Schwartz** of the **Psychological Corporation** and included the business meeting and Tom Fagan giving away even more door prizes. In fact, everyone in attendance at the lunches went home with a prize. While some people left to fly home Saturday afternoon, many others stayed to lounge by the pool or on the beach, play tennis, or just enjoy the sun.

The meeting was a huge success. In addition to having organized presentations and being able to interact with colleagues on a formal and informal basis for two days, the meeting allowed participants to gain a tremendous amount of useful information. No meeting such as this can succeed without a great deal of hard work by dedicated individuals. **Lisa**

**Fifth Annual CDSPP Mid-W Inter Meeting Held in Deer field Beach, Florida: School Psychology Goes to the Beach**

**Bischoff**, of Indiana State University organized the program, **Tom Fagan** of the University of Memphis did an incredible job in making all of the local arrangements, **Bill Strein** of the University of Maryland organized a roommate matching service, and **Steve Little** of Hofstra University handled the registration. All board members (**Lisa Bischoff**, **Terry Gutkin**, **Steve Little**, **Walt Pryzwansky**, **Chris Skinner**, and **Bill Strein**) contributed to the program development and in making the meeting a success. In addition, this type of meeting cannot be successful without adequate financial support. **AGS** (represented by **Larry Hanken**), **Psychological Assessment Resources** (represented by **Jim Gyurke**), the **Psychological Corporation** (represented by **Judith Treloar** and **David Schwartz**), and **Barry University** were all very generous in their financial support. In addition, the **National Association of School Psychologists** and **Jerome M. Sattler Publishers** donated books and other materials that were raffled off during the luncheon. CDSPP and all of those in attendance are greatly appreciative.

The conference was very well attended with individuals from 60 universities/programs/etc. represented. The following universities or organizations had at least one representative at the meeting: **Alfred University** (Ed Gaughan), **AGS** (Larry Hanken), **American Psychological Association** (Cynthia Belar, Ron Palomares, and Susan Zlotlow), **Ball State University** (David McIntosh), **Barry University** (Joe Perry and Agnes Shine), **Duquesne University** (Georgeana Tryon), **Fairleigh Dickinson University** (Ron Dumont), **Fordham University** (Vinny Alfonso), **Georgia State University** (Joel Myers), **Hofstra University** (Angeleque Akin-Little and Steven Little), **Illinois State University** (Kathy Hoff and Mark Swerdlik), **Indiana State University** (Lisa Bischoff), **Indiana University** (Jack Cummings), **Indiana University of Pennsylvania** (John Quirk), **Lehigh University** (David Miller and Ed Shapiro), **Louisiana School Psychology Internship Consortium** (Alan Coulter, Diane Estes, and Constance Patterson), **McGill University** (Jacob Burack), **New York University** (Iris Fodor), **North Carolina State University** (Bill Erchul and Ann Schulte), **Northeastern University** (Chieh Li and Ena Vazquez-Nuttall), **Ohio State University** (Antoinette Miranda and Wendy Nauman), **Oklahoma State University** (Gary Duhon and Terry Stinnett) **Pace University** (Barbara Mowder), **PAR** (Jim Gyurke), **Penn State University** (Barb Schaefer), **Psychological**

**Corporation** (Judith Treloar and David Schwartz), **Rutgers University** (Kenneth Schneider), **Seattle Pacific University** (Janine Jones) **St. John's University** (Raymond DiGiuseppe), **Teachers College**, **Columbia University** (Stephen Peverly), **Temple University** (Joseph Rosenfeld and T. Chris Riley-Tillman), **Texas A&M University, Texas Women's University** (Dan Miller), **Tulane University** (Stacy Overstreet and C. Chrisman Wilson), **University at Albany - SUNY** (Deborah K. Kundert), **University at Buffalo - SUNY** (LeAdelle Phelps and Steve Truscott), **University of British Columbia** (Bill McKee), **University of California-Berkeley** (Nadine Lambert), **University of Connecticut** (Melissa Bray, Sandra Chafouleas, and Tom Kehle), **University of Maryland** (Bill Strein), **University of Massachusetts** (Gary Stoner), **University of Memphis** (Tom Fagan and Randy Floyd), **University of Minnesota** (Sandy Christenson), **University of Nebraska, Lincoln** (Beth Doll), **University of Northern Colorado** (Ellis Copeland), **University of North Carolina** (Walt Pryzwansky), **University of South Carolina** (Richard Nagle), **University of South Florida** (George Batsche, Kathy Bradley-Klug, Mike Curtis, and Kelly Powell-Smith), **University of Southern Mississippi** (Dan Tingstrom), **University of Tennessee** (Chris Skinner), **University of Texas** (Cindy Carlson and Kevin Stark), **University of Utah** (Elaine Clark), **University of Washington** (Jim Mazza), **Valdosta State University** (Larry Hilgert and Kerry Hinkle) **Western Michigan University** (Ruth Ervin), and **Yeshiva University** (Abe Givner)

Next year CDSPP will return to the Embassy Suites Deerfield Beach Resort January 31 and February 1. In addition to the 2002 meeting, the 1998, 1999, and 2001 meetings were also held at this site. Those in attendance were near unanimous in their desire to return to this all suites hotel where amenities include complimentary breakfast and happy hour. The program has yet to be set, but I am sure it will prove valuable to anyone interested in training issues in doctoral school psychology. If you have an interest in presenting at next year's conference please contact Lisa Bischoff or another member of the CDSPP board. Mark it on your calendars now and make plans to join us under the Florida sun next winter.



# Chronicle of a Disaster: School Psychology's Response

**Laura Barbanel**  
**Brooklyn College**

**A**s a psychologist and as a New Yorker, the events of September 11 involved me in a professional and a personal way. The WTC is just across the bridge from my home and private office. My Brooklyn College office is a bit further away, but psychological needs became immediately apparent there as well. It is now clear, as the tragic dust settles, that the residual and fallout will impact on us all, both as individuals and as psychologists, for a long time, in ways that we can and cannot envision at this point.

When the tragedy hit, I, as did other psychologists, sought to figure out where I could be of use. There was so much confusion those first days, coupled with difficulties in communication, that in itself was difficult to determine. Because of the proximity to the WTC, our phone lines, email and TV reception were affected to varying degrees. I was first asked to go to a police academy in lower Manhattan where there was a need for psychologists, but I could not make contact with them and could not get there. The bridges and tunnels and the subways into Manhattan, were all closed except to rescue workers. Since I have been part of the NYSPA DRN for some time, I was called to register at the Red Cross for this disaster and then told, "No, the need is somewhere else." When my email started to function, there were hundreds of emails from psychologists wanting to help, some who were able to get through the confusion and work. Many were frustrated because they could not get through or had been turned down by the Red Cross because of the confusion.

I ended up working in a number of settings: Shelters for displaced people, the "Compassion Center" which was set up for the families of individuals who were "lost" and at a "Service Center" for people who were working at the WTC who needed economic and other help as well as for people who were displaced from their homes because of the disaster.

The breadth of these experiences begins to demonstrate the breadth of this Disaster. The Compassion Center was the saddest. Set up in an Armory, here families of victims, people who were



last seen in the WTC and were "lost," came to look through hospital lists to see if perhaps their loved ones could be found. Rarely was anyone located. The hospitals in NYC had been on alert for emergency care. The doctors waited in vain. There weren't many admissions because so many were "lost," the euphemism for those that perished.

Eventually, several "service centers" were set up. The most comprehensive one was pier 94. Here, a comprehensive set of services was made available. There were services for families of victims, people who lost their homes, and people who lost their jobs. There was a special room for children with soft animals and psychologists to talk to them. There were chaplains and therapy dogs.

What did we do as psychologists? Not therapy as we know it, but "emotional first-aid" as we came to name it. Some families were very contained and did not wish any emotional help. Others sat down and wept and wanted contact. A man from India asked me if I could speak to his young, pregnant wife about the loss of her brother. A worker asked me to speak to a young African-American man who was looking for a woman who had at the time of the attack fallen down on the ground in front of him, told him she was not going to make it, and gave him her student ID card and her keys. Weeping he told me that he felt he hadn't helped her enough. He was hoping to find that she had survived. In the meantime he was walking around with her keys and ID card.

In the armory the walls were plastered with pictures of people who were lost. To me it seemed as if they were all 28 years old. The pictures are all of happy occasions, a wedding, a boating trip, a father holding a child. So many of the people looking were the parents of the victims. But there were

**Chronicle of a Disaster: School Psychology's Response**

**“I was particularly struck with the acts of generosity and graciousness displayed by people...”**

wives and husbands and girlfriends and boyfriends. There were the representatives of various governments who were looking for their citizens who had been working there. It would be their job to inform the families of the deaths of their loved ones.

The headlines tell you of the large companies that "lost" thousands of people. Talking to immigrant parents of an only son who was lost, to the husband of a woman who perished and left three small children all under five, to the brother of a woman whose husband is lost and cannot bear to come to this place, gives you yet another picture of this tragedy. Responding in this calamity is different than the responses we have been trained to make. First of all, we need to be sensitive to whether to respond altogether. Some people want help and can ask for it. Others would rather be left alone to find their own resources. Many, however, would like help and cannot reach out. To distinguish between the latter two types of people requires sensitivity that we are rarely asked to have.

I have worked with people with PTSD and in disasters before. This catastrophe is different in a number of ways. The magnitude is larger than any one has experienced before and the systems set up to deal with it involve more agencies and governmental bodies, both city, state and federal. In places there was overlap of services and in places there were and are gaps. As psychologists working in it, we ourselves are traumatized in a way that we do not find ourselves when we go into other kinds of disasters.

There are many heroes in this tragedy. The heroism of the firefighters and other rescue workers has received a great deal of deserved press. At this time, several months after the event, there is still work to be done by these heroic men and women. Less mentioned but certainly worthy, are the teachers and school psychologists who responded to the need immediately, in the crisis, and in the post crisis phase that we are in now. Teachers in the schools closest to the WTC had to lead their children to safety. In a cloud of smoke and debris the teachers of children as young as 4 and 5 linked hands with their students and led them the many blocks to safety. There were 8000 students in eight Manhattan schools that are in that area of the city. All of the children reached physical safety. School personnel did what they do every day, they kept children safe. The New York City Schools were closed the next day, but school psychologists and other pupil personnel staff attended special sessions on handling the emotional fallout for children, parents, and staff.

School psychologists developed programs in their schools and saw and continue to see children and families and to assist teachers affected by the disaster. In the months since the disaster, school psychologists are helping teachers help comfort and engage their students. Since none of us ever experienced an event of this size, we are all struggling to find our way.

School psychology programs and program faculty were likewise drawn into the aftermath. In my position at Brooklyn College I was asked to be part of a group that developed the college's response to the disaster, one that would serve students, faculty, and staff. Students needed to understand how to deal with the tragedies being presented at their field sites. We held a training session for our students with an expert in crisis intervention. Programs were developed, assistance given, responses improvised. Workshops were developed and provided for students and faculty at the college. I personally was asked to provide training for psychologists both inside and outside of the schools to help them cope with the trauma that is around them as well as their own secondary trauma.

In my work within this tragedy, I was particularly struck with the acts of generosity and graciousness displayed by people related to this tragedy. The newspapers showed pictures of potential blood donors lined up around the block, waiting to donate blood. There were many other acts of kindness, both larger and smaller. In the Red Cross headquarters there were cookies baked by children from local schools, letters sent by children from schools further away, letters of comfort. The gifts of food, clothing, and other items requested for the rescue workers and families of victims were overwhelming. The Red Cross could not handle the number of volunteers that showed up. Thousands of people had to walk across the Brooklyn Bridge to get home that evening. Individuals in Brooklyn Heights got water and cups from local supermarkets and handed out water to people as they came off the bridge. Court officers from the Brooklyn courthouses were there to assist people who, unaccustomed to the strenuous walk, needed medical assistance. One of the most touching experiences that I had was when I left the Red Cross headquarters late one night and I was stopped by a police officer who asked me if I wanted a free taxi ride home. I told him that I was heading for Brooklyn. He said that was fine. In front of the Red Cross headquarters was a line of taxis standing, prepared to take people involved in this effort home. This was their volunteer service. I

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entered a cab driven by a Seikh driver. His English was broken, but he wanted to tell me his story and to hear mine. The Red Cross had debriefed me before that, but this was my real debriefing for the day.

There were many heroes in this tragedy. As school psychologists we can be very proud of the heroism displayed and continuing to be displayed by our colleagues. As a profession, psychology responded to the crisis in a way that was helpful and enormously respected. School psychologists were in the forefront in their roles in the schools, where children and their parents needed help. What we are facing now in the wake of September 11 is equally challenging. The threat of bio-terrorism and the need to develop resilience in our children are issues that need to be confronted. The APA Board of Directors

has a subcommittee on Psychology's Response to Terrorism, which is now developing psychology's response as a profession. Each of us as individual psychologists will also be in a position to respond in our own communities. Psychology has much to offer and much work to do.

*Laura Barbanel, Ed.D., ABPP, is on the Board of Directors of the American Psychological Association. She is Professor and Program Head of the Graduate Program of School Psychology at Brooklyn College of the City University of New York and in private practice in Brooklyn Heights. She had been in the NYSPA DRN for some time and has been involved in the WTC disaster relief work.*

## Report from Council of Representatives Meeting

**Cindy Carlson & Steve DeMers**

**T**his article reports on the major issues that were either passed or discussed at the recent Council of Representatives (CoR) meeting, Feb. 4-17, 2002, in Washington, DC.

Incoming APA President, Phillip Zimbardo, reported on his initiatives for the 2002 year. These include highlighting evidence for the effectiveness of psychology as demonstrated in empirical studies, giving psychology away via the media, the publication of a high school psychology textbook, and the promotion of national high school psychology science fairs. Similarly, APA has entered into a consulting contract with NBC to include useful psychological information in television programming APA has developed a public information pamphlet on Shyness as another example of giving psychology away.

A major concern of APA and CoR is the search for a new CEO to replace Raymond Fowler. While no one thinks Ray Fowler is replaceable, CoR was briefed on the process and requested to provide input on relevant criteria for the CEO to the executive recruitment firm that has been hired to undertake the search.

A second major issue discussed at CoR is a projected 2002 APA budget deficit of \$1,585,600. Several factors were identified as related to the deficit including the economic recession that signifi-

cantly lowered the value of stock investments and a changing revenue stream as APA increases investment in licensing of psychology software products (e.g., Psychinfo), as well as print publications. Division 16 members should be reassured that APA, the Board of Directors, and CoR all appear to be taking the budget deficit very seriously and will be taking appropriate action to reduce the deficit for 2003 and 2004. It was clear from the discussion that there will be no increase in annual dues related to the budget deficit. It should also be noted that APA is very wealthy in terms of overall assets, just cash poor temporarily!

Related to School Psychology, CoR approved permanent divisional status for the American Society for the Advancement of Psychopharmacotherapy and Family Psychology as a specialty in psychology. An additional two years of funding was also provided for the ad hoc Working Group on Children's Mental Health to permit the execution of recommended action steps. Rick Short serves as the Division 16 representative to that working group.

## TEST REVIEW

# Pictorial Test of Intelligence - Second Edition (PTI-2)

**William Strein**  
**University of Maryland**

**B**efore there was a Test of Nonverbal Intelligence-Second Edition (TONI-2; Brown, Sherbenou, & Johnsen, 1990), Comprehensive Test of Nonverbal Intelligence (CTONI; Hammill, Pearson, & Wiederholt, 1997) or Universal Nonverbal Intelligence Test (UNIT; Bracken & McCallum, 1999), there was the Pictorial Test of Intelligence (PTI; French, 1964). Although the original PTI was designed to be used with children with and without disabilities, its development and use focused heavily on its application to the assessment of children with physical disabilities. At the time of its publication, the PTI represented a substantial advance over the several contemporary tests using a pictorial format in two ways. First, the PTI assessed a much broader array of abilities (including similarities, quantitative, general information, form discrimination, short-term memory) than the then-common nearly sole emphasis on receptive vocabulary. Second, it was exceptionally well-standardized, setting a standard that was only later matched by the more widely-used tests. However, in recent years the original PTI has fallen into nearly total disuse. The very dated norms (i.e., 1964), low subtest reliabilities, and the availability of several "modern" nonverbal tests of cognitive abilities undoubtedly are the leading causes of the decline in the use of the original PTI. The PTI has now been revised (French, 2001) to become the Pictorial Test of Intelligence-Second Edition (PTI-2), the subject of this brief review. The review includes a description of the test, a discussion of its conceptual underpinnings and technical qualities, and summary comments.

## Description of the PTI-2

Like the original PTI, the PTI-2 employs an entirely multiple choice format in which the child chooses from one of four possible alternatives for each item. Items are presented in the now-standard "easel format," on 8 x 11 inch, black and white cards in a spiral bound book. Typically, the child responds by pointing to the desired choice. However, examiners may obtain responses from children with physical disabilities by using eye localization or by pointing to each response alternative in turn and accept-

ing whatever "yes/no" response the child ordinarily uses to communicate (an effective, but exhausting procedure with which this reviewer has considerable experience). Basal and ceiling procedures allow for administration of only a subset of the items. The PTI-2 is a brief test, typically requiring 15 – 30 minutes. The PTI-2 is not a "nonverbal" test. Although the test does not require any verbal responses from the child, the items are presented verbally by the examiner and one of the PTI-2's three subtests is a test of verbal abilities. The PTI-2 can be used with children ages three to eight.

Three subtests comprise the PTI-2. Verbal Abstractions contains a mixture of items from three different subtests on the original PTI and includes traditional single-word picture vocabulary items (18 items), items that require the child to comprehend a verbal description of a word or concept (e.g., "Find the one we drink") (9 items), and items that require categorical classification (e.g., "Find the one that is not like the others") (11 items). Because the picture vocabulary type predominates in the early items, it is possible that this subtest taps different subtypes of verbal abilities for younger or less-able children. Form Discrimination includes matching figures (17 items), a gestalt-closure-like task that requires the child to match a partial figure to its completed whole (7 items), matrix reasoning (3 items), and finding parts embedded in a larger whole (3 items). Many of the figures are quite complex. Quantitative Concepts (30 items) includes a variety of items, most of which require understanding or application of concepts, as opposed to simple arithmetic.

The PTI-2 produces standard scores ( $M = 10$ ,  $SD = 3$ ) and percentiles for its subtests and composite IQ ( $M = 100$ ,  $SD = 15$ ), and percentiles for the test composite score. Although age-equivalent scores are also provided for the subtests, the PTI-2 Manual devotes two paragraphs, with literature reference citations, to explaining why the use of such scores is a bad idea. The manual states, "Because these [age equivalent] scores are often required for administrative purposes, PRO-ED continues to provide them (reluctantly)" (French, 2001, p. 24) – a curious state-

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### **Pictorial Test of Intelligence-Second Edition (PTI-2)**

ment. Standard errors of measurement for standard scores are provided at each age level for both the subtests and the composite score. However, the test protocol does not include space for indicating confidence intervals – an unfortunate omission.

Consistent with the PTI-2's conceptual model and much current professional negative opinion on subtest profile analysis (e.g., Watkins, 2000), French (2001) cautions against interpreting inter-subtest differences on the PTI-2 and does not provide tables for doing so.

#### **Conceptual Underpinnings**

The PTI-2 is based on a clearly articulated conceptual framework, namely, a heavy focus on the measurement of Spearman's "g" resulting in the overall composite IQ (hence the downplaying of subtest analysis mentioned above). Citing Carroll's (1993, 1997) recent writings on hierarchical models of intelligence and the implicit or explicit emphasis placed on "g" by many of the authors of the most commonly used cognitive abilities tests, French (2001) is unapologetic in his defense of the measurement of "g" as being the primary and best use of intelligence tests. Accordingly, those who favor a "multiple intelligences" approach or the Cattell-Horn (Horn & Noll, 1997) version of the modern Gf-Gc theory, which de-emphasizes "g," will likely find the PTI-2 to be less appealing. The PTI-2 Manual includes a very nice and well-referenced, brief historical overview of theories of intelligence.

#### **Technical Qualities**

The PTI-2 was standardized on 970 children in 15 states. Compared to 1997 census estimates, the standardization sample seems to be well-matched to the population in terms of geographic area, gender, race, ethnicity, parental education, and disability status. There is some over-representation of urban vs. rural children, and some skew toward lower and lower-middle income groups. Internal consistencies (coefficient alphas) of the subtests (.80 - .91; average - .88) and the composite score (.92 - .95, average - .94) are very good across all age levels, and appear to be similar across gender, ethnicity (European-African-, Hispanic- and Asian-Americans), and special education status (LD, MR, speech). The Verbal Abstractions subtest showed inadequate internal consistency for a small ( $N = 15$ ) group of gifted children. The manual reports excellent 2-week test-retest reliability for the composite score (.91), with more modest stability (.57 - .69) for the three subtests. However, this information comes from a single

study of only 27 children in one location.

The PTI-2 Manual (French, 2001) includes extensive information on validity of the test, as well as discussion of validity concepts in general. Item-selection information and item-analysis data look good. In terms of structural validity, the author presents convincing information to support the PTI-2 as a unidimensional scale, consistent with its conceptual rationale. Growth curves across age are consistent with the presumption that "g" increases with age during preschool and the early elementary years. "Differential item functioning analysis," a sophisticated statistical procedure, found only 7 of 98 original items that showed inter-group differentiation across ethnicity or gender. After review, six of these items were eliminated. In terms of group mean differences on the composite score, the PTI-2 shows about a one-half standard deviation difference between European-Americans and African-Americans or Hispanics – a difference that is smaller than on some other widely used tests. Concurrent validity data compared to the Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R; Wechsler, 1989) suggest considerable overlap in constructs being measured ( $r$ 's = .45 - .64), as do correlations with the Cognitive Abilities Scale-Second Edition (CAS-2; Bradley-Johnson & Johnson, 2001) ( $r$ 's = .67 - .80). However, the data presented in the manual are derived from small samples; the CAS-2 data are exclusively from a sample of three-year-old children, only one of the six year-levels covered by the PTI-2. Similarly, the manual reports substantial correlations with tests of "early reading ability" ( $r = .64$ ) and "early math ability" ( $r = .65$ ), but again on a small sample of three-year-olds. Clearly, additional validity data are needed from larger samples and studies that coincide with the entire age range covered by the PTI-2. Nonetheless, the available data provide support for the test's validity as a measure of the "g" construct.

#### **Summary**

The PTI-2 is a much-needed revision of the original, if the PTI is to remain a part of the testing repertoire. It represents an addition to the nonverbal and pictorial subset of cognitive abilities tests in two important ways. First, like the original PTI, the PTI-2 taps a wider range of item types and skills than does the popularly-used Test of Nonverbal Intelligence-Third Edition (TONI-3; Brown, Sherbenou, & Johnsen, 1997) which focuses on "abstract/figural problem-solving" (p. 28), although the C-TONI (Hammill, et al., 1997) and the UNIT (Bracken &

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**Pictorial Test of Intelligence-Second Edition (PTI-2)**

McCallum, 1999) probably tap a yet-wider range of abilities. Second, the PTI-2 covers the 3-8 year age range, extending the testable range two years below the UNIT and three years below the TONI-III and C-TONI, making the PTI-2 a very useable test with preschool children and older children (through 8-11) who have moderate or severe developmental delays. Compared to the original PTI, the PTI-2 is much easier to administer – the original version used larger cards that had to be individually placed on a standing metal tray, essentially one item at a time. Although more convenient, something has been lost with the more "modern" format; the large-format cards allowed for easier use with children with severe motoric handicaps. For use with nondisabled children or those with mild disabilities, the PTI-2 is very user-friendly. Information provided in the manual support the validity of the PTI-2, but some of these data are limited by small sample size or narrow age ranges. Unfortunately, there appear as yet to be no published studies on the PTI-2 other than the data reported in the manual. Additional psychometric studies on larger samples and over the entire age-range covered by the PTI-2 would add substantially to the clinician's confidence in using this test.

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## Yes, the Location Makes a Difference

**Ronald S. Palomares and Meryl S. Icové**  
**American Psychological Association**

“does it matter if the school psychologist does this work in a private office or in a school?”

**S**chool psychologists conduct assessments of students almost on a daily basis. Whether done in a school or in a private office, the assessment process is the same, right? The school psychologist reviews records, gathers information from a variety of sources, administers several assessment tools, looks at the child's environment, etc. From all of the information gathered, the school psychologist then determines the degree to which the behaviors, symptoms, and presenting problems are interfering with the student's academic, social, or emotional progress. A treatment plan is developed and coordinated.

So, does it matter if the school psychologist does this work in a private office or in a school? Yes, the location makes a difference. The lack of supervision available in a private office contrasts sharply with how school psychologists function in school settings.

In a school setting, oversight of a school psychologist's work is inherent in the nature of the school system. For example, in the special education context, although a school psychologist conducts assessments and makes recommendations as to the placement and treatment for each student, the final decision regarding the student is made by the Individualized Education Plan (IEP) team. In addition, all employees of a school district have at least one supervisor (another school psychologist, special education directors, district or building administrators, etc.) who conducts ongoing evaluations of the school psychologist and his/her performance. The school psychologist employed by a school district is not acting without supervision.

# The Commentary Section

**In our first issue of *The School Psychologist* (TSP; Volume 55, Number 1), we announced a new addition for the newsletter, The Commentary Section. This section functions similar to that of the *American Psychologist* and presents members' thoughts and critiques of articles published in TSP or other journals, current events, or discussions sent on the various school psychology listserver. It is our hope that this new section will serve as a platform for thoughtful scholarly debate and discussion. Below are the comments of recent TSP articles.**

**Volume 55, Number 4 (Fall, 2001): "Re-Examining the Rorschach Test in School Psychology Practice" by Jed Yalof, Pamela P. Abraham, Barbara Domingos, and Bonnie Socket.**

I just read with great interest the article on the recommended use of the Rorschach test in school psychology practice in *The School Psychologist* (vol. 55, no. 4). I must say that the authors' argument for the use of the Rorschach Test in the practice of school psychology was not convincing. While I appreciate the piece in *The School Psychologist* was not intended to be comprehensive, I do feel that the article paid short shrift to the limitations of the Rorschach and moved very quickly into what the authors identified as the possible uses and value of this instrument.

Specifically, the statement that ". . . the Rorschach provides valuable descriptive and diagnostic information about personality functioning, perception, and cognitive style when evaluating youngsters who have significant behavioral, ideational, and emotional problems" is not supported by the current empirical evidence. As Lilifield, Wood, and Garb (2000) among others (e.g., Dawes, 1993) note, Exner's CS has less than adequate psychometric properties, the CS norms have a tendency to overpathologize individuals, the factor structure of the CS variables does not correspond to what theory would predict, and the validities of the Rorschach are weak. As such, the Rorschach variables do not demonstrate consistent criterion related validity to psychological disorders or personality variables. I have seen no norms for young children never mind children of varied ethnicities.

Equally as important, however, is the notion of incremental validity, which is to ask, "what more does this instrument give me than what I already have?" The evidence would suggest not much if anything. For example, the Systemic Screening for Behavioral Disorders (Walker & Severson, 1992) provides a relatively straightforward multiple gating procedure for identifying elementary school age children who show either externalizing or internalizing

behaviors. This assessment utilizes multiple methods of assessment (e.g., teacher rating, norm referenced scales, and direct behavioral observation) to identify children at risk for externalizing or internalizing behaviors. This assessment tool has strong psychometric properties. The Rorschach is empirically weak, has low interrater scoring reliabilities, etc. and adds little incremental utility over other assessment tools. In addition to extreme limitations as a diagnostic tool, the Rorschach offers little in terms of developing effective interventions for the identified problems. This instrument essentially requires that the assessor engage in the highest order inferences about the internal processes of the child. Such inferences are untestable and simply add more confusion to the assessment process. The more the inference is removed from observable data the less valid, reliable, and useful the assessment becomes.

In terms of professional training and development, the *Blueprint For Training in School Psychology* published by NASP requires that training programs teach empirically validated methods of assessment and intervention. This is also true for APA. Based on the current empirical evidence, I do not see that the Rorschach falls into the empirically valid assessment tool category. Finally, IDEA 97 has been a concerted attempt to take a functional and behavioral approach to improving outcomes for children identified as at risk for school failure both academically and socially/emotionally. This statute requires that assessment be linked to operationally identifiable problems in the student's functioning with measurable goals and outcomes. The Rorschach again falls well short in this area.

While I obviously disagree with the authors' recommendations regarding the Rorschach, I do appreciate their contribution to TSP and this important discussion of assessment and intervention. I plan to include your piece as part of required reading for my school psychology practicum next semester.

Sincerely,

William J. Mathews, Ph.D.  
Professor of School Psychology  
University of Massachusetts

**The Commentary Section**

“I recently read the article on the use of the Rorschach in the Schools in *The School Psychologist* and found it extremely interesting.”

I enjoyed the article entitled "Re-Examining the Rorschach Test..." in *The School Psychologist*. I incorporate the Rorschach into my assessments here in Akron whenever possible, and it is good to see the Rorschach being mentioned in publications for school psychologists. This is a topic greatly missing from the literature. I was particularly interested in Bonnie Socket's article concerning the use of the Rorschach to differentiate between SED and social maladjustment. Congratulations to the authors on writing a great article!

Sincerely,

Bradd Falkenberg, Ph.D.  
Psychologist, Akron Public Schools

I am a clinical psychologist who is currently working at Cheltenham School District. I recently read the article on the use of the Rorschach in the Schools in *The School Psychologist* and found it extremely interesting. For my dissertation a few years ago, I looked at the Rorschach as a neuropsychological instrument on adults with varying degrees of brain-injury.

I think that the Rorschach can be extremely valuable for school assessments. However, like most districts, we not have the scoring system available in our district. In addition, the use of this instrument is discouraged because administrators feel that behavioral data are safer. I believe that this comes from a fear of lawsuits.

In my work as a school psychologist, I am constantly faced with having to discriminate between students who are "socially maladjusted" and/or "emotionally disturbed." Therefore, I was particularly interested in the research done by B.C. Socket and would like to obtain the paper Socket presented at the symposium conference in New Mexico.

Sincerely,

Meridith Selekman, Psy.D.

**Volume 55, Number 4 (Fall, 2001): "Beyond the academic rhetoric of 'g': Intelligence testing guidelines for practitioners" by James B. Hale and Catherine A. Fiorello.**

The article, "Beyond the academic rhetoric of 'g': Intelligence testing guidelines for practitioners" was published at a time when there is great debate in the school districts of South Carolina as to the appropriateness of subtest or factor analysis in the determination of eligibility for special education services under the category of learning disabled. As a

practicing school psychologist, I have found myself advocating not for a "cookbook" approach to eligibility for services, but rather decisions made at the federal, state, and local district levels based upon research and sound science. This article demonstrates clearly why federal and state lawmakers should get out of the educational decision making business.

The authors of this article provide clear and compelling evidence as to why the interpretation of a global IQ score is inappropriate when there is significant subtest variability. Unfortunately, many practitioners in the field of school psychology appear to have forgotten their roots in the science of psychology and are quick to depend on the same practices which have been in place since entering the field. Hale and Fiorello (2001) are quick to point out that so often school psychologists put aside what was learned in graduate training programs. Perhaps this departure from the thoroughness of our training is not intentional but represents outside pressure from state and federal agencies. Oftentimes, adherence to these state and federal guidelines is a necessary evil as the local educational agencies are heavily dependent on funding from these bureaucracies.

The authors encourage school psychologists in the field to once again become scientist-practitioners. With this article, Hale and Fiorello (2001) attempt to empower school psychologists to improve their problem solving skills both through the consultative model and through appropriate assessment techniques. It is the right time and place for school psychologists to accept this challenge, to change the assessment-placement mentality, and to embrace our roles as scientists with the proper tools and knowledge to change children's lives. The Cognitive Hypothesis Testing Model endorsed by Hale and Fiorello (2001) is one model to accomplish this change. The guidelines presented on making intellectual assessment meaningful for interventions provide scientist-practitioners with clear guidelines for entering a new age of "Best Practice."

Jennifer E. Underwood Prazak, MA.  
School Psychologist  
Lexington School District One  
Lexington, SC.

Please e-mail all submissions about any article for *The Commentary Section* to: [LReddy2271@aol.com](mailto:LReddy2271@aol.com)

# Invitational Conference on the Future of School Psychology November 14-16, 2002

**Jack Cummings**  
**Indiana Univeristy**

At the 2001 NASP convention, a meeting was convened of representatives from organizations representing school psychology in the United States and internationally. Among those represented at the meeting were the presidents/chairs of the American Academy of School Psychology, American Board of School Psychology, Council of Directors of School Psychology Programs, Division 16 of APA, International Association of School Psychologists, National Association of School Psychologists, Trainers of School Psychologists, and the Society for the Study of School Psychology. At the initiation of the Interorganizational Committee of NASP and APA, a futures conference was proposed for the purpose of assessing the status of the profession and planning for the future. The conference is needed

due to the changing face of education, the demographic trends of the population, and the fact that school psychology is facing a personnel shortage within the near future. The individuals present at that meeting endorsed the concept of a futures conference, and since that time several planning meetings, led by representatives of NASP and APA, have taken place.

While each of the organizations involved in planning this conference will send representatives to it, the decision has been made to open the conference to school psychologists who have an interest in the future of our profession and want to be involved in helping to shape it, while not necessarily being part of the leadership of the sponsoring organizations. As currently envisioned, the conference will

**Invitational Conference on the Future of School Psychology**  
November 14-16, 2002  
Indianapolis, Indiana

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

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

Telephone: (w) \_\_\_\_\_ (h): \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_ Gender: \_\_\_\_\_ Age: \_\_\_\_\_ Ethnicity: \_\_\_\_\_

Years Experience in the Field: \_\_\_\_\_

Current job title: \_\_\_\_\_

Describe your work setting (e.g., public school, area agency, university, community mental health center, etc.):

Do you work in a predominantly *rural*, *suburban*, or *urban* setting? (Circle one.)

If you work for a school district or area agency what is the ratio of school psychologist to student in your work setting (e.g., 1 school psychologist to 1500 students):

In addition to completing this form, please send us:

1. A copy of a current resume
2. A 1-3 page essay responding to the following question:

**According to current and projected demographics, school psychology in the United States is approaching a significant shortage of psychologists to meet the needs of children and schools in the 21st century. Please describe how you believe the profession should respond to this crisis. You may want to address how more professionals may be attracted to the field, but we are also interested in your ideas for how the practice of school psychology might be able to meet the demands for service in the face of diminishing numbers of professionals to provide those services. In addition, please feel free to address how the nature of training should change to respond to the shortage.**

Application Deadline: **June 1, 2002**  
Please e-mail your completed application to:  
Peg Dawson  
dawson@nh.ultranet.com

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**Invitational Conference on the Future of School Psychology November 14-16, 2002**

take place over a long weekend on the campus of the Indiana University in Indianapolis in the fall of 2002. Those invited to attend will be responsible for the conference fee, which covers lodging, meals and meeting costs. What they will get in return is an opportunity to interact with leaders in the field and the chance to help shape the future of the profession at a critical time in its history. We anticipate the registration, lodging, and meals to be approximately \$395 for participants wishing to share a room, and \$545 for a single room. The fee will cover lodging from Thursday through Sunday, and meals from Thursday's dinner through Saturday's lunch. Participants will be responsible for their dinner costs on Saturday evening. We ask that participants arrive by 1:00 pm on Thursday and depart no earlier than the close of the conference at 5:00 pm on Saturday.

Conference participants will be representative

of the profession as a whole, with attention to demographic variables such as age, gender, ethnic status, years of experience in the field, and geographic location. Both university faculty and practitioners will be represented. In addition, participants will be selected based on their ability to contribute in a meaningful way to the discourse on the future of school psychology. This will be assessed through an application process requiring potential participants to submit a brief essay outlining their views on 1) the practice of school psychology in the face of diminishing numbers and increasing demand for services, and 2) how the profession can use the resources at its disposal to maximize the benefits to children and schools.

Does making a contribution to the future of your profession appeal to you? If so, please go to: <http://education.indiana.edu/~div16/futures.html> or contact Peg Dawson at [dawson@nh.ultranet.com](mailto:dawson@nh.ultranet.com)

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**Children With Selective Mutism: Seen But Not Heard**

et al., 1998). Stimulus fading is the transfer of stimulus control through the attenuation of the discriminative stimulus (Kehle et al., 1998). It is usually implemented by introducing a person to whom the child does not usually speak into a setting where the child is comfortable speaking (e.g., bringing a student from the child's class into his/her house to play a game). Another behavioral technique that is gaining popularity is response initiation treatment.

The response initiation approach was first developed and studied at the Hawthorn Center and is sometimes even called the Hawthorn Center approach. In this intervention, information is first given to the parent regarding SM. Then a brief period of therapy is conducted so that the therapist can develop rapport with the child. During this time the therapist makes it very clear to the child how important it is for them to speak. At this point the therapist informs the parents that he/she will need to schedule a full day with the child. During this day, the child is required to say a minimum of one word to the therapist before he/she is allowed to conclude the therapy session (Krohn, Weckstein, & Wright, 1992). Most children speak within 1 or 2 hours of the start of the session, but it is uncommon for the session to last more than 4 hours (Giddan et al., 1997). Upon speaking, the therapist praises the child for his/her good work and the child is returned to his/her parents. The next step is to attempt to generalize the speaking to school and, at this stage, the teacher often becomes involved. This method is reported to have an 85% success rate and is reported to work almost immediately (Giddan et al.).

One of the more interesting interventions, which is usually implemented in conjunction with behavioral techniques, is the feed-forward method. It has been documented using both audio and visual techniques, but there is no evidence of one technique as more effective than the other. Kehle et al. (1998) utilized an augmented self-modeling treatment with the aide of video feed-forward. This method involves preparing 10 questions to which the child must answer more than "yes" or "no." The child is then videotaped answering the 10 questions as asked by his/her parent in the home, to provide optimal comfort for the child. Then, a person to whom the child refuses to speak (e.g., his/her teacher) is videotaped asking the same 10 questions and five new questions. The two videotapes are then spliced together so that it appears as though the teacher is asking the child questions and the child is answering them (Kehle et al.). The child is then required to watch the video at least twice a day for several weeks. Eventually, the child's classmates watch the video with him/her to increase peer acceptance. This viewing occurs only when the child feels comfortable. In Kehle et al.'s study, this video feed-forward technique was accompanied by other behavioral techniques such as reinforcement (i.e., the child received a "mystery motivator" when he/she was able to audibly ask for it in front of the class) and stimulus fading (i.e., the child plays a board game with his/her family in the classroom and as he/she feels comfortable a student from class is brought it to join the game). Kehle et al. present three successful case studies utilizing this particularly ingenious interven-



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**Children With Selective Mutism: Seen But Not Heard**

tion. They stress the importance of the combination of feed-forward with other behavioral techniques.

The audio feed-forward procedure is the same as the video procedure except with the audio procedures, two audiotapes are spliced together, one of the child answering questions from a person to whom he/she will currently speak and the other questions from someone to whom the child currently refuses to speak. Blum et al. (1998) used this intervention with three girls in combination with reward contingencies that had already been in place in the classroom for speaking. Blum et al. (1998) found that even when the person on the spliced tape was not the child's teacher, the positive results generalized to the school setting. Each of the three case studies was also successful. This evidence, in combination with the evidence given by Kehle et al. (1998) shows great support for the feed-forward method in combination with behavioral techniques in the treatment of SM.

Finally, in the age of psychopharmacology, there are, of course, some children who are treated for SM with medication. Most of the literature, however, reports medication being employed in combination with other forms of treatment such as behavioral or feed-forward. The most widely used class of drugs to treat SM are anti-depressants. Ford et al. (1998) noted that only 11 of the subject in their study were using medication to control their SM. Ten of these individuals were using anti-depressants. Of these, seven individuals reported that their SM symptoms were alleviated. This finding supports previous research (Ford et al.). Kehle et al. (1998) used fluoxetine, a Selective Serotonin Reuptake Inhibitor (SSRI), as part of the intervention for one child on the basis of past reports of success with the drug to treat SM. The drug was also successful in the treatment of this particular child. Further research should be conducted in this area, however, before definitive conclusions can be made.

A final note of caution in the assessment and treatment of selective mutism should be given to the clinicians and school personnel. One must be very wary of labeling children with SM as having speech or language disorders, for this label can misdirect treatment away from the psychological problems underlying the failure to speak.

In conclusion, there is currently no consensus among researchers about possible etiological factors of SM. However, the developmental course is well-defined as beginning around the age a child starts school and usually lasting several years. The best

treatments appear to be behavioral methods implemented in a multidisciplinary style. Future research should focus on creating a more consistent profile of the etiological factors that may contribute to SM to improve early detection and early treatment.

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## Nominee for President



Jean A. Baker

Nominee

I am honored to be nominated for President of Division 16. The work of the Division is vitally important for schools, for the profession, and for APA. Why?

Schools matter. Schools have always mattered. DeTocqueville spoke of them as cradles of democracy back in 1831. Times have changed and schools must now address children's social, emotional, moral, civic, educational, and vocational development. Despite their critical mission, schools are battered by political agendas and the complex array of educational and social problems of an increasingly diverse American public. Division 16 should be an unrelenting advocate for public schools and for an educational agenda that is informed by psychological science. In this era of high-stakes testing and simplistic appraisals of educational problems, Division 16 should represent schools as settings for the promotion of children's competence and prevention of mental health problems, and as sites for educational equity and excellence. Division 16 can make a difference within APA and within the public discourse regarding schools and schooling issues.

School psychology matters. Within the changing landscape of professional psychology, school psychology advocates for comprehensive, coordinated, and culturally responsive services for children and youth in schools and other practice settings. School psychologists are uniquely qualified to work in schools. However, there are too few of us. Division 16 should work vigorously on public relations and professional recruitment to stave off the critical shortages of practitioners and trainers in all parts of the country. This is especially true for candidates from traditionally under-represented groups. School psychology needs to look more like America.

Shortages have created critical issues within areas of professional practice that Division 16 must continue to address. One of these is the credentialing of psychologists from other disciplines for work in schools. Although we should treasure innovative models of practice, Division 16 must work within APA and with state organizations to ensure that school-based psychologists conform to school psychology's rigorous training and professional standards. As its representative, Division 16 must work to insure that doctoral level training is supported, for example, through expansion of APA-approved internships in school psychology. The fact that school psychology has both doctoral and non-doctoral level practitioners has sometimes been confusing and contentious. Division 16 should continue to work collaboratively and respectfully with NASP in

support of mutual goals yet remain cognizant of APA's unique responsibilities to doctoral level school psychologists.

School psychology also is well-suited to produce scholarship and research that contributes to the real problems confronting schools and schooling. Division 16 should continue to promote the highest standards of scholarship in its publications, continue to support the induction of new faculty into the professorate, and to promote empirical bases for practice. We must do a better job to recruit and retain women and ethnic minority faculty within school psychology programs. Division 16 can make a difference in promoting models of practice and scholarship that contribute to the welfare and well-being of America's children.

Division 16 matters. Division 16 speaks for schools and schooling issues within APA and to the public at large. Coalitions within APA across divisions and directorates have worked to build child- and school-friendly agendas at the practice and policy levels. We should continue to place school psychology representatives within APA boards and committees so that the association retains a focus on child, family, and schooling issues. Division 16 must continue to advocate for our fair share of APA resources, including assistance with public relations and recruitment, administrative resources, and support for internship site development. Division 16 also represents doctoral level school psychology to the American public. We need to continue to work within APA to insure that school psychology is well-positioned in conferences, publications, communications, and its web-presence. Division 16 matters for the continued vibrancy and relevancy of school psychology within APA.

As president, I would hope to represent schools, school psychology, and Division 16 visibly within APA and to the public so that we continue to matter for children and youth.

### Background

I am an associate professor and co-director of the school psychology program at Michigan State University. My professional interests are the social context of schooling and its effects on children's mental health outcomes. My current research focuses on student-teacher relationships as mediators for children's classroom adjustment and the role of classroom contextual variables on children's school satisfaction. At MSU, I teach courses in primary prevention, school-based interventions, and clinical supervision. I have been active in Division 16, serv-

I am honored to accept the Division 16 executive committee's nomination to run for president of the Division. I have been a member of Division 16 since the 1970s, chaired the Division's Task Force on Psychopharmacology in the Schools from 1992-1995 and have worked closely with Division 16's leadership since 1995 when I became the director of the Office of Policy and Advocacy in the Schools (OPAS) in the APA Practice Directorate. Since leaving that position in 1998 I continued to be a consultant and advisor to the Practice Directorate and the OPAS. Many issues warrant our attention, including the shortage of school psychologists, encumbrances that limit access of children, families, school staff and others to our services, the complex and evolving APA governance structure, and NASP's recent assertion that school psychology is a profession distinct from the profession of psychology.

The shortage of school psychologists is being felt from university training programs to school districts. If elected president I will continue to support the efforts that are underway to address the shortage issue from within the field. However, I believe we must also consider and address the broader context within which this shortage exists. This context includes the legislated assessment requirements that schools labor to fulfill, the harsh realities of flat or declining school budgets, and the wide variety of lesser trained (and less expensive) professionals (e.g., educational diagnosticians, psychometricians, counselors and social workers) and paraprofessionals who increasingly claim to be qualified in assessment and stand ready to provide services if we cannot.

If the demand for assessment and other services cannot be met by school psychologists as a result of the shortage, why shouldn't financially strapped and legislatively bound school boards look to other professionals to meet the need? If you think federal law protects school psychologists from this possibility you are mistaken. IDEA-97 only requires that professionals who provide these services be "qualified," as defined by the state and that paraprofessionals be "trained and supervised," also as defined by the state. If elected, I will encourage the membership and the leadership of the Division to "think outside the box" and develop a strategic plan to help us position ourselves to be proactive in dealing with the shortage and these contextual issues. Unless we increase our effectiveness in informing school boards and other decision makers about the added value we can bring to the table compared to other professions I fear an erosion of our school

practice position.

Another issue involves encumbrances that restrict access of children, school staff, parents and others to services provided by graduates of APA-accredited doctoral school psychology programs. One example is the requirement that licensed, doctoral school psychologists in Texas pay two additional fees and pass two additional examinations (beyond licensure) to practice school psychology in the schools. Another is the denial of membership on managed care panels to graduates of APA-accredited school psychology programs because their degrees are in school instead of clinical or counseling psychology. In either case, access of those we serve to our services is unnecessarily limited. If elected I will continue to encourage educational and legislative advocacy to reduce or eliminate these obstructions.

I will strive to enhance our educational efforts to help others understand how much school psychology has to offer. We will all have to do a better job of informing school staff, parents, students, third party decision-makers and fellow professionals about the full range of our unique skills in both direct and indirect service delivery. We can and should continue to provide valued, traditional services, since the need for these services continues unabated. We also have much to offer in nontraditional service areas, such as prevention, consultation, intervention, program development and evaluation, research, psychopharmacological collaboration, and other innovative services. I know I'm preaching to the choir, and I know many have labored long and hard to get the message out, but more remains to be done.

Helping those we serve achieve unencumbered access to our services also will require that we be vigilant for and defend against guild or legislative initiatives that can potentially limit our scope of practice, in or out of schools. This means we must carefully monitor policies and activities promulgated by other professional associations, the federal government and state legislatures. Alone, this task is beyond the scope of the Division's resources. Fortunately, the Division will not have to go it alone on this front. Past Division leadership has wisely cultivated a strong relationship with the APA Practice Directorate and the OPAS office, now capably led by Ron Palomares. With the Practice Directorate's assistance ongoing monitoring of guild and legislative activities becomes more realistic.

Nevertheless, we must also recognize that we are a small division within the APA. Because of the political savvy of our leadership over the years we

## Nominee for President



Tom Kubiszyn

Nominee

# Nominee for Vice President for Membership



**Tanya L. Eckert**

Nominee

It is an honor to be selected by the Nominations Committee as a candidate for the office of Division 16 Vice President for Membership. I am eager to continue and extend my professional service activities within APA and Division 16. Having served as the Chair (2001) and Co-chair (2000) for the Division 16 Program at APA's annual convention, I recognize the importance of strong and active leadership in our field. I believe my background and experiences have prepared me for a leadership role in the Division, and I am confident that I have the professional and personal skills necessary for the position.

Like many of us, my earliest experience with Division 16 came about as a result of applying for student affiliate membership. It was membership that provided me the initial opportunity to become informed of professional education, training, and issues within the Division as well as become actively involved with publications, communications, and conferences sponsored by the Division. As Vice President for Membership, I plan to work closely with the Executive Board and the Student Affiliates in School Psychology (SASP) to meet the demands of current, student, and prospective Division members. If elected, I am committed to working towards the following goals:

- (a) Facilitate timely, prudent, and responsible management of membership information;
- (b) Advocate membership practices that are responsive to the needs (and incomes) of student members;
- (c) Engage in a vigorous membership campaign to attract new School Psychology Student Affiliates, Professional Affiliates, and members of APA who identify themselves as school psychologists but have not joined the Division;
- (d) Attract prospective members (Student, Professional Affiliates, Associate, Full, Fellows) from diverse or underrepresented groups;
- (e) Serve as a liaison to the SASP officers, support the activities of SASP, and coordinate prospective student recruitment;
- (f) Conduct a needs assessment of current and prospective members (Student, Professional Affiliates, Associate, Full, Fellows) in an attempt to inform future membership practices and better understand/represent the needs of our members;
- (g) Enhance relationships and collaborations with other Divisions of APA to explore possible joint membership opportunities;

- (h) Increase publicity outlets for membership through APA and NASP publications, website and listserv postings, and informational mailings;
- (i) Explore alternative possibilities for expediting membership applications;
- (j) Examine trends in Division membership to inform future practices.

In closing, I sincerely welcome the opportunity to serve Division 16 and its members (plus new members) as Vice President for Membership and a member of the Executive Council. I believe I can enhance membership services as well as serving as an active member of the Executive Council to accomplish the goals and objectives of the Division. Your support is very much appreciated.

## Background

I am an assistant professor in the School Psychology program in the Department of Psychology at Syracuse University. I received my Ph.D. in school psychology from Lehigh University in 1996. My pre-doctoral internship was completed at Children's Seashore House (University of Pennsylvania, School of Medicine) in Philadelphia, PA, with primary rotations completed in the Biobehavioral Unit. Prior to my appointment at Syracuse University, I was employed for two years as a school psychologist for the Bucks County Intermediate Unit #22 (Pennsylvania). My primary research interests include school-based interventions for academic problems, functional analysis of behavior, and the social validity of school-based assessment procedures. I have been an author or co-author of over 35 journal articles and book chapters and have presented over 70 presentations at professional conferences. In addition, I have been active in professional associations at both state and national levels. Within Division 16, I served as Chair (2001) and Co-chair (2000) for the Division 16 Program at the American Psychological Association's annual convention. I currently serve on the editorial board for the *Trainers' Forum: Periodical of the Trainers of School Psychologists*. For the past two years, I have served as an Associate Editor for *School Psychology Review*.

The vitality of Division 16 is dependent upon the activities, talents, aspirations, and involvement of members. Service to our Division as Vice-President for Membership would be an honor. My personal motivation, competencies, and leadership skills are likely to be important in your decision to support my nomination.

My personal passion for the professional roles and responsibilities of school psychologists is very consistent with the objectives of Division 16: to promote the development and dissemination of knowledge that enhances the life experiences of children, families, and school personnel; to facilitate school psychology practices that result in effective services to youth, families, and school professionals; and to advocate within APA and society for services, policy, and research concerned with children, families, schools, school personnel, and the schooling process (selected excerpts from the Division 16 Mission Statement).

My enthusiasm for school psychology will serve as a catalyst to energize and mobilize membership recruitment and retention. My leadership skills that will enable me to excel as Vice-President of Membership include the following: ability to plan and work persistently to attain goals, ability to mobilize others and work effectively with them, creative energy and enthusiasm, and communication skills. I think these personal characteristics together with my competencies will result in growth in Division membership.

As Vice-President of Membership I shall work diligently to recruit new members and retain existing ones, monitor member satisfaction, and respond to member complaints. In addition, I recognize that efforts to promote student membership and to strengthen the Student Affiliates in School Psychology (SASP) are important to the long-range growth of our Division. My efforts will aim to increase the number and diversity of Division 16 membership. I will also serve the members through representation on the Division 16 Executive Committee.

As Vice-President for Membership, I will provide leadership in generating and pursuing a plan of action to accomplish the following: (1) examine and expand the Division 16 membership recruitment plan and welcoming and retention procedures, incorporating input from Division members and officers; (2) communicate with SASP officers and members to explore activities to facilitate and enhance the Division's student affiliates; and (3) collaborate with APA Division Services to ensure optimal processes for membership application materials and

response to questions and complaints.

### Background

I completed my doctoral studies in school psychology and developmental psychology at the University of Minnesota. Since 1997, I have been a member of the faculty of the APA-approved combined Counseling, Clinical, and School Psychology doctoral program and NASP-approved School Psychology credential program at the University of California, Santa Barbara. My multidisciplinary training and current faculty position within a combined training program at UCSB are assets that will enhance my service to our Division, as they facilitate my collaborative efforts and also reinforce my appreciation for the overlapping interests and issues among professionals providing services to children, families, schools, and communities.

I am actively engaged in educating, mentoring, supervising, and learning from both doctoral and master's graduate students. I teach courses in developmental psychopathology, cognitive assessment, adolescent development, social development, and topical lectures in school psychology. My research projects investigate and promote the social and cognitive competence of children. I received the Best Research Article award for 1998 and 2000 from The Society for the Study of School Psychology.

I have authored and co-authored literature that provides new knowledge, synthesizes previous research, and emphasizes practical implications of this scholarship. My publications include many journal articles, a five-book grief support group curriculum series, and a newly-released 36-chapter co-edited book, *Best Practices in School Crisis Prevention and Intervention*. I am the Editor of *The California School Psychologist* journal, serve on the Editorial Boards of the *Journal of School Psychology* and the *Journal of Early Childhood Research and Practice*, and frequently provide reviews for an assortment of school psychology and child development journals.

Over the years I have served my colleagues in school psychology as an active member of state, national, and international organizations, committees, and task forces. Included among these are my ongoing responsibilities with the California Association of School Psychologists, Board of Directors and both leadership and participation on committees of The Society for the Study of School Psychology, the International School Psychology Association, the National Association of School Psychologists, and APA Division 16. My experiences with Division 16 have been encouraging and reinforcing, reminding me of the important work of its

## Nominee for Vice President for Membership



**Shane R. Jimerson**

Nominee



## Nominee for Vice President for Professional Affairs



**Phyllis Anne Teeter  
Ellison**

Nominee

The professional practice of School Psychology faces a number of challenges that have been addressed by Division 16, and continue to be pressing issues for our profession. I would like to focus on several that are of concern to me. First, there is a shortage of professionals trained as school psychologists, and a general decline in the number of students applying for doctoral programs across the country. I am interested in participating in and advancing discussions on these problems. It is critical for us to identify how pre-doctoral and post-doctoral training standards for the practice of school psychology are affecting this decline. I have become increasingly concerned that the length of time required to become a licensed psychologist is impacting our field in a negative way. Are professional requirements, including low paying pre-doctoral internships and the need for extensive post-doctoral clinical supervision, forcing students to incur large debts that outstrip earning potential in the field of psychology in general and school psychology in particular? How can we balance the need to prepare quality professionals with a somewhat restricted earning power in our field so that we are attracting high quality students? In some instances students with undergraduate degrees in various professions (e.g., business, computer and information sciences) earn more money than students with a doctoral degree including anywhere from 1 to 2 years of post-doctoral clinical training. In other instances students willing to complete the lengthy training required to become a licensed psychologist might be drawn to other professions (e.g., medicine) with a higher earning potential over a lifetime.

Second, I would like to engage in the ongoing discussions concerning the professional training and identity of school psychologists as psychologists. I believe that it is important for us to maintain our identity as psychologists and to maintain professional affiliation with clinical and counseling psychology. Efforts toward maintaining and expanding our identity as psychologists is important to our field and doctoral students pursuing degrees in school psychology should be afforded similar training and credentialing opportunities as other professional psychologists (i.e., health care provider status and prescription privileges) with the proper training. Although our primary practice may be in schools, school psychologists have the knowledge, clinical skill, and expertise to improve the academic and social-emotional well-being of children, adolescents, and their families while practicing in other settings, including mental health, medical, and community agencies. This should also increase the competitive-

ness of students applying for APIC internships. Continued collaboration with leaders in other divisions (e.g., 12, 17, 53, and 54) in advancing the field of pediatric psychology is of great interest to me.

Third, I am interested in advancing efforts to incorporate evidence-based practices in professional standards, training requirements, and clinical experiences. It is imperative that practice be guided by research and that school psychologists utilize assessment and intervention strategies that reflect current literature. It is critical that we prepare school psychologists who can apply research methods to evaluate the efficacy of their practice, and to utilize methodologies that can answer questions such as which intervention (assessment) approaches work best with which kinds of problems. It is important that strong methodologies be applied to school psychology practices in urban settings, where the academic, dropout, and mental health problems of children, schools, and families are significant.

Fourth, I am concerned about our ability to attract competent and well-prepared professionals for academic positions in school psychology. For a host of reasons many of our doctoral students are not interested in pursuing academic careers. We are facing a major crisis across universities and colleges that we need to plan for. We need a better handle on why doctoral students do not see academia as a viable profession, and we need to seek solutions to this problem if we are to maintain and improve the quality of our training programs. Furthermore, we need to be assured that students who want to pursue academia have the necessary research skills, experiences, and mentoring to be successful once they enter the academic arena. Balancing clinical and research expectations are critical. Licensing requirements are extensive so we need strong models for how to prepare students to meet the rigorous demands of both research and professional practice standards and expectations. Strategies to increase an ethnically and racially diverse student body should be part of these discussions.

Fifth, I think it is an important time for our field to better inform other psychological and educational professionals about the value and breadth of knowledge and leadership potential of school psychologists. It is always amazing to me that the professional and lay community is not fully aware of the breadth of knowledge and experience that we can bring to the table. Our strengths are not always apparent and we are not always engaged in the public dialogue on how to improve the academic, health, and mental health of children and adolescents. Even as school reform efforts continue we are not always

Success in administering the office of the Vice President for Professional Affairs (VP-PA) depends largely on broad-based experience and knowledge of virtually all aspects of school psychology practice and its standing as a professional discipline. Accordingly, the responsibilities of the VP-PA revolve primarily around activities that seek to develop and establish standards of practice and professional policies that govern the provision of school psychological services. In addition, the VP-PA is a leader for the discipline who is involved directly in the refinement and maintenance of the quality and character of school psychology that distinguishes it as a unique professional specialty among the many areas within the broader spectrum of general psychology. In short, the VP-PA is expected to be an individual who can work with the many agencies, organizations, and governing bodies to ensure that both the manner in which school psychology is defined and the integrity of the services provided meet the highest standards of quality for professional practice.

Although standards of practice and professional policy are set by the division as a whole, there are many outside agencies that directly affect school psychology service delivery. For example, consider that every state has the authority to set its own standards for certification or licensure for school psychologists. Moreover, each state can specify how it believes that school psychologists should function with respect to activities conducted under the auspices of IDEA as well as other general activities conducted in the schools. Because each state may also establish and set forth its own criteria for such things as identifying disabilities, in particular learning disabilities, the manner in which school psychologists carry out their practice is influenced by factors beyond that of the governing professional organization. Therefore, I believe that the VP-PA is in an ideal position to influence the direction and content of policy in many different ways and on a wide variety of levels.

Some of the current issues in school psychology that seem to fall directly or to some extent under the purview of the office of the VP-PA include coordination of standards and policy with other professional organizations (e.g., NASP), requirements for respecialization (or "back-door" training) of school psychologists, the role of the school psychologist in health care delivery (particularly mental health services), masters versus specialist or doctoral level requirements for state certification, and establishing organizational level standards of practice and com-

petency for "bilingual school psychologists."

Although these issues represent just a few of the many present concerns facing the office of VP-PA, they nevertheless represent examples of the importance in establishing clear, quality standards of practice and professional policies that govern school psychology service delivery.

I am extremely honored to have been selected by my peers for nomination to the office of Vice President of Professional Affairs. I welcome the opportunity to engage in a role which is consistent with my own experiences and affords the opportunity to make direct and substantive contributions to the practice of school psychology. I look forward to being of service to the various committees, task forces, and special interest groups within the Division and APA that are a part of or interact with the office of VP-PA, as well as your liaison to the state school psychology associations and outside professional organizations and agencies.

**Background**

Currently, I serve as Associate Professor of Psychology and Co-Director of the School Psychology Program at St. John's University, Queens, New York. I earned my Ph.D. in Clinical Psychology from the University of Southern California and completed two-years of postdoctoral training in Bilingual School Psychology at San Diego State University. I was certified as a school psychologist in the state of California where I worked three years before moving into a teaching position at San Diego State University. Before coming to St. John's, I served for a year as Visiting Professor and Research Fellow at Nagoya University in Japan where I taught courses on school psychology practice in the U.S. and provided consultation for the development and transition of clinical psychology programs into school psychology training programs. I am also the developer and webmaster of the WWW School Psychology Homepage, the first site on the web devoted exclusively to the field of school psychology which went online in December of 1994 and remains unique as an entry portal for those interested in the practice of school psychology (<http://facpub.stjohns.edu/~ortiz/>).

Prior to coming to New York, I served as a consultant to the California DOE, Office of Special Education Services and Office of Bilingual Education providing input on the development of quality standards of practice and methods for compliance with special education laws and stated regulatory codes. I was part of a committee that devel-

Nominee  
for Vice  
President  
for  
Professional  
Affairs



Samuel O. Ortiz

Nominee

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 NOMINEE FOR VICE PRESIDENT FOR PROFESSIONAL AFFAIRS

## Samuel O. Ortiz

oped standards for the development of culturally and linguistically appropriate IEP goals and objectives that were adopted by the state and published by the California DOE. I also served as a consultant to the San Diego Unified School District, assisting in the revision of their Master Plan for Special Education as part of their compliance agreement with the California DOE and the Office of Civil Rights. I regularly presented workshops on issues related to special education law, policies, and procedures for compliance. Before leaving California I was invited to join the California Association of School Psychologists' board, but had to decline due to my new position at St. John's.

Although I have only been in New York a short time, I have become involved once again in the state organizations including the New York Association of

School Psychologists (NYASP) and the New York State Association for Bilingual Education (NYS-ABE). I also continue to do in-service training on a wide variety of professional topics across the country and internationally (in Mexico and Japan). The diversity of my research interests, knowledge, and experience are evident in the variety of topics that form the bulk of my publications. These topics include nondiscriminatory assessment, intellectual assessment, CHC Cross-Battery assessment, learning disability assessment and diagnosis, special education, speech-language development, use of technology and computers in psychological training, and the relationship between instructional methodology and academic achievement. Currently, I teach courses in assessment as well as supervise the second and fourth year practica courses in school psychology.

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 NOMINEE FOR VICE PRESIDENT FOR PROFESSIONAL AFFAIRS

## Phyllis Anne Teeter Ellison

seen as major partners in solving these challenges.

Finally, I am interested in collaborating across divisions within APA, with NASP as well as licensing and credentialing bodies to advance the field of school psychology. We have a vibrant profession that has advanced research and clinical practices for children, families, and schools. I am interested in working with Division 16 leadership in their efforts to improve our profession.

### Background

I am currently a professor and training director of the School Psychology program at the University of Wisconsin-Milwaukee (UWM). I have been at UWM since 1980, after completing my doctoral degree at Northern Arizona University and serving as a school psychologist at the Institute for Human Development in Flagstaff, AZ. I have been active in APA (e.g., co-chair Committee on Women in School Psychology, Membership Task Force), CDSPP, and NASP (e.g., Task Force for Children and Families, Task Force for Children and Violence, and the Professional Development Committee). For the past three years, I have been the co-chair of the Division 16 Committee on Women in School Psychology. In this capacity, I have worked with my co-chair to facilitate the advancement of issues related to gender. The committee developed three major initiatives since 2000 including: (1) the establishment of a mentoring program for women entering academic careers; (2) the establishment of a network for women to discuss issues that are relevant to the profession; and, (3) the establishment of an annual

reception at APA to acknowledge the contribution of women leaders in our field. As the chairperson of the Professional Advisory Board for CHADD (Children and Adults with Attention Deficit Disorder) for the past four years, I have had extensive opportunities to work with world-renown researchers, clinicians, parents, medical, and mental health professionals, as well as national organizations to address the unmet needs of individuals with ADHD. Grant work has included state wide training efforts to improve the assessment and intervention strategies for children and adolescents with ADHD and the reliability of performance based measures of math proficiency in high school students. More recently my research has focused on developing appropriate interventions for urban youth at-risk for social-emotional difficulties. I have been investigating culturally sensitive, relevant, and effective strategies for this group and have been developing models for incorporating this into our school psychology doctoral training program to prepare experts in urban psychology. Finally, I have been investigating risk and resiliency factors associated with violence exposure in urban youth in an effort to inform our strategies for intervention. I am currently on the editorial boards of the *Journal of Learning Disabilities* (1996-) and *ATTENTION* (1998-), and served on the board of *School Psychology Review* (1982-1986). I have also served as an ad hoc reviewer for *School Psychology Quarterly*, the *Journal of Consulting and Clinical Psychology*, *Archives of Clinical Neuropsychology*, and the *Journal of Attention Disorders*.

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**President's Message****School Psychology's Identity: Where Do You Stand?**

**Assumption I: School psychology is a distinct profession that integrates knowledge and skill sets from the fields of both psychology and education.**

The issue of school psychology as a specialty of psychology, education, or a distinct profession is one that has been discussed for decades. I personally feel strongly that school psychology is a specialty of psychology. It may derive a portion of its identity from education, but the core of the profession is fundamentally psychological. Others may disagree, but can we really consider ourselves distinct from the profession of psychology? As one of the original divisions of APA (circa 1946), I say emphatically no! In fact, the most recent definition of the specialty states that "School Psychology is a general practice and health service provider *specialty of professional psychology* (italics added) that is concerned with the science and practice of psychology with children, youth, families; learners of all ages; and the schooling process." I should note that when these specialty guidelines were proposed just a few years ago NASP reviewed the definition and offered no objection to this definition. Why does it matter? It matters because APA is recognized as the governing body of professional psychology. If NASP is to obtain similar recognition, then school psychology must be considered a distinct profession, and not a specialty of professional psychology.

**Assumption II: Only people trained as school psychologists should be allowed to use the title school psychologist.**

I agree with this statement. I am trained as a school psychologist and am proud to call myself a school psychologist. There are many other well trained individuals who may be capable of providing high quality services to children and youth, but they should be recognized for the training they have (e.g., child clinical, pediatric, etc). The question one must ask here is who determines what training is necessary to use the title? This leads directly to Assumption III.

**Assumption III: The skills that comprise the profession of school psychology are acquired in training programs that include key elements.**

At a minimum these elements are:

1. A minimum number of semester hours (60 graduate hours) equivalent to a specialist level of training.
2. Course work that teaches the skills needed to provide comprehensive school psychological services.
3. A 1200-hour internship, of which at least 600 hours must be in a school setting.

Since the time of the Thayer Conference in 1954, Division 16 has always been supportive of the rights of non-doctorally trained school psychologists to practice in the schools. NASP has done a tremendous job over the past few decades to improve the standards of entry-level training to the point where specialist-level training is now the norm to acquire certification to work as a school psychologist in states across the country. The question must be asked: Is this the only level of training that should be recognized? If this is the only level of training in school psychology, why have doctoral training programs? As an individual who worked for 4 years at the non-doctoral level before returning to school to work on my Ph.D., I would argue strongly that there are qualitative as well as quantitative differences in training at the specialist and doctoral levels and these differences must be recognized in any and all standards. NASP's assumption about training is fine for the entry-level, but they should not ignore the higher standards of education and training that are present in doctoral training programs. There is also some concern about part 3 of this assumption. It states that at least 600 hours of the internship must be in a school setting. Most doctoral training programs include extensive school-based practicum experiences prior to the internship. Some students have spent upward of 2000 hours in the schools during practicum placements. Currently, a number of school psychology students complete their internships in hospital or residential settings. They are working with children and dealing with educational issues, but it may not be in a school setting. Even after extensive exposure to schools as part of their training program they would not be eligible for certification as a school psychologist if the state in which they lived adopted NASP's standards. Is it really in the best interest of children to deny these individuals the opportunity to practice the profession in which they were trained in the environment where they can have the greatest impact?

**Assumption IV: Once these skills have been acquired, it is NASP's belief that school psychologists have had sufficient preparation to practice their profession independently in all settings.**

In my comments to assumption III, I addressed the issue of specialist versus doctoral level training and indicated my belief that there are both qualitative and quantitative differences. I also mentioned that Division 16 has always supported a non-doctoral entry level into practice in the schools. Is there a difference between practice in the schools and pri-

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## NOMINEE FOR PRESIDENT

**Tom Kubiszyn**

have enjoyed influence well beyond that attributable solely to our numbers. However, APA is not a static political organization. Child clinical and pediatric psychology recently achieved divisional status. It is only a matter of time before we experience increased competition for limited APA resources from these divisions, and this competition is only natural. I believe these developments provide us with opportunity as well as pause. If we truly have enhancement of children's services in mind our three divisions and others with similar interests can form a coalition that will be far more politically powerful within APA than any division could be by itself. Instead of investing scant resources in fighting off perceived threats from the child clinical or pediatric psychologists, I will strive to form strategic alliances with their divisions and others if elected president. By taking the lead in organizing the child divisions within APA I believe that the Division will ensure continuation of its prominence within the Practice Directorate and APA at large.

Finally, it seems likely that the most pressing issue that will need to be addressed by the Division in coming years will be the need to formulate and implement a thoughtful, reasoned response to NASP's recently revealed assertion that school psychology is a profession separate from professional psychology. This development was articulated in a four page letter from current NASP President Charles Deupree to APA Past-President Norine Johnson in December 2001. The letter was the culmination of a series of meetings and letters between APA and NASP that resulted, in part, from APA's concerns regarding potential threats to the scope of in-school practice for graduates of APA-accredited school psychology programs inherent in NASP's newly revised training and practice standards.

Of course there is much that NASP has accomplished for school psychology over the years, and as a professional association NASP is free to chart its own course. However, asserting that school psychology is a profession separate from professional psychology has widespread potential ramifications for education, training, accreditation, credentialing, practice, and policy. Because of the potential importance and seriousness of this development, if I am elected I will survey the membership of the Division to ensure that the Division's leadership represents the membership in responding to NASP's initiative.

Finally, I would like to wish my opponent, colleague, and friend, Jean Baker, the best of luck during the election. Whether I am elected or not I will

continue to attend to the issues I have outlined, and will stand ready to assist Jean if she is elected.

**Background**

Tom Kubiszyn obtained an M.A. and Ph.D. in school psychology from the University of Texas at Austin. He is a licensed psychologist, has worked as a school psychologist in the public schools in Texas and California, and has been in private practice in Austin, Texas since 1981. He also is currently an adjunct associate professor in the UT-Austin Department of Educational Psychology, teaching courses in child and adolescent development, consultation, psychological foundations of education, the biological bases of behavior, psychological assessment, statistics, and measurement. He has made numerous presentations at national, state, and local conferences and workshops on a variety of topics, has published several papers in refereed journals related to pediatric psychopharmacology, the validity of psychology assessment, and various clinical practice issues. His tests and measurements textbook is now in its seventh revision.

He has practiced collaboratively with primary and specialty care physicians since 1978, and chaired the (APA) Division 16 Task Force of Psychopharmacology in the Schools from 1992-1995. He has served on hospital credentials committees and professional practice committees, and has consulted with public and private schools and treatment centers, medical and psychiatric hospitals, businesses, and the courts. In November 1998 he became a consulting pediatric psychologist with the Specialty Care Center at Children's Hospital of Austin and was appointed Director of Pediatric Resident Training for the Developmental/Behavioral Pediatrics Rotation at Children's Hospital of Austin in July 1999.

From July 1995 to January 1998 he moved to Washington, DC to become an Assistant Executive Director for the Practice Directorate of the American Psychological Association (APA) and was Director of the Office of Policy and Advocacy in the Schools (OPAS). In this capacity he engaged in national and state level legislative and professional advocacy and policy initiatives. He also was the APA staff representative to the APA-NASP Interorganizational Committee, two Board of Professional Affairs groups, the Psychological Assessment Work Group (PAWG) and the Task Force on Professional Child and Adolescent Psychology (TFPCAP). He continues to consult with the APA Practice Directorate and is an advisor to the OPAS.



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NOMINEE FOR VICE-PRESIDENT FOR MEMBERSHIP

**Shane R. Jimerson**

members and inspiring me to pursue additional opportunities to serve our Division.

With great energy and enthusiasm, my desire is to carry on the distinguished leadership traditions of those who have served before me and also offer my

own competencies and contributions to Division 16 as Vice-President of Membership.

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NOMINEE FOR PRESIDENT

**Jean A. Baker**

ing previously as the Vice-President for Membership during which time the SASP was created. I currently serve the profession as a member of the editorial board of *School Psychology Review*, planning committee member for Society for the Study of School Psychology's National School Psychology Research Collaboration Conference, and have served on a number of Division 16 and NASP committees. I'm

active in the Michigan Association of School Psychologists and am a licensed psychologist in Michigan. Prior to joining the MSU faculty in 1999, I was on the faculty at the University of Georgia. In addition to my university experience, I have worked as a school psychologist and a licensed psychologist in private practice.

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**President's Message****School Psychology's Identity: Where Do You Stand?**

vate practice? Are school psychologists trained at the specialist level fully prepared for independent practice in all settings? In schools, oversight of a school psychologists' work (e.g., multidisciplinary teams) is inherent in the nature of the system. In private practice and other settings such oversight does not exist. This may seem like a guild issue, but it is more of an ethical issue. Is it in the best interest of children, youth, and families to give the impression that specialist and doctorally trained school psychologists differ in no meaningful way? I say no.

This is a very important column, one that I hope every member of the Division reads. Division 16's membership is primarily doctoral level. Think about your training, think about your competencies, and think about your licensure and certification. Do these assumptions, if accepted in your state by

licensing and/or certification boards have the potential to change the scope of practice in your state? Is there a difference between specialist and doctorally trained school psychologists? Please think about these things and let me know your opinion. The easiest way to give me your feedback is via email. I can be contacted at [steven.g.little@hofstra.edu](mailto:steven.g.little@hofstra.edu), but you can also mail me at Department of Psychology, Hofstra University, Hempstead, NY 11549. Thanks for taking the time to read this and, hopefully, respond. Your comments are important.

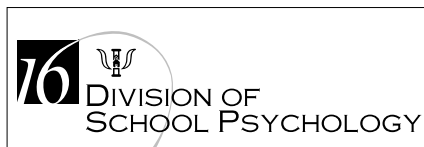
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**Children With Selective Mutism: Seen But Not Heard**

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**APA DIVISION 16 SCHOOL PSYCHOLOGY**



**Objectives**

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

The objectives of the Division of School Psychology are:

- a. to promote and maintain high standards of professional education and training within the specialty, and to expand appropriate scientific and scholarly knowledge and the pursuit of scientific affairs;

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

**MEMBERSHIP APPLICATION**

Please print or type:

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 LAST NAME FIRST NAME M.

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

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 CITY STATE Z IP

\_\_\_\_\_  
 PHONE

\_\_\_\_\_  
 APA MEMBERSHIP NO.(IF APPLICABLE):

Please check status:

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

\_\_\_\_\_  
 FACULTY ENDORSEMENT

\_\_\_\_\_  
 INSTITUTION EXPECTED YR. OF GRADUATION

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

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

# SASP: Call for Proposals

*SASP Convention Affairs announces the "Call for Proposals" for the 2002 SASP Convention, which will be held during the 110th Annual APA Convention August 24th to August 28th in Chicago, Illinois. This year's convention will address professional development issues related to internship, grant writing, and cultural diversity. Convention activities this year will include a formal address by our keynote speaker, presentations, and a reception. Abstracts for proposed presentations or symposia on areas related to these topics will be considered for the SASP Convention if received by MARCH 18, 2002. This "Call for Proposals" is open to all SASP members and graduate students in school psychology.*

## GUIDELINES FOR PROPOSAL SUBMISSION

The following are descriptions of the types of sessions that can be held at the convention:

### Individual Presentations:

Abstracts submitted to SASP will be grouped together by topic. Time allotments for presentations shall be determined by the division's program chairperson in collaboration with the presenter.

### Symposia or Panel Discussions:

A symposium or panel discussion is a focused session in which participants present their views about a common theme, issue, or question. This format consists of an introduction by the chairperson followed by the participant's presentations, a discussion between participants and audience, and concludes with a summary by the chairperson. This format is not a paper-reading session. Participants should prepare well in advance so that the chairperson can prepare a coherent summary, highlighting the essential points.

### Poster Presentations:

Presentations will be focused around an informative topic that is integral to the field of school psychology. Participants present their views about a common theme, related issues, or question. Poster sessions allow presenters and attendees to engage in extended discussions regarding the author's presentation that is in illustrated format on a poster board. If your submission is accepted for presentation in a poster session, SASP will send detailed instructions to assist you in preparing your materials in the required format. The topic for the poster presentations will focus on "**School Psychology in a Diverse Society.**"

## GENERAL INSTRUCTIONS FOR ALL PROPOSALS

- Submissions are classified as individual presentations, poster presentations, or symposia.
- A cover sheet provided below must be submitted with a proposal.
- A summary on 8-1/2 x 11-inch paper, one side only, double-spaced, of the proposed presentation or program must accompany the cover sheet.
- Paper and symposia submissions should include five copies of a 300-500 general summary or abstract.
- Titles of presentations must not exceed 10 words.
- Accommodation request. Please indicate any accommodations for a physical disability that would facilitate your participation.
- Participants are reminded to adhere to APA's principles of ethics with regard to avoiding sexism, racism, and so forth in presentations. Specific suggestions for reducing bias in language are found pages 70-76 of the Publication Manual of the American Psychological Association, 5th Edition.
- Notification of Proposal Status. With each proposal, include a contact's e-mail address. Presenters and discussants will be notified via email.

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

# SASP Update and News

## President's Message

**David Shriberg**  
**Northeastern University**

Part of the role of being the president of any organization is to serve as that organization's unofficial cheerleader. As such, anyone who has read this column or who has read my posts on the SASP listserv has heard me pontificate many, many times on the merits of getting involved in SASP and the great activities that have taken place this year.

I suppose that in this role it would probably be best for me to say to you that getting meaningful work done in SASP is easy. Instead, I am going to let you in on a little secret. Student organizing is hard—very hard. To use one of my favorite metaphors, organizing students is a little bit like herding cats. You see, we students have this annoying habit of graduating and moving on with our lives. We also have the tendency to disappear from the face of the earth for months at a time prior to comprehensive exams or dissertation proposals. All of this is very natural and understandable. The challenge for SASP leadership thus becomes not only to think of the present, but also to work with an eye toward the future in terms of ensuring the continued growth of SASP amidst the inevitable turnover characteristic of student organizations.

This year's officers have worked as hard as any group that I have known since joining SASP. While sometimes their work is highly visible, oftentimes it is not, for much of our focus this year has been on solidifying SASP as an organization with multiple strands that can continue from year to year.

We are now at a point where I can confidently say that the foundation of SASP is as strong as I have known it in my four years of involvement. To wit, SASP News continues to raise the bar and I believe that the time is not too far away when our

newsletter will rival that of reviewed journals. The SASP Convention (once called the SASP Mini-Conference, but now called the SASP Convention to reflect its enhanced stature) is now in its fourth year and has become one of our signature events. Plans for the 2002 SASP Convention began last August and with an expanded budget and Denise Charles' leadership it promises to be our most ambitious and successful convention ever. We had nine new SASP chapters join the fold in 2001 and we now have a mechanism in place for local chapter leaders to meet and share ideas. The SASP website (check us out at [www.saspweb.org](http://www.saspweb.org)) is now in its second year and continues to expand. Our online chat series, new this year, already has attracted guests such as Greg Keilin, Jack Cummings, Mary Henning-Stout, Alan and Nadine Kaufman, Steve Little, and Rick Short. Through the efforts of Diversity Affairs Chair Jenifer Lozano, our diversity interest group has been revived and promises to make many significant contributions.

Our funding is also at its strongest point in several years. In 2002, we will provide \$3,750 to students to attend conferences, including \$2,250 in travel awards for student presenters at APA, two \$500 SASP Research Awards for outstanding research projects, and the first ever Paul Henkin Student Travel Award (\$500) for an outstanding student to attend APA. It is my hope that the Paul Henkin Award will soon become the graduate student equivalent of the prestigious Lightner Witmer Award presented to school psychologists who have demonstrated exceptional scholarship early in their careers.

Perhaps most importantly, as evidenced by Gena Ehrhardt and my attendance last month at Division 16's Midwinter Meeting, our links with Division 16 are as strong as ever, due in large part to the support and encouragement we have received from the entire Executive Board of Division 16.

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**Join the SASP Listserv Today!**

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

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

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

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

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

**SASP Executive Committee**  
**2001-2002**

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 Northeastern University  
[dshriber@lynx.dac.neu.edu](mailto:dshriber@lynx.dac.neu.edu)



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**Membership Chair**  
 Hofstra University  
[Karpsey@aol.com](mailto:Karpsey@aol.com)



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

While this year's SASP leadership has done an outstanding job, the progress we have made as an organization is a reflection not only of the very hard work of current SASP members, but of the collective efforts of dozens of students over the past several years, including past presidents Judy Johnson, Carla Egvad, and Matt Turner. These students have done yeoman's work in creating and/or developing the structures that now form the core activities of SASP. These core activities are vital to our continued success and become more advanced and efficient each year. Our foundation in place, now we can enter the next stage of organizational growth and begin to ask bigger questions and to pursue ever bigger ideas. Some of the big questions I have in mind are: 1) How can SASP best be utilized to identify and develop the future leaders of Division 16 and of the field of school psychology?, 2) How can we make sure that SASP is relevant to all graduate students?, and 3) How can SASP take the next step and be a driving force behind changes in the field?

There are no easy or simple answers to these questions. What is important is that we are now in a position both to ask these and other questions and to have the means to pursue them. What we need most are motivated students to join us as we move forward into an exciting new phase. As always, please contact me anytime at [dshriberg@yahoo.com](mailto:dshriberg@yahoo.com) and share with me your thoughts on SASP and how you would like to be involved.

**You Can Do It!**  
**Professional Involvement for SASP**  
**Members and Local Chapters**

**Gena Ehrhardt**  
**SASP President-Elect**  
**Indiana State University**

Most graduate students in school psychology programs would agree that their course of study can be quite demanding, and often leave little time for

personal pleasures. It is amazing how one can fit it all in: reading several chapters in a variety of textbooks, attending back-to-back classes, squeezing in standardized tests and curriculum-based measures, devising behavioral interventions, counseling children, analyzing research results, applying for internships, and even preparing for preliminary examinations! With this many responsibilities, in addition to family commitments, is there anything else that could be ever so tempting for a student?

Check out **SASP's web page** at:  
[www.saspweb.org](http://www.saspweb.org)

Yes...professional involvement! Sure there are a variety of professional organizations that students may join; however, Student Affiliates in School Psychology (SASP) is an organization comprised of students for students. In fact, it is the only national organization of its kind for school psychology students. It was specifically designed so that graduate students may have opportunities to advocate for children; to receive academic support; to learn about internship and employment opportunities; to gain research experience; to network with leading school psychologists; and to enhance awareness about school psychology. Graduate students may engage in these experiences both at the national and local levels. They may participate in community service, fundraising activities, professional advancement, and leadership activities. These valuable experiences can enrich a student's professional training, and enable him or her to become a well-rounded psychologist.

A truly valuable experience is community service. Organizing charity events by assisting needy families would certainly improve nearby communities. Raising funds for charitable organizations that improve the mental health for children and families would also be a valuable and probably a much needed service. Entering classrooms and educating children about problem-solving skills and friendships would leave an everlasting effect upon many lives. Due to the training provided in school psychology programs, students certainly have a lot to offer their community. Additionally, every local chapter has stu-

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**A. Alexander Beaujean,**  
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**Melinda Stanley**  
**Technology Chair**  
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[Mkismee@aol.com](mailto:Mkismee@aol.com)

(no picture available)

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

dents with unique talents. The type of community service undertaken by a chapter reflects the specialties of its members. Engaging in community service projects throughout the year would be an ideal way for a local chapter to improve their community and maintain professional involvement.

Another way a local SASP chapter may benefit members is through fundraising. Most graduate students boldly admit that traveling to conventions can be expensive. Why not have a fundraiser to help defray some of the costs? Some local businesses would be delighted to donate items, or sell them to students at a reduced price. After receiving permission from the university, a local chapter could set-up a table at lunchtime where students frequently pass between classes, and sell pizza slices for a buck. Selling bagels in the morning for a buck is also an idea. Fundraising has many forms, and the time commitments can vary. Even how a chapter utilizes their funds can also differ. These are all decisions that can be addressed at local SASP chapter meetings.

SASP chapters may also embark in professional advancement. They can arrange mini-conferences where both faculty and students present their research. SASP members may work towards improving students' multicultural and school psychology competencies in a variety of ways. Chapters can organize training workshops, dissertation and research support groups, and academic study groups. Chapters may also create departmental publications, or author articles for professional journals. They can archive internship information and previous academic work from past students for the benefit of future students. Essentially, these ventures are ways that students may take an active role in their learning, and enhance their knowledge of school psychology.

A final way members may be actively involved in SASP is to assume leadership responsibilities. A member may seek election for a national office, participate in a committee at the national level, or serve as the local SASP chapter's liaison to the SASP Executive Board. SASP members may also elect to serve as officers for their local chapters, or chair specific committees. Members can even participate in SASP national and local meetings. At the national level, SASP frequently organizes on-line chats with leaders in the field. By logging on the SASP web site, all students have the opportunity to dialogue with one another and with school psychologists. SASP also organizes an annual convention, which runs concurrently with the national APA convention. The

SASP convention is a wonderful way to recognize members, since it provides a forum for students to present their research. Selected students are also honored with a SASP research award. Most importantly, the SASP convention is an excellent networking opportunity for establishing professional relationships.

Being involved in SASP can truly be professionally beneficial. SASP provides several opportunities for members and chapters to experience the benefits of belonging to a student-oriented organization. As SASP continues to mature and expand, so does the professional advancement for school psychology students. An organization can only be as strong as its members. Active members make active chapters, and active chapters make an active organization. Despite hectic graduate schedules, it can be done. Professional involvement in SASP can be a great investment in a graduate student's professional career.

## SASP Liaison Report

**Teri Nowak**  
**SASP Liaison**  
**University of Kentucky**

As SASP Liaison, I am a member of a number of listserves. My purpose is not to see how many e-mail messages I can receive in one day, but to see what other graduate student organizations are doing. This allows me to share items that may be of mutual interest to school psychology students. What I realize is that most people only know about their little corner of the world. As students, we typically do not seek out information that does not pertain to us or our interests. Unfortunately, this approach among school psychology students and professionals has helped perpetuate an inequality that has existed for quite some time. I am talking about how other professions (e.g., health) and other areas of psychology (e.g., counseling and clinical) view school psychology as a lesser discipline. Although doctoral level school psychologists can be licensed, we are perceived only as "test givers" in school systems.

I recently witnessed a disturbing event in which a school psychology student was passed over for a position with her state psychological association because it was felt that the "... position should go to someone in a counseling or clinical program. While nothing in the charter excludes school psychologists, the association is predominantly an orga-

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

nization of counseling and clinical psychologists. It seems more appropriate that this board position would be best served by someone training in those fields."

How can we prove our training and expertise when we are not even allowed to be a player? Moreover, what can we do to change this sentiment? I believe that the answer is involvement. My recommendation to my friend is, "Don't walk away. Get involved through some other avenue so you can show them the quality and extent of your abilities." For example, there are roles for students on state association committees.

There are myriad paths students can take to represent school psychology within mainstream psychology. One example is to investigate the APA Graduate Students Advocacy Coordinating Team (APAGS/ACT). This system is relatively new and was established to empower students through grassroots advocacy work. ACT is composed of psychology graduate students who engage in legislative efforts on behalf of the field of psychology, its professionals, and the recipients of psychological services. There are numerous positions at regional, state and campus levels. Check out the organization at <http://www.apa.org/apags/manual25.html> and then check out your campus representative to see how you can become involved.

As busy as we are as students, involvement in organizations (in addition to SASP, of course!) that represent mainstream psychology will ultimately benefit you and the field of school psychology. Do not sit back and allow this discrimination to continue; get involved and impress people with the expertise your school psychology training has given you.

**Chat with Legends of Psychology:  
Alan and Nadeen Kaufman!**

Sunday, April 7, 2002 at 4 p.m. (Eastern Time).  
<http://www.sasweb.org/eforum.html>

The American Psychological Association's Division 16 Student Affiliates of School Psychology (SASP) cordially invites you to an online chat with Drs. Alan and Nadeen Kaufman! They will be chatting with school psychology graduate students from across the nation on Sunday, April 7, 2002 at 4 p.m. (Eastern time). If you have any questions, feel free to contact Alex Beaujean at [abeaujean@ureach.com](mailto:abeaujean@ureach.com) or your local SASP chapter.

**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)



# Call for Nominations for Elected Positions on the SASP Executive Board

As with any organization, active participation is essential to future growth and success. Today, amidst the mass of proposed policy changes, numerous student organizations in other disciplines have responded by increasing their membership and level of involvement. Graduate students in school psychology have an opportunity to do the same by joining SASP and actively contributing to their own training.

Executive members serve one-year terms beginning each August, except for the President-Elect, who serves for two years (first year as President-Elect and second year as President).

General responsibilities and opportunities include: preparing for and traveling to national conventions at least once a year to meet as a full executive board; responding promptly to electronic mail; organizing committees; participating in conference calls, chatroom meetings, and SASP listserv exchanges; voting on new initiatives, policy statements, and important issues; and developing and implementing a variety of projects. Position descriptions are listed below. Should you have any questions, please contact SASP President, Dave Shriberg at [dshriberg@yahoo.com](mailto:dshriberg@yahoo.com). This leadership opportunity can be a life-changing experience!

General elections will take place in the spring for the following positions:

- 1. President-Elect** Helps to oversee and prioritize issues for SASP, while preparing to preside over SASP during the presidential year. The President serves as the primary point of contact and spokesperson for SASP, as an ex-officio member of all SASP subcommittees, and as a liaison to other APA governance groups and Division 16 Executive Board.
- 2. SASP Liaison** Represents training and internship needs of school psychology students by networking with APA and other affiliations; monitors the climate of training environments and advocates appropriately, collaborates with the APAGS and APA Education Directorate on relevant projects; announces relevant workshops and professional opportunities for members; and works to increase the quality of education and training experiences for school psychology students.
- 3. Membership Chair** Assists with the processing of individual and chapter memberships; works

closely with the Division 16 Membership Vice President to support membership campaigns and other initiatives; organizes membership information and directs students to SASP committees.

- 4. Communications Chair** Develops and publishes SASP News, the SASP quarterly newsletter; implements various marketing and publicity initiatives to communicate the activities of SASP to members, and helps with facilitating effective information exchange and updating for SASP.
- 5. Convention Chair** Shapes SASP programming for the annual SASP conventions to ensure that timely, relevant, and cutting-edge information is presented; obtains keynote speaker; and works closely with Division 16 regarding convention organization.
- 6. Diversity Affairs Chair** Guide working groups and ad hoc committees that address specific issues of diversity; Establish relationships and joint projects with staff members in the APA Public Interest Directorate and Division 16 Executive Board; serve in various official liaison roles that focus on issues related to diversity, including ethnic heritage, women's issues, ageism, sexual orientation, disability issues, etc.; develop initiatives, programs and resources within SASP that support diverse students, as appropriate; and advocate for the needs of diverse students within and outside of SASP.
- 7. Technology Chair** Serves as Layout Editor and Publisher of SASP News; updates and revises SASP website; assists with the electronic development of SASP projects, research, and electronic forum meetings; and serves on the SASP Elections Committee.

*Requirements to apply to run for one of the elected positions include the following:*

1. You must be an Division 16 student affiliate (which automatically makes you a SASP member).
2. You must submit the following materials no later than March 17, 2002:
  - A cover letter indicating the elected position for which you would like to run. Please include your university affiliation, previous degrees, address, phone number, and e-mail address.
  - A brief letter of support from your

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**Call for Nominations for Elected Positions on the SASP Executive Board**

Department Chair or Program Director confirming your student status, anticipated graduation date, and a statement regarding your leadership potential.

- A candidate statement of 100 words or less describing your experiences, background, reasons for seeking the particular position, and objectives if elected.

After receipt of materials, they will be forwarded to the SASP Elections Committee (composed of the SASP President, SASP President-Elect, and the SASP Technology Chair) for review and the forma-

tion of a slate of qualified candidates. Superior leadership skills, evidence of commitment and responsibility, and potential for effectively representing and advocating for graduate students will be considered when selecting the slate. If selected, the candidate's statement will be published in the summer newsletter.

**The deadline for 2002 election materials is March 17, 2002. Please submit nominations to Gena Ehrhardt, SASP President-Elect, 7700 E. Vermont St. #6, Terre Haute, IN 47802, hardt13@juno.com.**

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**SASP: Call for Proposals**

**PROPOSAL COVER SHEET**

**2001 SASP Annual Mini-Convention**

Fill in all information requested below for all individuals. Submit any additional pages along with this form in order to provide SASP with complete information on all individuals. Information not appearing on this form and its attachments, including degrees and affiliations, will not appear in the Convention Program.

**1. TITLE OF PRESENTATION:** (Title must not exceed 10 words.)

**2. PRINCIPAL (PRESENTING) AUTHOR:** First name/Initial/Last name

\*\*Highest educational degree

Complete mailing address: Street/City/State/ZIP

Phone numbers: Office/Home

E-mail/Fax number

Please check membership status:

APA Member  Division 16 Member  Nonmember  SASP Member

**3. COAUTHORS** (Please list in order):

Coauthor: First name/Initial/Last name

\*\*Highest educational degree

Professional affiliation/City/State (list only one):

Coauthor: First name/Initial/Last name

\*\*Highest educational degree

Professional affiliation/City/State (list only one):

**4. ACCOMMODATION REQUEST:** (please specify)

**THIS INFORMATION MUST BE RECEIVED BY MARCH 18, 2002**

Preferred method of proposal submission is via e-mail.

Send proposal to:  
Denise Charles, SASP Convention Chairperson  
918 Kussner  
Terre Haute, IN 47802  
dmc6848@hotmail.com

**ANNOUNCEMENTS**

**DIVISION 47: SPORT AND EXERCISE PSYCHOLOGY PRESENTS**

**The 24th Annual Running Psychologists' APA 5K Race and Walk**

**Saturday, August 24, 2002**

The annual race and walk for the 2002 Chicago Convention of APA will be held on Saturday morning, August 24th, at 7AM. The start/finish area will be by the lakeshore in the Grant Park area, a short walk from the hotels and convention center. The out and back run will parallel Lake Michigan and turn back near the Shedd Aquarium.

Trophies will be awarded to the overall men and women's winners and to the top three in each 5-year age group, from under 25 to over 74. The top three male and female finishers who are Division 47 members will receive awards. The top three finishers who are current Psi Chi members also will receive awards, as well as the top three current or past Psi Chi National Council members. To honor our sponsors who make the race possible and the exhibitors at our meeting who provide the excellent raffle prizes, the highest finishing male and female sponsor and exhibitor will receive awards.

Pre-registration will run until August 16th - which means that the entry form and fee must be received by that date. Please give us all the requested information including age and gender so that the race numbers can be labeled appropriately and save us time in determining your category for the results. THE ENTRY FEE FOR PRE-REGISTERED RUNNERS IS \$20.00, which includes a commemorative shirt, raffle chance, and post-race refreshments. PAST AUGUST 16TH, CONVENTION AND DAY-OF-RACE REGISTRATION FEE IS \$25.00. Pre-registration for students is \$10.00 and convention/day-of-race student registration is \$14.00. PLEASE pre-register to help us avoid too many convention and day-of-race registrations. Make your check payable to: **Running Psychologists.**

Division 47 members receive a discounted race entry of \$10 as a value-added benefit of division membership. If you are an APA member and wish to apply for division membership with this entry form, check the block on the form below and remit the discounted entry fee (\$10) plus the Division dues (\$22 for members, \$8 for student affiliates). We will forward your application to APA for processing.

The 5th Annual Pre-Race Pasta Dinner will be held on Friday evening, August 23rd, at 6:00 - 8:00 PM at Gioco's Restaurant, near McCormick Place. Please mark your entry form to reserve a place at the party. You may prepay when you pick up your race materials at the convention. Restaurant name and directions will be available at that time.

You may pick up your race number, shirt, and raffle ticket at the business meeting of Running Psychologists on Friday morning at 8AM (see the program for room number) or at the APA Division Services booth in the McCormick Place Convention Center, beginning Friday morning.

**Sponsored by: APA Insurance Trust - Psi Chi - American Psychological Association - Division 47**

*I assume all risks associated with running in this event including, but not limited to: falls, contact with other participants, the effects of the weather, including high heat and/or humidity, traffic and the conditions of the road, all such risks being known and appreciated by me. Having read this waiver and knowing these facts and in consideration of you accepting my entry, I, for myself and anyone entitled to act on my behalf, waive and release the Running Psychologists, Division 47 and the American Psychological Association, the City of Chicago, their representatives and successors from all claims or liabilities of any kind arising out of my participation in this event even though that liability may arise out of negligence or carelessness on the part of the persons named in this waiver. I grant permission to all of the foregoing to use any photographs, motion pictures, and recording, or any other record of this event for any legitimate purpose. I HAVE READ THE ABOVE RELEASE AND UNDERSTAND THAT I AM ENTERING THIS EVENT AT MY OWN RISK.*

**2002: A Race for Renewal - The 24th Annual APA Rat Race and Walk**

NAME: \_\_\_\_\_  
First MI Last

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

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

EMAIL: \_\_\_\_\_ TELEPHONE: \_\_\_\_\_

PASTA PARTY? Y / N HOW MANY? \_\_\_\_\_ SHIRT SIZE: S M L XL

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I WANT TO JOIN DIVISION 47 Y / N APA Status: Member \_\_\_ Fellow \_\_\_ Assoc \_\_\_ Stud. Af \_\_\_ filiate \_\_\_ APA Member # \_\_\_\_\_

Member \_\_\_ Sponsor \_\_\_  
 Exhibitor \_\_\_ Student \_\_\_  
 Friend/Dependent \_\_\_

Make check payable to:  
**Running Psychologists**  
 Receipt before Aug. 16th: \$20  
 (Student fee: \$10)  
 On-site: \$25/\$14  
**Div 47 Members only: \$10**

\_\_\_\_\_  
 Signature Date

**Please return to: Suanne Shocket, 9625 Surveyor CT., Suite 210, Manassas, VA 20110-4408; Email: sshocket@compuserve.com**

## ANNOUNCEMENTS



## 9th Annual Institute for Technology in the Schools



Wednesday afternoon  
**August 21, 2002**  
in Chicago

**Stay tuned for future details**

Contact: **Amanda Ring**  
**Office of Policy and Advocacy in the Schools**

aring@apa.org or 202-336-5858

## ANNOUNCEMENTS

### JOB OPPORTUNITIES

#### **SSSP General Purpose Awards – SSSP Funding Opportunity for the Year 2002**

The Society for the Study of School Psychology (SSSP) is pleased to announce its sixth annual General Purpose Awards competition to support research and related scholarly activity in school psychology. In previous competitions, the average award has been approximately \$8,000. Guidelines for submission of proposals, including a description of the kinds of research and related scholarly activity that can be supported, will be supplied to all who apply. The awards are not appropriate for graduate students' research (e.g., thesis or dissertation) and students cannot serve as principal investigators. The deadline for submission of proposals for the 2002 funding cycle is May 15, 2002. Awards will be announced by June 15, 2002. Persons interested in submitting propos-

als should contact Thomas R. Kratochwill, Ph.D., Past President of SSSP, Department of Educational Psychology, University of Wisconsin-Madison, 1025 W. Johnson St., Madison WI 53706-1796; phone (608) 262-5912; email: tomkat@education.wisc.edu

#### **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 Committee. Please send nominations by October 15, 2002, to Fellows Committee Chair, Rik Carl D'Amato, Ph.D., Center for Collaborative Research in Education, College of Education, Office of the Dean, University of Northern Colorado, Greeley, CO 80639.

**CDSPP Mid-Winter Meeting**



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