



APA Division 16 School Psychology
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The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

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The School Psychologist

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PRESIDENT'S MESSAGE

Déjà Vu All Over Again?

Elaine Clark
University of Utah



Elaine Clark

“The needs of the children we serve have never been greater than they are now...”

I was very fortunate to be able to attend the Futures Conference this past November to represent Division 16 along with Steven Little, then president of the division, and Gena Erhardt, our current SASP president. Division 16 was one of 8 national organizations to sponsor the conference and participate in discussions about ways school psychologists may be better able to meet the current and future needs of children, families, and schools. It was 1981 when Olympia, the last invitational planning conference, was held, and much has changed since that time. For example, our schools and communities are more diverse now than they were then. There are currently 30 million foreign-born residents in the United States, and we are facing the challenge of educating children from very different cultural and linguistic backgrounds. We also have more children and families struggling with the stresses of poverty, mental illness, and other adverse circumstances than we have in the past. The needs of the children we serve have never been greater than they are now, but many of the services and programs that were developed over the past 20 years have been cut back or eliminated altogether.

Faced with budget problems and an uncertain economy, professionals in community and private agencies who work with families are turning to the schools for help. Schools are a logical resource for families, given their mandate to provide a variety of services to children at no cost. These services are so highly valued that many districts have created new positions to employ more school psychologists. While a step in the right direction, the demand has added to the already serious personnel shortage problem in the schools, and the recent increase in retirements by school psychologists has exacerbated the problem. The organizers of the Futures Conference obviously hoped to turn this shortage into an opportunity by looking harder for alternative ways to both provide and improve services for children and families.

I was pleased to find that the meeting had such a positive tone. I was, however surprised that, aside from Michael Curtis' opening night presentation, the shortage issue was not more explicitly addressed at the meeting. Having selected the personnel shortage as a priority for my division presidency, I was hoping that there would be a brainstorming session or two

to generate more ideas about potential ways to tackle this problem. It was not quite that easy. However, it was fairly simple to obtain consensus on the critical needs of children and their families, and the schools. Participants consistently rated the following as top priorities: to increase children's academic competence and social and emotional functioning; to improve parenting skills and family involvement in schools to support student learning; and to increase the school's effectiveness in educating all learners and provide community integration of services that promote physical and mental health for children and families. Given that personnel shortages are affecting universities just as they are the schools, it was concluded that recruitment of more graduate students alone is not the answer. There was agreement that we need to implement fundamental changes in the way we practice and the way we prepare practitioners. It is difficult to imagine that anyone left the conference thinking that we can continue to do business as usual and continue to ignore the many years of warning from our colleagues that we need to expand our roles, work more at a systems level, and spend a greater amount of time engaged in relevant (and supported) assessment and intervention activities. Of course, we cannot underestimate the difficulty of implementing change. I can recall reading about some of the same issues about restructuring our service delivery patterns while studying for prelims 20 years ago!

I would like to think that as we face the challenges of the 21st century, we will take a leadership role and insure that change happens. Many participants at the conference, including myself, felt that the primary change we need to seriously consider is a paradigm shift that moves us away from a predominantly clinical model that emphasizes tertiary interventions, to a model where primary prevention and early interventions are emphasized. This type of change would obviously require that we revise curricula in our training programs to emphasize training in a systems model. At present, most university training curricula emphasize direct services to individual children, at the expense of family and systems issues. Focusing more on needs assessment and system-wide interventions would put us in a much better position

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PRESIDENT'S MESSAGE *Déjà Vu All Over Again?*

to effect change for an increased number of children. In our effort to "leave no child behind," we must ensure that we are not the ones "left behind." We cannot wait for laws to change and administrators to be convinced of our ability to deliver an increased range of services before altering some of our service delivery plans that help us preserve the integrity of our field. This would, of course, require that we not only prepare future school psychologists according to this model, but assist current personnel to provide an expanded range of services. Fortunately, in his efforts to include as many people as possible in the Futures Conference, Jack Cummings displayed our ability to effectively use technology to reach large numbers of people anywhere in the world where there is an internet connection. He made excellent use of streaming video to provide real-time access to conference activities, and has archived the background readings, summaries of small group activities, and live presentations at www.indiana.edu/~futures.

Regardless of what technology we have at our fingertips, or what level of motivation we have to make changes in the way we practice, we cannot wait to implement change. We must look for more immediate solutions now. For the most part, conference participants did not feel that we are making maximal use of our time or resources. Most seemed to agree that we need to spend more time on activities that are empirically supported and relevant to local concerns, and less time on activities that are questionable in terms of their relevance to learning (e.g., administering IQ tests solely for the purpose of calculating discrepancy scores for LD determination). Participants also felt that we need to work more with parent-teacher organizations and other professionals and paraprofessionals in the schools, and work harder to integrate community services into the schools. The idea of schools being the "hub" of the community was welcomed as a strategy to provide a wide range of services to children and families while addressing our own personnel shortage problem. Although these measures can help to narrow the gap between the supply of service providers and the demand for services, it does not substitute for the need to have more school psychologists in schools. We still need to be diligent in our efforts to recruit and educate more professionals in the field, and we need to help with the credentialing of other professional psychologists. For example, there are a number of outstanding child clinical psychologists who are

interested in school practice and are willing to do what it takes to acquire the necessary skills and credentials to work beside us. We cannot pass up this opportunity to help our colleagues adopt a professional identification as school psychologists and help ourselves by getting the job done and maintaining the integrity of our specialty. Our cooperation with this effort can also help to reduce the risk of having multiple types of psychologists working in the schools and the role diffusion that may occur as a result.

I realize that some of this may sound a bit like *déjà vu*. Granted, some of the same issues have been discussed at prior meetings, including Olympia and Spring Hill, but there are some important differences. Joel Meyers summarized these well on the last day of the conference (see www.indiana.edu/~futures). But I would like to add that we can do something to change this feeling of "been there and done that" by being responsible for our own futures. The conference did not decide our future; rather it provided an opportunity for school psychology practitioners and educators to focus on questions that may affect our future; questions that all of us must address, whether or not we were in attendance at the meeting or connected via the web. Many voices were heard, but many more were not. Fortunately, the conference in November was just the beginning and there will be many opportunities in the months and years to come for input. I, for one, want to hear what the "other voices" have to say. The conference committee has already begun work to insure this, as well as to insure the outcomes from the meeting. Division 16 will be actively involved in these efforts and will continue to work closely with the committee. Thanks to the conference organizers, I do not think we will experience *déjà vu* all over again. On behalf of the Executive Committee and membership of Division 16, I would like to express appreciation for the countless hours the committee spent planning this historic event and setting the stage for the future of our field. Thank you so much, Jack Cummings, Peg Dawson, Pat Harrison, Rick Short, Susan Gorin, and Ron Palomares.

Finally, I want to thank all of you, members of Division 16, for your dedicated service to children and families, and your interest in school psychology and the division. I especially appreciate your continued membership in Division 16 and the allocation of your votes each year. This allocation allows us to better represent your interests by our having a greater voice in APA. If you have any

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The Future of School Psychology Conference 2002

Rick Jay Short and Ronald S. Palomares



After almost two years of planning, our field staged the Future of School Psychology Conference 2002 from Thursday afternoon until Saturday evening, November 14-16, at the Indiana University-Purdue University Conference Center in Indianapolis, Indiana. The conference was co-sponsored by, and had representatives from, the following organizations: APA, NASP, APA Division of School Psychology, CDSPP, TSP, SSSP, ABSP, AASP, and ISPA. The conference planning committee consisted of Jack Cummings, Peg Dawson, Pat Harrison, Rick Short, Susan Gorin, and Ron Palomares.

The impending shortage of school psychologists was the initial driving force for the conference. However, recent national and state policy and legislation have highlighted rapid and significant changes in conceptualizations of services to children and schools. For example, most policy documents over the past few years have emphasized evidence-based service delivery and a shift from tertiary services to more primary and community-based services. The conference planners integrated issues of school psychologist shortages with impending changes in children's services to address how school psychology might change to manage these critical developments in our field. The resulting conference goals, using the shortage of school psychologists as a backdrop, were (a) to conceptualize the practice of school psychology within the context of developing national changes in children's service delivery models, and (b) to develop an action agenda to use the resources of

school psychology to maximize the benefits to the children, families, and schools that we serve.

To focus the conference, we gathered data from across the field prior to the conference concerning critical issues that school psychologists should be able to deal with, and for which we should have a reputation for addressing. Through qualitative analysis of the data, we arrived at the following Big Ideas—issues that were broadly endorsed by school psychologist informants as to what our field should be able to deal with. It perhaps is not surprising that these critical issues clustered around three dimensions—children, families, and schools—nor that they are intricately inter-related:

Children

- Improved academic competence and school success for all children
- Improved social-emotional functioning for all children

Families

- Improved parenting skills and increased ability of families to support students
- Enhanced family-school partnerships and parental involvement in schools

Schools

- More effective education and instruction for all learners
- Increased child and family services in schools that promote health and mental health and that are integrated with community services

Sixty-nine school psychologists attended the on-site portion of the conference in Indianapolis. This number consisted of invited participants and representatives of school psychology organizations. On-site proceedings were accessible to anyone with an Internet connection via the conference website, which was heavily publicized in the months leading up to the conference. Additionally, there were 43 web-cast sites with a dedicated signal and arrangements coordinated with the on-site facility to receive the broadcast. Our follow-up analyses indicate that a large number of individuals from across the nation, and several from Europe,

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PRESIDENT'S MESSAGE Déjà Vu All Over Again?

questions about division matters or have ideas as to how the division can better serve your needs, please contact me directly (email: clark@ed.utah.edu and phone: 801-581-7968). Also, be sure to let me know if you are interested in serving on any committees or becoming involved in the division in some other way. Service to the division can be very rewarding;

just ask the Executive Committee members who just completed their term of office in December: Jack Cummings (Past-President), Colette Ingraham (Vice President for Membership), Deborah Tharinger (Vice President for Professional Affairs). By the way, thank you Jack, Colette, and Deborah for your hard work and years of service.

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The Future of School Psychology Conference 2002

participated from their desktop computers. During the live web casts, emails with comments and questions were delivered to the presenters and all documents created at the conference were uploaded to the web site as quickly as possible.

To guide and augment participant deliberations at the conference, keynote speakers addressed each of the above Big Ideas in school psychology. Each keynote presentation was broadcast live on the web and is archived on our website for public access. APA president-elect Robert Sternberg spoke to the group on school issues. Mike Curtis focused on demographics and trends for school psychology, noting the evidence for a shortage in both trainers and practitioners. Sandy Christenson presented important ideas on meeting the needs of families, and Deborah Crockett spoke to the needs of children. Following each presentation, on-site and remote participants submitted questions that each presenter answered during the broadcast or, when time ran out, after the broadcast on email.

As most of the participants would agree, the conference was very much a working meeting. Participants were divided into six small groups prior to the conference, assigned readings and homework, and given tasks designed to elicit input and focus on directions consistent with the goal of the conference as they related to one of the three areas (school, families, children). Many of the off-site centers handled the tasks as well, sending in their small group work via email throughout the conference. Each evening the planning committee reviewed the materials generated by both off-site and on-site groups, consolidating and categorizing the responses for use in activities the next day.

The final day of the conference, groups were reconstituted based on participants' interest in addressing one of the Big Ideas of the conference. Each participant was free to choose the critical

issue for which he or she wanted to participate in building an action plan. These action plans, which were as specific as possible within time constraints, were designed to guide practice, training, and advocacy in school psychology to develop a national and international agenda for school psychology to meet the needs of the children, families, and schools that we serve. Each group presented its action plan to the larger group and on the web at the end of the day on Saturday.

The conference was a remarkable event. Participants discussed, agreed, and disagreed, but all of us remained intent on what we, as a field, can do for children, schools, and families. Participants worked hard to ensure equal voices from our field in all of our deliberations, with an emphasis on those of practitioners. Participants worked hard before the conference in small groups, worked almost without break for 2 days during the conference, and committed to work hard after the conference to make the results come to pass. Remote participants worked hard before and during the conference to share their ideas and provide input to guide the planners. Hundreds, perhaps thousands, of school psychologists took part in and contributed to the decisions that were made at the conference. Even though the Indianapolis conference was a discrete event, it signals a possible beginning of an organized, ongoing work to renew our field. That work has begun with the action plans, which will require the efforts of many of us to come to fruition. The plans are posted on our website, www.indiana.edu/~futures. We invite you to take a look at them, give us your input or make a decision about how you can contribute, and contact us to let us know of your interest.

Please e-mail all submissions about any article for The Commentary Section to: LReddy2271@aol.com

American School Psychologists Visited China on a Fulbright Short-Term Seminar Project

Zheng (Jenny) Zhou
St. John's University

On July 7, 2002, a group of American school psychologists departed the United States and went on a month-long seminar in China. This seminar was supported by a grant awarded to the author under the Fulbright-Hays Group Projects Abroad Program (<http://www.ed.gov>), a program administered through the U.S. Department of Education. The 12 Fulbright participants included six school psychology faculty members from five universities, two other clinical psychologists affiliated with

trip in China—getting up very early to catch the flights or buses to cities and towns across the country; bustling around cities to get to the various seminar sites; and catching up on writing group and individual reports, but the team also had fun. Aside from educational visits, many cultural events took place, including visits to unforgettable historical sites. In Beijing, the team visited the Great Wall of China, the Forbidden City, Tiananmen Square, Ming Tombs, Summer Palace, and the Beijing Zoo. Some



Fulbright Group at the Stone Forest in the Yunnan Province of China

participants took a side trip to Xi'an to see the Terracotta Soldiers, perhaps the greatest archeological find of the 20th century. In the Yunnan Province, the team visited the Stone Forest, Minority Village, the Tibetan Temples, and Zhong Dian, the Shangri-la of Lost Horizon. The team also stopped at a dozen scenic spots in Zhong Dian and en route to Lijiang (e.g., the Holy Land: Baishuitai and Tiger Leaping Gorge on the Yangtze River). The combination of the educational visits and cultural events has left unforgettable memories for all of us. Taking a group of my colleagues in the U.S. to visit my home country was a very exciting and unique experience

universities in New York, and three teachers in New York City Public Schools. The participants were: Zheng (Jenny) Zhou (Project Director, St. John's University), Marla Brassard (Teachers College, Columbia University), Elaine Clark (University of Utah), Jefferson Fish (St. John's University), Caven Mcloughlin (Kent State University), Stephen Peverly (Teachers College, Columbia University), LeAdelle Phelps, (SUNY-Buffalo), Martha Correa (Manhattan College), George Litchford (SUNY Albany), Charles Conway (P.S. 9), Robert Moy (P.S. 9) and Chie Soong (High School for the Humanities). The Fulbright participants were selected based on their teaching and research expertise in their respective fields and the contributions they have made to psychology and education. The team visited Beijing (the capitol city), Shanghai, Suzhou, Kunming, and the Tibetan border towns in the Yunnan Province. The Fulbright participants worked very hard during the month-long

for me.

Purpose of the Fulbright Project

The purpose of the Fulbright-Hays Group Projects Abroad Programs is to contribute to the development and improvement of modern foreign languages and area/regional studies in the U.S. by providing training opportunities for faculty, teachers, and students in foreign countries. Awards are made under the program to conduct overseas group projects in research, training, and curriculum development. The primary goal of our Fulbright month-long seminar was to study how social, cultural, educational, and economic factors impact Chinese children's cognitive, behavioral, and personality development, and to identify how this development differs from that of American children. In many public schools in large cities of the U.S., Chinese-American children constitute the second

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American School Psychologists Visited China on a Fulbright Short-Term Seminar Project

largest LEP student body, out-numbered only by the Hispanic-American population. Currently, our understanding of the intellectual, behavioral, and personality functioning of the Chinese-American population is extremely limited. By experiencing China first hand, school psychologists and educators in the U.S. have the opportunity to develop a deeper and more expansive understanding of Chinese-American students in this country and also gain important insights into themselves. It was for the purpose of achieving this genuine understanding of how culture influences the habits of thought, emotion, and action in Chinese children that the short-term seminars project was developed. Our Fulbright team was specifically interested in gathering information on the following issues: How have the constructs of intelligence, psychopathology, and behavioral disorders been defined in Chinese culture? What are the most common psychological difficulties that Chinese children experience and how are they diagnosed? What are some of the culturally-specific intervention strategies that Chinese psychologists use to address children's cognitive, emotional, and behavioral problems, and how do these intervention strategies differ from those commonly practiced by American school psychologists? And finally, what role does culture play in formulating psychological treatments?

Activities in China

While in China, we visited regular education schools, special schools for children who are deaf and blind, private boarding schools for children as young as two years of age. We also attended seminars at major universities, psychiatric hospitals, and psychological testing centers and visited the Chinese Ministry of Education in Beijing. The schools that the team visited were typical of many schools in China in terms of their educational philosophy, curriculum, and level of expectation for children in terms of their academic achievement, physical health, and moral conduct. The major topic of conversation in almost every school the team visited had to do with the Chinese educator's concern about children's mental health. Improving the quality of children's mental health has been a recent movement in China's education history. The movement is primarily a response to a myriad of concerns associated with the effects of the one child per family policy as well as the effects of increased divorce rate on children's adjustment. Although the

Chinese Ministry of Education has required schools to provide mental health education, there is a lack of adequately trained professionals to serve the needs of children, their families, and schools. Currently, there is no school psychology program in China to provide the systematic training of competent psychologists to work in schools. Much of the work that school psychologists typically do is conducted by psychiatrists who work in hospitals. For example, psychiatrists are responsible for evaluating and diagnosing children with disabilities and consulting with school staff about their intervention plans. Facing the urgent need for school psychologists in China, the faculty at major universities such as Beijing Normal University and Suzhou University have expressed an interest in establishing a collaborative relationship with school psychology programs in the U.S. They are specifically interested in joint endeavors to prepare competent Chinese school psychologists. That was one of the reasons why they were so interested in meeting with our group of school psychology professors from the U.S.

During the seminars, the Fulbright team had extensive conversations with Chinese psychology professors and child psychiatrists. Through formal presentations and informal discussions, the Chinese exchanged views with the team on critical and contemporary issues facing the people of China. One of the recurrent themes was the lack of trained school psychologists to address the mental health needs of children and families. The team was impressed by the depth and breadth of research conducted by the Chinese and their extensive collaboration with researchers in western countries. Some of the sample research topics presented to our group included parental perception of Chinese children's psychological status in light of China's single child; relationship between creativity (i.e., creative thinking, attitudes, behavior, etc.) and factors such as intelligence, personality, and environment in Chinese children; longitudinal comparisons of Chinese children's perceptions on the importance of education; understanding the "Big Five" personality traits in a Chinese population; and research in cognitive development.

During the month spent in China, Fulbright scholars also investigated several topics of interest. Some of the examples of the topics included: comparison of behavioral and academic mores for children of China and the U.S., assessing and treating psychological impairments in Chinese

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children, the status of contemporary special education services in China, the nature of "typical" educational curriculum in Chinese schools, identification and treatment of children with autism, boarding schools for upper middle class toddlers, and issues regarding Chinese minorities and socio-cultural variation.

Part of the expectation of a Fulbright is that information is disseminated. During the trip, the team wrote reports as well as reflections on their perceptions of various sites and experiences. The full text of these reports/reflections were posted on a website designed by Caven McLoughlin. The website was also used for family and friends of the Fulbright participants to stay connected while the group was out of the country. Upon return to the U.S., the Fulbright scholars have continued to disseminate information gathered from the trip in multiple ways such as lectures, workshops, and publications. Special topic papers will be included in an upcoming issue of *Psychology in the Schools*. The issue will focus exclusively on the team's Fulbright China experience with Zheng (Jenny) Zhou and Stephen Peverly as guest editors. The author will also make a brief presentation at the mid-winter meeting of CDSPP.

Anticipated Impact of the Fulbright

The expected impact of the Fulbright short-term seminars on the training of culturally competent school psychologists is significant on both theoretical and practical grounds. Theoretically, for more than a century, Western philosophers and psychologists have based their discussions of mental life on a cardinal assumption; that is, the same basic processes underlie all human thought, whether in the mountains of Tibet or the grasslands of the Serengeti. Recently, Nisbett and his colleagues at the University of Michigan have found that people who grow up in different cultures do not just think about different things, they think differently. If indeed cultural differences dictate people's thinking and perception, psychologists may have to radically revise their ideas about what is universal and what is not, and to develop new models of mental process that take cultural influences into account. By studying China, a culture that is distinctly different from the U.S., the team looked for fundamental differences in psychological processes between Chinese and American children. Such information is valuable in developing a theoretical framework on which models of assessment and intervention in cognitive, behavioral, and personality domains can

be built.

At the practical level, the percentage of individuals for whom English is not the primary language and whose cultural backgrounds differ from the dominant culture continues to grow in the U.S. In conflict with past expectations for full assimilation by individuals with different linguistic and cultural histories, new immigrant groups and individuals coming from diverse communities are demanding more understanding from our society in terms of their unique cultural and linguistic needs. They are also demanding more linguistically and culturally appropriate programmatic interventions to meet new educational and mental health needs. The impact of our project is hoped to be long lasting because we believe that the role of school psychologists in the lives of children is crucial for their long-term school success. We also believe that awareness of the impact of culture on cognitive, behavioral, and personality development will help school psychologists provide more effective services for students, teachers, families, and communities.

In order to understand Chinese-American children in the U.S., psychologists must examine multiple aspects of the child as well as the environment or context from which he or she comes. Examining the environment facilitates a deeper understanding not only of the child, but the connections between one's own experiences and those of the child. As one cultural psychologist Eleanor Lynch (1992) pointed out:

Culture is akin to being the observer through [a] one-way mirror; everything we see is from our own perspective. It is only when we join the observed on the other side that it is possible to see ourselves and others clearly—but getting to the other side of the glass presents many challenges.

The Fulbright made it possible to get this team of school psychologists and educators to the other side of the glass. Hopefully, many more school psychologists will have the opportunity to gain different perspectives and contribute in a more meaningful way to the education of all children, including those who immigrate each year to the U.S.

Reference

- Lynch, E. W. (1992). Developing cross-cultural competence. In E. W. Lynch & M. J. Hanson (Eds.), *Developing cross-cultural competence* (pp. 35-61). Baltimore: Paul H. Brookes.

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

2003 APA Division 16 Election NOMINEE

William P. Erchul Nominee for President

Last February, *U.S. News & World Report* called school psychology “a career to count on” in the 21st century. Earn between \$50,000 and \$100,000. Take summers off. Have great job security for the next 25 years. What could be better than being a school psychologist?

Well, apparently lots of things, or we wouldn't be faced with the current and future personnel shortage. Various explanations exist for this shortage, but the crux of the matter may be that only about 1750 new school psychologists enter the field annually and about 53% of all current school psychologists will retire by 2015. Possible repercussions of the shortage include a return to higher student-to-psychologist ratios, with a corresponding movement away from intervention-based services and role expansion (Curtis, 2002).

I begin by mentioning the personnel shortage because it is the single greatest challenge that will confront school psychology leaders for the foreseeable future. If elected President of Division 16, addressing this problem will be my top priority. Although I am vehemently opposed to lowering standards for those wishing to enter school psychology, I strongly support a variety of recruitment and retention efforts to increase our numbers. One such effort will be to involve student groups such as SASP. I look forward to working with all stakeholders to develop creative solutions to this problem.

The personnel shortage, however, is not the only serious issue we face. The recently completed School Psychology Futures Conference (www.indiana.edu/~futures) has succeeded in alerting the field to many other issues of concern. Conference participants' threat/opportunity analyses spotlight these critical issues including: children's academic competence and school success; children's emotional functioning; improved parenting skills and increased ability of parents to support students; enhanced family-school partnerships and parental involvement in schools; more effective education and instruction for all

learners; increased child and family services in schools that promote health and mental health and are integrated with community services; and diversity as a priority.

This array of Futures Conference topics could easily serve as the agenda for an incoming President of APA's Division of School Psychology. All topics are unquestionably important. In choosing among priorities, however, as President I will have a special interest in facilitating the Division's active involvement in three systems-level issues: (a) enhancing family- school partnerships and parental involvement; (b) increasing child and family services in schools that promote health and mental health; and (c) promoting diversity issues within the field. To those who are familiar with my work in the area of consultation, the interest in the first two issues should come as no surprise. Additionally, an emphasis on diversity—defined in various ways—is so very critical to current and future practice that it must assume greater salience for Division 16. It is evident that all three issues are very appropriate for our consideration, given the Archival Description of the doctoral specialty of school psychology.

Speaking of the Archival Definition, an excerpt reads, “school psychology... is concerned with the science and practice of psychology with children, youth, families.” The integration of science and practice is central to Division 16, and this core value leads to another cutting edge issue: evidence-based interventions (EBIs). EBIs are here to stay and it behooves the Division to continue its support of this movement as it has in the past through co-sponsorship of the School Psychology EBI Task Force and regular coverage in *School Psychology Quarterly*. My agenda as President will include a clear push for further research on, and dissemination of, EBIs as one attempt to further reduce the research-to-practice gap.

Nationally and internationally, several organizations represent the interests of school psychology. Besides Division 16, these include (in alphabetical order) AASP, APA, CDSPP, ISPA, NASP,



William P. Erchul

2003 APA Division 16 Election NOMINEE

William P. Erchul Nominee for President

SASP, and TSP. Within APA, there are various divisions, boards, committees, and directorates that share our interests in children, youth, families, and schools. It would be naïve to suggest that the relationships between and among these entities are tension-free. However, at the same time, ongoing dialogue and acknowledgement of differences as well as similarities will benefit all entities and their constituencies. As President, it will be a clear priority to attend to these inter- and intra-organizational relationships.

In this era of seemingly increasing complexities within school psychology, I am reassured in knowing that the President of Division 16 rarely acts alone. My recent term as Vice President of Publications, Communications, and Convention Affairs taught me that Executive Committee members collectively display great talent, competence, and experience. It will be my privilege, if elected, to draw on the EC's wisdom as we conduct the Division's business. I also will look forward to the opportunity to continue the initiatives begun by Jean Baker during her presidential term.

In closing, I am honored to have been nominated for President. I am also very proud of my upbringing as a University of Texas Longhorn and the ongoing leadership that its School Psychology Program faculty and graduates have displayed within the Division and throughout all of school psychology. It would be a distinct pleasure for me to join the ranks of other UT-Austin graduates who have served previously as Division 16 President. These include Jane Close Conoley, Jan Hughes, Roy Martin, Joel Meyers, and Jim Paavola. Finally, I wish my opponent Cecil Reynolds—a respected leader and distinguished contributor to our field—the best of luck during the election, and offer my promise to assist him should he emerge the victor. Regardless of the outcome of the election, the Division's membership is assured that its President in 2005 will be committed to extending the application of science to school psychology practice.

Background:

Bill Erchul is a Professor of Psychology at North Carolina State University and since 1987, the Director of its APA-accredited/NASP-approved School Psychology Training Program (www.ncsu.edu/psychology/graduate/conc/school/index.htm). He has an Honors Program BA in

Psychology and Communication Arts from the University of Wisconsin-Madison, and a Ph.D. in Educational Psychology with a specialization in School Psychology from the University of Texas at Austin. Bill is a Fellow of APA, a recipient of the Division's Lightner Witmer Award, a recipient of the North Carolina School Psychology Association's Excellence in Staff Development Award, and has been recognized at the college level as an outstanding faculty researcher at North Carolina State University. His primary research program centers on interpersonal processes and outcomes associated with school-based consultation. He has served as Associate Editor of *School Psychology Quarterly* and currently sits on the editorial review boards of four journals. He is a licensed health services provider psychologist, a board certified school psychologist through ABPP, and a state- and nationally certified school psychologist.

In terms of service to the specialty, Bill has been a two-term President of the North Carolina Inter-University Council on School Psychology as well as Division 16's Vice President of Publications, Communications, and Convention Affairs. He served previously as chair of the Division's Convention Program Committee, Lightner Witmer Award Committee, New Fellows Committee, and *School Psychology Quarterly* Editor-Elect Search Committee. His current Division 16 involvement is as Executive Producer of The Conversation Series. Within North Carolina, Bill has been an active member of the practitioner-based School Psychology Forum and School Psychology Leadership Task Force, and he has testified on behalf of school psychology to the state psychology board regarding licensure and internship issues. Locally, his education as a school psychologist continues through periodic attendance at Student Support Team meetings held in the Wake County Public Schools.

Reference:

Curtis, M. J. (2002, November). *The changing face of school psychology: Past, present, and future*. Keynote address presented at the 2002 School Psychology Futures Conference, Indianapolis, IN.

2003 APA Division 16 Election NOMINEE

Cecil R. Reynolds Nominee for President

As a graduate student in the 1970s, I listened intently to the debates over the role and function of the school psychologist and to the doctoral/non-doctoral debate in our discipline. I still listen to these issues as they continue and have seen remarkably little progress. To a large extent, I believe it is because these are the wrong issues upon which to expend our intellectual and temporal resources. Rather, I see the focus of school psychology as a doctoral profession to be tripartite: the creation of new knowledge about how to make learners and learning environments more effective for all involved, the dissemination of the knowledge base, and, the demonstration of its efficacy in practice. The latter aspect is crucial to our survival as a discipline just as it is to the clients of our profession—no matter how effective a practice or how strong its scientific basis, if no one adopts it, it fails.

These are perilous times in school psychology. We face a shortage of doctoral practitioners in the academic setting and in the schools, clinics, and hospitals where school psychologists have so much to offer as scientist-practitioners. At the same time, we see other professional psychologists, often with no training in schools or particular expertise in learning, desirous of moving into school and related settings due to the loss of income facing the private practitioner as managed care continues to proscriber services. Many who are not in the profession have a difficult time differentiating school/clinical/counseling psychologists, and do not understand the differences in training and practice among these specialties. The US Department of Education is also preparing for a massive revision of the IDEA rules and regulations as well as changes in the actual legislation. These phenomena, occurring simultaneously, easily distract us from our primary focus. They need not do so.

With peril comes opportunity. Division 16 has made inroads into the larger structure of APA, thanks in large part to past leadership and to Ron Palomares, current school psychology's liaison staff at APA. What seems to be missing, however, is a

clear focus and strategic plan for improving our science, its application, and its dissemination. School psychology must become indispensable to schooling environments based upon its effectiveness which, as a profession, must be steeped in science. However good the science, we must also demonstrate its effectiveness and put it in the hands of those who can apply it every day. By affecting the lives of students, teachers, and administrators on a daily basis, our field becomes exciting. An exciting field will find it easier to recruit the best minds and those who will continue to be excited about what we do. None of this comes of its own. A clear focus and the development of strategic plans for the long term are imperative to achieve our potential as a discipline. It is the rationale of Division 16 to take the leadership role in these efforts and to discover the opportunity in peril and to capitalize on it to the benefit of those we serve. APA has many resources that we have only begun to tap, but this too requires sustained, systematic efforts at placing school psychologists in key leadership positions in our parent organization. If chosen to lead the Division, the development of such a focus and a system for long term efforts and strategic planning will be the goals of my efforts. Having served in various capacities as president of two APA divisions and on several APA Committees, I would like to bring these experiences and knowledge to creating more involvement of APA in working with us toward our goals as a component of our long term and strategic plans.

Background:

Cecil R. Reynolds, PhD, ABPN, ABPP, earned his doctoral degree from the University of Georgia in 1978 under the tutelage of Dr. Alan S. Kaufman, with a major in School Psychology and minors in Statistics and in Clinical Neuropsychology. He served an internship divided between the Medical College of Georgia (Pediatric Neurology section and Neurological Surgery section) and the Rutland Center for Severely Emotionally Disturbed Children. Prior to joining the Texas A & M University faculty



Cecil R. Reynolds

2003 APA Division 16 Election NOMINEE

Melissa A. Bray

Nominee for Vice President for Social and Ethical Responsibility and Ethnic Minority Affairs (SEREMA)



Melissa A. Bray

I am honored to be selected by the Nominations Committee as a candidate for vice president for Social and Ethical Responsibility and Ethnic Minority Affairs (SEREMA) of Division 16 of the American Psychological Association. I have served Division 16 most recently as Associate Editor-Elect of *School Psychology Quarterly*. I also served as chair, and co-chair of convention programs, and as a proposal reviewer. I have been actively involved in coordinating and arranging funding for the hospitality suite for several years. In addition, I have served as chair of the publications committee and as a member of the conversation videotaping series. Finally, I am currently a member of the search committee for Associate Editor-Elect of *The School Psychologist*, and chair of the search committee for Division 16's Book Editor-Elect.

If elected, I am confident that my previous and current work with Division 16 will facilitate my role as vice president for SEREMA. I am very much interested in continuing my service to the division. I am committed to advocating support for underrepresented groups and the general social and ethical rights of all persons.

Background:

Since 1999, I have been an Assistant Professor of School Psychology at the University of Connecticut. My primary responsibilities include teaching academic assessment, consultation, and supervising the practicum. I received a Ph.D. in school psychology also from the University of Connecticut in 1997, and was subsequently employed by St. John's University in New York City for two years as an Assistant Professor of School Psychology. I also received a master's degree in Speech Language Pathology from Southern Connecticut State University in 1988. I was employed as speech pathologist and as a consulting school psychologist in the public schools for several years. I am a nationally certified school psychologist, licensed psychologist, and speech pathologist. I have in press or published over 50 articles in professional journals and have made over 30 national and international presentations. My primary area of research is interventions in the areas of behavior disorders, communication deficits, and health-related issues. In addition to serving as an Associate Editor-Elect of *School Psychology Quarterly*, I am on the editorial boards of *School Psychology Review*, *Psychology in the Schools*, and *Trainers in School Psychology Forum*.

2003 APA Division 16 Election NOMINEE

Zheng (Jenny) Zhou

Nominee for Vice President for Social and Ethical Responsibility and Ethnic Minority Affairs (SEREMA)

I am honored to be nominated as a candidate for VP-SEREMA. I view this opportunity as an extension of my interests in promoting cultural competence among school psychologists in the U.S. Many would agree that culture is acknowledged by scholars and practitioners as an important context for human psychological development and behavior. For whatever reason, however, little theory or data, other than that from Euro-American culture, have been taken into account. Such a perspective, however, is becoming increasingly important as the U.S. society becomes more multiethnic. In the U.S., we take pride in the cultural diversity in our nation's schools as well as the unique professional and educational opportunities. But with this richness comes responsibility. We have legal, ethical, and moral obligations to provide quality services to culturally and linguistically diverse children and their families. I would like to help my colleagues in school psychology to better fulfill these responsibilities, and to find ways to develop cultural competence for research, teaching, and practice.

Preparing future culturally competent school psychologists depends on our willingness to understand a world with a horizon other than our own. As trainers of future school psychologists, we play a crucial role in promoting cultural awareness and competence in our students, who will be knowledgeable in developing culturally based interventions and in translating interventions into culturally consistent strategies. School psychologists who can respond to educational, ethical, cultural, social, and professional needs in a dynamic world are desperately needed. In order to prepare our students for this level of competence, we need to seek out expertise from culturally skilled professionals who are knowledgeable of the cultural groups, understand sociopolitical influences, and possess specific intervention skills with the minority groups. Cultural competence in our service to ethnic minority children rests on our skills in effectively promoting communications among parents, teachers, students,

and mental health professionals. One of our major responsibilities to these children is to help them make better adjustments in schools.

As the VP of SEREMA, I will take an active lead in promoting the best interest of our children from different linguistic and cultural backgrounds, and work to strengthen trainer, researcher, and practitioner skills in this area. I look forward to serving Division 16 and would appreciate your support. Thank you.

Background Information:

I was born and raised in Suzhou, an ancient city in the People's Republic of China, famous for its exquisite gardens and silk. I received a B.A. in English from Suzhou University and came to the United States for my graduate training in school psychology. I earned an M.S. degree in School Psychology from Tulane University, and a Ph.D. in School Psychology from Teachers College at Columbia University. I joined the faculty at St. John's University in New York in 1997, where I am currently an Assistant Professor in the Psychology Department.

For many years, I worked as a bilingual school psychologist in the New York City public schools, providing psychological services to a wide range of culturally/linguistically diverse students. This population includes Asian immigrant children and their families. I have also served as a consultant to schools in New Jersey that have a heavy concentration of Asian students. My extensive contacts with the Asian population through both research and practice have resulted in my challenging many minority stereotypes, including those that have prevented many children from receiving quality mental health care. Like children from the mainstream population, ethnic minority children need to be understood and provided with expert services from school psychologists both in and outside the schools. Many of the professional activities I have engaged in have focused on broadening the understanding of minority children and improving educational and psychological services.



Zheng (Jenny) Zhou

2003 APA Division 16 Election NOMINEE

Thomas J. Kehle Nominee for Secretary



Thomas J. Kehle

I am very pleased to be selected by the Nominations Committee as a candidate for the position of Secretary. In the past, I have served as secretary to the Society for the Study of School Psychology, and the Council for Directors of School Psychology Programs. I have also served as a member of various committees of Division 16 including the Editor Selection Committee for *School Psychology Quarterly*, and the Division 16's Publications Committee.

In brief, if elected as secretary, I would ensure that all of the responsibilities of the position would be carried out in a thorough, timely, and responsible manner.

Background:

I am a professor and director of the School Psychology Program at the University of Connecticut. My primary research interests include

interventions to promote students' academic and social functioning, and correspondingly, I have authored or co-authored over 100 book chapters and journal articles relevant to these interests. I am a fellow of the American Psychological Association, American Psychological Society, and the American Association of Applied and Preventive Psychology. I am also a licensed psychologist in the State of Connecticut. In addition, I serve on the editorial boards of *School Psychology Quarterly*, *Journal of School Psychology*, *Psychology in the Schools*, and the *Journal of Psychoeducational Assessment*. Throughout the years I have continuously maintained a consulting relationship with numerous school districts, providing workshops and assistance in the implementation of interventions designed for students with severe behavior and learning problems.

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2003 APA Division 16 Election NOMINEE

Zheng (Jenny) Zhou – Nominee for Vice President for Social and Ethical Responsibility and Ethnic Minority Affairs (SEREMA)

This past year, I was awarded a Fulbright Scholarship administered through the U.S. Department of Education for the project "How Culture Molds the Habits of Thought, Emotion, and Action." With this grant, I led a team of 12 American school psychology faculty members from six major universities and educators in NYC to various parts of China, (from the capitol city, Beijing, to the Tibetan border towns). During the four-week traveling seminar in China, we interacted with our Chinese colleagues in psychology and education departments at universities, teachers and administrators of schools, and child psychiatrists in hospitals. We listened, observed, and discussed many issues of mutual interest, and brought back a wealth of knowledge about problems facing nations such as China and problems that children immigrating from

there might face. It was a memorable experience for all of us. By experiencing China in this way, we extended the range of our vision.

Since returning from the trip, I received another grant from National Science Foundation's WISC program, and I will be returning to China with colleagues to further study constructs of importance to child development and education, and cross-cultural school psychology. A study such as this fits well with my other research interests that intend to benefit children, including those that examine the development of children's mathematical reasoning and basic relational concept acquisition in a cross-cultural context. I am particularly interested in how differences in schooling, language, and instructional practices influence children's learning and development in different cultures. I also have systematically studied first-generation Chinese-American adolescents' social-emotional functioning, particularly the issue of how acculturation impacts their school adjustment.

This past August, I was honored to have been named among three top contributors to the journal

2003 APA Division 16 Election NOMINEE

Angeleque Akin-Little Nominee for Secretary

It is an honor to be nominated for Secretary of Division 16. I am excited about the opportunity to serve the Division and its members as Secretary and a member of the Executive Committee. My background and experiences have prepared me well for a leadership role in the Division, and I am confident I have the personal and professional skills necessary for the position.

I have been very fortunate to have had the opportunity to serve Division 16 over the past few years. I have been on the editorial advisory board of *The School Psychologist* since 1998, was the coordinator of the Division 16 hospitality suite for the 2001 APA convention in San Francisco, served as co-chair of the Division 16 program committee for the 2002 APA convention in Chicago, and am currently the chair of the program committee for the 2003 APA convention in Toronto. These activities have helped me keep up-to-date with the issues facing Division 16, APA, and school psychology, and I believe, have placed me in an excellent position to assume a role on the Division 16 Executive Committee.

There are many issues that the field of school psychology is currently confronting and these issues should continue into the foreseeable future. If the profession progresses in the direction as outlined by the recent conference on the future of school psychology, the roles and functions of school psychologists will be changing from one based primarily on assessment to a more prevention and intervention orientation. However, much needs to be done if the profession is to proceed in that direction. However, we need to prove our value to schools as more than just the gatekeepers to special education. To do this, we must educate teachers, principals, school board members, parents, the general public, and school psychologists that this change in emphasis of our role and function is cost effective and in the best interest of children. Division 16 must be on the forefront of these efforts that will include public relations, education, in-service training, advocacy, and changes in the training of school

psychologists. I strongly believe that we must expand as a profession if we are to continue to grow and prosper. I want to have the opportunity to be at the vanguard of this movement, and a position on the Division 16 executive committee will give me that opportunity.

According to the Division 16 by-laws, "The Secretary shall keep the records of all meetings of the Division, the Executive Council, and the Operations Committee; issue notices of meetings and the election of officers; receive and expedite correspondence with Division Services of the Central Office of the American Psychological Association; and update and maintain the Operations Handbook of the Division." Obviously, this is a position that requires a great deal of organizational skill and effort. I believe I have established my credentials in this area through my serving as coordinator of the hospitality suite and co-chair and chair of the convention program committee. I am very well-organized and believe I will do a stellar job if fortunate to be elected as Division 16 Secretary.

I sincerely welcome the opportunity to serve Division 16 and its members as Secretary and as member of the Executive Committee. I look forward to the chance to be part of efforts to further the mission of the Division and to represent the field of school psychology in APA. Your support is very much appreciated.

Background:

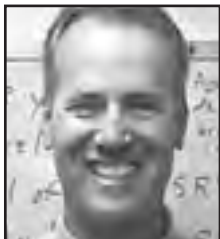
Prior to receiving my graduate training in school psychology, I trained to become a teacher (B.A. & Teaching Credential from San Francisco State University). I then worked for 6 years as an elementary and middle school teacher in the Bay Area. As a native Mississippian, I returned home in 1994 and completed my graduate training in school psychology at the University of Southern Mississippi (M.A., 1997; Ph.D., 1999). After finishing my internship at Brewer-Porch Children's Center at the University of Alabama, I joined the school psychology faculty at Hofstra University in 1999.



Angeleque Akin-Little

2003 APA Division 16 Election N O M I N E E

Randy. W. Kamphaus Nominee for Representative to APA Council



Randy W. Kamphaus

The Council of Representatives (hereafter referred to as "Council"), as authorized by APA bylaws, "has broad authority to develop the internal and external policies of the Association." In addition, "It has full authority over the affairs and funds of the Association." Council functions as the major legislative body of the organization through which virtually all policy decisions of the APA must pass.

Because of this organizational structure one will sometimes hear members of boards and committees wish aloud for options other than having to send every policy change before Council. There are continuing concerns about the length of time required to get a policy from the conceptualization stage all the way through Council approval. This length of time may be thought of as similar to the wait of academics for a journal article to be produced, a process which takes a minimum of 18 months with a maximum of 2, 3, 4, years or more.

There may also be advantages to this organizational structure the most significant of which is that APA policies such as the Ethics code, Test Standards, and other major documents are not acted upon hastily, nor are they dominated by any one theoretical point of view or bias. On the other hand, APA is not an organization that is well-poised to act quickly on some matters as is necessitated by national emergencies or urgent policy inquiries. This latter point is crucial because of the extent to which the public looks to APA for guidance. It is, after all, the largest association of psychologists in the world, and its website (according to reports from central office) is sometimes rated in the top 100 worldwide for "hits." APA continues to try to strike a balance between due deliberation and responsiveness to the public and professional good, a balance that may be influenced further by the installation of Dr. Anderson as CEO and other new leadership. Suffice it to say that for now the importance of Council for influencing the professional lives of Division 16 members and other psychologists cannot be overstated.

Consequently, Division 16's ability to acquire a

new Council seat represents an important opportunity for the Division to influence policy that affects its members. It gives Division 16 another important voice at this table regardless of the issues and policies that will arrive at Council. The number of policies, guidelines, and proposals that make it to Council is dizzying and not always possible to anticipate. School psychologists have already influenced these policies at other levels of the APA governance thanks to the efforts of the Division 16 members that serve on important boards and committees such as the Boards of Professional Affairs, Educational Affairs, Scientific Affairs, and Advancing Psychology in the Public Interest. The Council members ensure that school psychology and Division 16 views are represented at this final stage of policy approval, modification, and rejection.

At the level of Council, Division 16 members are not as likely to initiate or draft policy. At this stage Council representatives are more likely to join colleagues in efforts to approve, amend, or defeat proposed policies, guidelines, etc. Therefore, the primary duty of Council members is to be able to work effectively with others. They have to develop collegial relationships, earn the respect of colleagues, and articulate the views of the Division membership in convincing style. Certainly, the selection of Steve DeMers and Cindy Carlson for these duties was brilliant on the part of the membership. The aforementioned characteristics define the competencies of both Cindy and Steve.

My candidacy for the open position is based on a desire to achieve these same characteristics of leadership that have served the Division so well, over so many decades. I would base my efforts to represent the Division effectively on my personal contacts and experiences gained as a member of several APA ad hoc and standing committees, my tenure as an officer and president of the Division, and my recent service on the Board of Professional Affairs. I am honored by the nomination of the Division leadership to be considered for this important role.

2003 APA Division 16 Election NOMINEE

Tom Kubiszyn

Nominee for Representative to APA Council

The Council of Representatives is the official policy making body of the American Psychological Association (APA). Its representatives reflect and advocate for the diverse constituencies of the APA (55 divisions and 58 state and provincial psychological associations). Policy decisions in Council emerge as a function of both formal floor debate and informal "back room" negotiations. Expertise, reputation, and experience are necessary, but not sufficient, to ensure effective representation. Successful representatives must also be strong-willed and strong-minded advocates for their constituency.

In spite of its relatively small size, Division 16 historically has wielded influence disproportionate to its size in Council; a testament to the skill and savvy of our current and past Council representatives. Thus, it is no small honor to be nominated to run for the position of Division 16 Council Representative. I am humbled and pleased to be nominated.

If elected, I will draw on my past experiences with Council to advocate effectively for Division 16 and school psychology. For five years (1995-2000) it was my responsibility to attend each Council meeting while I directed the APA Office of Policy and Advocacy in the Schools and later when I served as a consultant to this Office. I worked extensively with Division 16 Council Representatives and leadership and other Council representatives and APA staff during this period to strategize and formulate language to advance various policy initiatives, including the reaffirmation of the Specialty of School Psychology in 1997.

In addition to attending Council meetings I participated in the caucus meetings that take place prior to Council. It is at these caucus meetings that much of the "back room" work of Council is accomplished. As a result, I am very familiar with the formal and the informal processes that characterize the labyrinthian Council approval process. Importantly, as a result of my years as an APA staff member I understand well the complex,

interdependent APA governance and staff structure and function, and I have forged strong relationships with a number of key governance and staff players. For these reasons I believe I am well-qualified to continue the Division's tradition of strong leadership and advocacy in Council. And, strong leadership and advocacy will be vital over the next three years.

A number of significant issues that affect the Division and school psychology will be debated in Council. Reaffirmation of the Specialty of School Psychology (yes, already!) will need careful shepherding to ensure that school psychology remains a recognized specialty in American psychology. Other issues that we must be vigilant over include the seemingly continual changes to licensing and credentialing requirements and accreditation procedures, the recent recommendation by the APA Commission on Education and Training Leading to Licensure in Psychology that licensure be limited to psychologists who have completed APA accredited internships, potential limitations to school psychologists' scope of practice secondary to the ever increasing number of specialties and proficiencies in psychology, and the impact on school psychology of various practice and reimbursement guidelines that have emanated from a variety of sources. Finally, among our clinical and counseling counterparts the breadth and depth of doctoral training in school psychology continues to be misunderstood. Council representatives have both formal and informal opportunities to inform leaders from other APA divisions, state associations, and other governance entities about the breadth and depth of doctoral training in school psychology. Advocacy like this is important to help ensure parity for school psychologists within the APA and with external licensure and credentialing bodies.

In closing, I ask for your support and vow to do my best to ensure and enhance school psychology's position in professional psychology.



Tom Kubiszyn

2003 APA Division 16 Election NOMINEE

Steven G. Little Nominee for Representative to APA Council



Steven G. Little

When I accepted my first job as a school psychologist back in 1979 I held a master's degree in psychology, with no specialization, and NO experience working in the schools. What I had were a couple of assessment classes and general knowledge of child development. Thank God that things have changed so that someone as naïve and poorly trained as I was can no longer become certified to practice in the schools. School psychology has made tremendous strides in the past 25 years in the education and credentialing of psychologists in the schools, but we are still faced with many challenges both within school psychology (i.e., NASP-APA level of training issues) and within psychology as a whole (i.e., relationship with other practice areas, particularly clinical psychology). I was fortunate to have excellent doctoral training at Tulane University and my experiences as a trainer and consultant in the northeast, south, midwest, and west have helped me gain a broad perspective on the field of school psychology and the problems faced by school psychologists.

In addition, my 6 years as editor of *The School Psychologist* and the past couple of years as President-Elect and President of Division 16 have allowed me to serve on the executive committee of Division 16 and keep up-to-date on issues facing the Division and profession. I have also been fortunate to be able to work closely with various people at APA and become knowledgeable about the workings of the organization as a whole. As President of Division 16 I served on the final year of the APA-NASP Interorganizational Committee, I am currently a member of an Interdivisional Task Force (with the Divisions 15 & 17 and the Board of Educational Affairs) on psychology's role in working with the No Child Left Behind initiatives, and I have worked closely with Ron Palomares in the Practice Directorate on a number of issues. Finally, being on the executive board of CDSPP has kept me knowledgeable and involved in doctoral-level training issues. I believe these experiences prepared me well for assuming the responsibilities as Council

Representative for Division 16.

I love being a school psychologist and this is an exciting time to be one. The Council Representative position, for which I have been nominated, is a new position. One that would not exist if not for the growth of our profession and the support of our members. I have the very strong conviction that school psychologists are the best trained of all of the practice areas. Unfortunately, we remain the smallest of the three areas (Clinical and Counseling being the other two) and lack the representation of the other areas within APA, state licensing boards, and the health care industry. It is important that we stand up for the parity of school psychology within all of these domains while working collaboratively with natural allies such as child clinical and pediatric psychology to work for the benefit of children, youth, and families. I believe I can be a very strong voice for school psychology over the next 3 years if given the opportunity to represent Division 16 on Council.

I would like to conclude by stating that I feel very honored to have been nominated to run to be one of three Division 16 Representatives to the APA Council. Having served school psychology at both the Division and APA level has given me an appreciation for the critical role played by the Council of Representatives in enabling or disabling initiatives that affect the future of school psychology. Key issues loom on the horizon and I believe my current and prior experience with Division 16 and APA provide a good foundation for representing school psychology regarding these and other related issues. Division 16 has been fortunate to be represented on Council by an array of distinguished individuals and I will do my best to follow in their tradition by being a strong voice for school psychology and work hard for initiatives that are beneficial to our profession.

Background:

I am currently an associate professor and Director of the Division of School Psychology at the

2003 APA Division 16 Election NOMINEE

Deborah Tharinger Nominee for Representative to APA Council

I am very pleased to have been nominated for the APA Council of Representatives from Division 16. If elected I would bring 9 years of experience on the Executive Committee of the Division and 14 years of experience within the governance of APA to the task. I believe both types of experiences have prepared me to represent our division well on the APA Council in matters that pertain to school psychology related to practice, education and training, science, and public interest. I am committed to a strong interface between Division 16 and APA and believe that school psychology is strengthened by its close association with all of APA, with professional psychology as represented by APA, and with child, youth and family psychology-science and practice.

I anticipate that in the upcoming years, the APA Council will continue to discuss issues of specialties and proficiencies, accreditation, post-doctoral training, practice guidelines, education and training guidelines, the unmet mental health needs of our society, including children, and the need to support the expansion of psychological services delivered in schools. I feel well prepared to represent Division 16's best interest on these and related issues. I also feel that my APA experience has created relationship with other divisions and council representatives that may help construct coalitions to facilitate our interests and the interests of children. Furthermore, I think my work with APA staff over the past 15 years will also be facilitative.

Background:

Below I highlight my major experiences with Division 16 and APA to support my preparation for this office. I also am completing my 21st year on the School Psychology faculty at the University of Texas, am a Licensed Psychologist, have a small independent practice of psychology, and have a medium-sized child in elementary school. If you would like to talk with me about any of my ideas, please contact me at dtharinger@mail.utexas.edu. I welcome your support!

Within Division 16:

- Recipient of the APA Division of School Psychology Jack Bardon Distinguished Service Award
- Vice President for Professional Affairs
- President
- Secretary

Within APA:

- Fellow of the APA
- Chair of the APA Board of Professional Affairs
- Chair of the APA/BPA Committee on Professional Practice and Standards
- Chair of the APA/BPA Sponsored Task Force on Child and Adolescent Professional Psychology
- Member of the Advisory Committee to the APA Office of Policy and Advocacy in the Schools
- Member of the APA Inter-directorate Task Force on Psychological Principles and Educational Reform
- Member of the APA/CAPP Sponsored Working Group on Schools as Health Service Delivery Sites
- Member of the APA Working Group on Implications for Education and Training of Child Abuse and Neglect Issues



Deborah Tharinger

APA Division 16 and NASP Need to Work Together: A Response to Little and Short

Joe Prus
Winthrop University

A secretary at a university where I once worked had a sign beside her desk that read something like, "I've been criticized, threatened, and treated like a peon- the only reason I show up around this place is to see what happens next!" As a member of Division 16, I enjoy reading about innovative training, practice, and research issues and activities in *The School Psychologist*. But as a member of NASP, and someone intimately involved in issues pertaining to training and standards, I'm beginning to feel more and more like that secretary as I read columns like those of Steve Little ("Does the Internship Make the School Psychologist?") and Rick Short ("School Psychology as a Separate Profession: An Unsupportable Direction") in the Summer Issue.

Drs. Little and Short have no doubt made important contributions to Division 16 and to school psychology, and each is entitled to his own opinion about NASP. However, their latest columns in *The School Psychologist* contained such important inaccuracies that I felt compelled to respond. I do not wish to add fuel to a flame that already seems to be blazing a bit out of control. I just want to dose it a little with some facts, and with a few suggestions for future dialogue that might benefit our field.

A central premise of *The School Psychologist* columns is that the United States Department of Education grants the authority to accredit programs within a profession to only one organization and APA is, for the field of psychology, that organization. Dr. Short says, for example, "Department of Education authority to accredit is granted to one, and only one, agency for each profession. In psychology, that agency is the Committee on Accreditation (CoA) of the American Psychological Association." Dr. Little, in his column, makes a similar statement when he says, "But APA, with the privilege granted by the U.S. Department of Education to set the training standards for all doctoral training programs in psychology (including school psychology) has the right to promulgate standards..."

The premise of these arguments is false. The U.S. Department of Education does not determine who "speaks" for any profession or specialty, nor

does it limit accrediting and standard-setting power to "one, and only one" organization for each field. The Department of Education, through its National Advisory Committee on Institutional Quality and Integrity (NACIQI), establishes criteria for accreditation and then determines if organizations that apply for accrediting authority meet the criteria. If two or more organizations in any given field are found to meet the criteria, then each can accredit programs. That has already happened in some fields.

Another premise of the arguments concerning accreditation put forth by Drs. Little and Short is that APA standards are "higher" than those of NASP. This presumably refers to the fact that APA accredits programs only at the doctoral level while NASP approves programs at both specialist and doctoral levels. But this difference is not germane to the issue of accreditation or approval of doctoral programs. APA and NASP standards for doctoral programs both require essentially the same basic period of full-time study or equivalent. Whether one set of doctoral standards is "higher" than the other is a subject for discussion rather than proclamation.

The articles by Drs. Little and Short also contain some inaccuracies regarding the *NASP Standards for Training and Field Placement Programs in School Psychology* (NASP, 2000), and the manner in which these standards are applied to APA-accredited programs that apply for NASP approval. First of all, it might be worthwhile for readers to know that the process by which NASP grants approval to APA-accredited programs stemmed from joint efforts between the two organizations that date back as far as the late 1970's and from the work of the APA/NASP Joint Task Force. Continuing those same collaborative efforts, in 1986, the APA/NASP Inter-Organization Committee (IOC) issued a document titled "Accreditation of School Psychology Programs at the Doctoral Level: A Joint Summary Statement," which outlined joint expectations for all doctoral programs. Among other common expectations, the document states "...the program includes a supervised internship experience beyond the practicum and field work, equivalent to at least one academic school year, with at least half of the hours

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APA Division 16 and NASP Need to Work Together: A Response to Little and Short

of the internship in a school setting" (p.4). This document was approved by the respective governance bodies of both organizations. Furthermore, the two organizations continued to work together and developed and piloted a joint accreditation process for doctoral programs in school psychology.

NASP continues to grant a type of "one-way reciprocity" to APA-accredited school psychology programs even though programs approved by NASP and "Nationally Recognized" by NCATE, receive no special consideration when applying for APA-accreditation. NASP's expectations, including the requirement that programs include an internship consistent with NASP standards, have been deemed relevant and reasonable by those representing both APA and NASP.

Contrary to the reference by Dr. Short to NASP's standards requiring that one-half of the internship be in the schools, the current standards require that 600 hours of internship be in a school setting. That translates to as little as one-third or less of the internship for many doctoral programs that require a 1,800 to 2,000 hour internship. Additionally, NASP provides various alternative mechanisms by which this requirement may be met. Such alternatives include completion of 600 hours of documented, supervised internship or equivalent experience in a school setting at the specialist level or in some other pre-doctoral experience. Information regarding these options is available at the NASP website (www.nasponline.org/certification/training_program).

If, as claimed by Dr. Little, "a total of 1,000 to 2,000 hours of practicum experience, the majority of which is in the schools, is not uncommon" for school psychology programs, then it is hard to understand why 600 hours of supervised school-based experience designated as pre-doctoral internship cannot be incorporated into such programs. The problem with Dr. Little's assertion, even if correct, is that there is absolutely no requirement for school-based experience in any APA accreditation standards applicable to school psychology programs. NASP emphasizes both policy and practice in its application of training standards. This is intended to assure more consistent candidate experiences and training outcomes. Data on NASP approval of APA-accredited doctoral programs and feedback that I have received from trainers who have undergone the process, indicate that: (a) every APA-accredited school psychology program that has applied for NASP approval since the current process

was put in place in 1992 has ultimately attained such approval; and (b) faculty and program directors generally appreciate, rather than resent, the process by which NASP recognizes APA accreditation subject to internship documentation. This then begs the question, "For whom and why is the requirement for some school-based internship experience such a problem?"

NASP's insistence that school psychologists have some minimum supervised school-based internship experience seems reasonable to all but a very few in our field. When the NASP standards were revised in 2000, substantial support was voiced for the requirement and only one single comment in opposition was expressed via the extensive feedback mechanisms that were used by NASP to solicit wide-scale input (mechanisms which included APA and Division 16). That school psychologists should have some minimum internship experience in the schools is also supported by most state credentialing bodies, some of which actually require more extensive school-based experience than does NASP. It is thus quite unfortunate that there exists only a small handful of APA-accredited internship sites in schools. This, in my view, is a far more serious obstacle for prospective graduates of school psychology programs accredited by APA and approved by NASP than are the NASP expectations.

Moving Forward

This brings me to some suggestions for us to consider for the future. First of all, APA and NASP (via the IOC or another collaborative mechanism) should return to the goal of establishing some type of "reciprocity" for school psychology doctoral programs recognized by each organization. While each organization will likely insist on retaining critical aspects of its standards and review processes, and has every right to do so, it simply makes sense to relieve the directors and faculty of what are generally good quality programs of at least some of the burden of multiple submissions. It also makes sense to offer graduates of such programs assurances that their training is consistent with all relevant national standards for the profession, and will likely fulfill both licensing and certification requirements in all states. But the process must be approached from the perspective of cooperation and professional courtesy, not threats or "entitlement."

Secondly, Division 16 and NASP, along with Trainers of School Psychologists (TSP) and the Council of Directors of School Psychology Programs (CDSPP), should work together to assure high

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Internship Training in School Psychology: Heralding the Role of School-Based Specialty Training

Tony D. Crespi
University of Hartford

Should school-based internship training be required for all school psychologists? Does it make logical sense to approve alternative training sites? Indeed, the questions are profound. Most recently, Little (2002) notes that not all doctoral school psychologists elect to complete an internship in the schools. Short (2002) notes “licensed psychologists – regardless of their specialty – are broadly prepared both to provide psychological services wherever they apply and to acknowledge and respect the limits of their competency.” Truly the points are complex, and the implications profound.

Unfortunately, we must not oversimplify the discussion. As a backdrop, recognize that all physicians – like psychologists – are granted a generic medical license. However, physicians may not change specialties without rigorous (post-doctoral) training. Indeed, while all physicians train in issues related to the human body, the importance of specific residency training remains rigorous and exacting. Additionally, physicians changing specialties typically pursue a second residency! In fact, if a physician training in pediatrics requested training in an alternative setting (outside pediatrics) it would not be greeted warmly. Similarly, psychologists need to examine specialty training in a more detailed fashion. Consider this query. Should a Counseling Psychologist holding a Ph.D. from an APA-Accredited Program, who completed an internship in a child guidance clinic, automatically be eligible for credentialing as a Certified School Counselor? Of course not.

Consider this brief – very brief – sampling of differences. A Licensed Psychologist in a children’s psychiatric unit sees a young boy in individual therapy early in the morning. At the 3:00 P.M. shift meeting, the child-care and nursing staff note that the boy spent the day seemingly unable to concentrate because of the issues raised during therapy. All agree therapy has stimulated positive, reflective thinking as the goal is to promote discharge. A Certified School Psychologist in an elementary school sees a young boy in individual counseling early in the morning. At 3:00 P.M. the

teachers alarmingly note that the boy spent the day seemingly unable to concentrate because of the issues raised during counseling. Educationally, the faculty are concerned, as they had hoped the clinician might have better helped him learn to put aside his issues and focus on educational issues.

A Licensed Psychologist in a children’s psychiatric unit consults with the staff psychiatrist about the importance of a strip search when a young patient returns from a trip home. Legally, strip searches are routinely conducted in the hospital and it is felt appropriate. A Certified School Psychologist inadvertently is involved in a locker search in a middle school. The boy and his parents subsequently press legal charges because locker searches violated his rights: school and non-school issues differ markedly.

Despite the political attractiveness, specialty training offers numerous distinct advantages. In point of fact, while there has certainly been talk of blurring boundaries between specialties (Crespi, 1996), and while it has been many years since it was first suggested that psychologists should view themselves as psychologists first and specialists second (Spence, 1987), it is also noteworthy that specialty training remains a pervading and forceful model for psychologists.

Beutler and Fisher (1994) noted the following: The training programs that were developed from these historical traditions have resulted in specialization designations that continue to be differentiated by three cardinal features: (a) the populations and settings in which clients are seen; (b) the methods of assessment and interventions used; and (c) the concepts used to describe problems and solutions (p. 64).

Simply stated, school-based internship training personifies each of these three points! Why would a Ph.D. or Psy.D. student in a school psychology program NOT be interested in completing an internship in the schools? If a program is committed to training school psychologists it would seem an important requirement. In fact, if practica and fieldwork requirements are examined from a

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quality internships for all school psychology candidates. This work should address the need for intern financial support, which is a key to recruiting students from lower income backgrounds, the need for more internship sites, and the need for quality internships in settings that include a full range of school psychology services that positively impact children, youth, and families. Finally, we should work collaboratively to enhance and highlight the important contributions to children, youth, and families made by school psychologists in all settings including, of course, schools.

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Internship Training in School Psychology: Heralding the Role of School-Based Specialty Training

developmental framework, the internship should be a culminating training requirement. Yet, politically, and with an appreciation for licensing requirements, there are, unfortunately, reasons why certain students do request non-school internship opportunities.

Should an internship in the schools be required for all doctoral students in school psychology? What training requirements would a consumer expect of a Ph.D./Psy.D. in school psychology? Is it viable to consider that students complete two training experiences if necessary for licensing? Indeed, might early practica and fieldwork experiences – similar to clerkship in medicine – be completed in alternative child-oriented settings while leaving the internship as a culminating school-based experience?

Would you trust a gynecologist to diagnose a cardiac condition despite the fact that all physicians hold a generic medical license? Do you feel child psychiatrists possess greater training in child psychiatric issues than family practitioners? Do you expect residency training that appropriately relates to the specialty? Let's not toss aside the value of an entire year of training in the schools. Consider these advantages: (a) schools possess a rhythm from fall to spring which cannot be grasped in an abbreviated fashion; (b) schools possess specific legal and ethical demands different from non-school settings; (c) schools require psychological evaluations specific to special education classification decisions; and (d) schools address unique assessment, counseling, and consultation issues.

The question remains: Should school psychologists necessarily complete school-based

internships? Apparently, the issue is controversial. Politically, while the increase in numbers of clinical psychologists (coupled with managed care) has restricted salaries for clinical psychologists, there are school psychologists very interested in private practice options, and interested in completing non-school based internship training. Is this appropriate? Should these individual complete post-doctoral respecialization programs in clinical psychology?

When compared with other specialties, school psychology is in an advantageous position. Shortages exist. Salaries are competitive. And faculty openings in higher education are plentiful. Simply stated, opportunities abound. In addition, from Birth-To-Five initiatives to residential schools for violent youth, schools offer a wealth of rich training opportunities. Still, should school-based internship be required for a school psychology program? It seems reasonable. Yet, this is only one perspective. Where do you stand?

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Student Affiliates of School Psychology (SASP)

Types of Leadership Styles for Promoting Growth in SASP

Gena N. Ehrhardt, M.A.
SASP President
Indiana State University
Children's Resource Group

A primary response from the surveys sent out this summer was that many SASP chapters would like assistance from the national level with the formation and maintenance of their chapters. While this assistance can take many forms, I thought that a discussion about leadership would provide some helpful guidance, because SASP is distinct from most professional organizations. We are an organization comprised of student volunteers serving students. Rather than relying on a paid staff, SASP relies on student leadership.

As with any organization, in order for SASP to be successful, it needs good leaders who set high standards and goals. Leaders influence others to accomplish objectives and promote cohesiveness. They know what needs to be done by setting goals and devising plans that motivate others and provide direction (Hersey & Blanchard, 1977). To be a leader in SASP, one must embody the values of the organization by successfully defining the roles, relationships, rewards, and rites that take place. The roles within SASP do not necessarily need to be labeled with an official title. Instead, roles are formed based on the tasks and responsibilities that may need to be carried out. In other words, for an organization to accomplish a goal, there are a variety of responsibilities each member must assume. Primary responsibilities consist of identifying what needs to be done, planning on how to do it, motivating and encouraging others to fulfill it, carrying out the task, and evaluating the outcome (Hersey & Blanchard, 1977).

Have you ever wondered why leaders brought in from the outside who have the attitude, "It's my

way or the highway," are usually very ineffective? It is because this style of leadership fails to reflect the long-held formal and informal traditions, customs, and rules of the organization. As SASP's local chapters and existing chapters flourish, a key component necessary for their survival is leadership. Leaders at the national level would be at a strong disadvantage, since they are unaware of each local chapter's milieu. It is up to the leaders of each chapter to reflect the existing perceptions and attitudes of the members. This individual must accurately reflect the "feel of the chapter" based on what people believe about the activities that occur in the organization. These activities influence both individual and team motivation and satisfaction.

A key point to leadership is establishing relationships with organizational members. Because of our human nature, it is hard to like someone with whom we have no contact and we tend to seek out those we like. People tend to do what they are rewarded for, and friendship is a very powerful reward (Clark, 1995). For a leader to be effective, relationships must be formed. But how a leader fulfills that role in those relationships may vary. Depending upon the context and the individuals involved, a leader may choose a style of leadership that aptly fits the culture of the chapter. According to Blake and Mouton (1985), there are four types of leaders: the authoritarian, country club, impoverished leader, and team leader. Each style characterizes a form of leadership based on the leader's level of task persistence and the types of relationships a leader may have with organizational members.

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Student Affiliates in School Psychology (SASP)

The first type of leader is the authoritarian leader (Blake & Mouton, 1985). An authoritarian leader is one who is very task oriented and hard on the members. This style of leadership allows little collaboration. Schedules are rigidly adhered to, and members are expected to do what they are told without question or debate. When something goes wrong, the authoritarian leader tends to focus on who is to blame rather than concentrating on exactly what is wrong and how to prevent it. Additionally, this type of leader is intolerant of others using creative problem solving.

Contrary to the authoritarian leader, the country club leader is a type of leader who predominantly uses rewards to maintain discipline and to encourage members in order to accomplish goals (Blake & Mouton, 1985). The downfall with this style of leadership, however, is that punitive and coercive communication is not utilized. While it is ideal to lead one's peers solely in a positive fashion, there will be times when it is necessary to use stronger language and constructive criticism.

Another type of leader cited by Blake and Mouton (1985), is the impoverished leader. A person with this style uses a "delegate and disappear" form of management. Because this person is not committed to the accomplishment of a task, the impoverished leader essentially allows members to do whatever they wish. This leader is primarily uninvolved, and allows members to suffer through power struggles.

The final form of leadership is the team leader (Blake & Mouton, 1985). This type of leader leads by positive example, and endeavors to foster a team environment in which all members can reach their highest potential. This type of leader encourages the team to reach team goals as effectively as possible, while also working tirelessly to strengthen the bonds among the various members.

Although it appears that the most desirable place for a leader is to be a team leader, certain situations may require an alternative form of

leadership. For example, if a group of members needs to become self-reliant, a leader may choose a more impoverished style of leadership. To motivate members who are not carrying their load, an authoritarian style of leadership may be necessary. The challenge will come as to when it is most sensible and prudent to utilize such language. Essentially, by analyzing the situation, a leader needs to determine which style of leadership would be best suited for the group milieu in order to accomplish a goal (Clark, 1995). Such wisdom is necessary for appropriately leading others, because the inability to apply coercive language may result from the leaders' fear that using such powers could jeopardize his/her relationships with the team members.

Every chapter is unique, because every member is unique. Naturally, this means that things are done differently in every chapter. Goals are established based on the collective vision and common folklore that define the culture of the chapter. This does not necessarily mean that individual leaders must change the existing culture, but rather make use of the culture in order to affect change and promote growth. As SASP gains momentum, it is important that a foundation of leadership continues to build within new and existing chapters, as well as at the national level. In doing so, we all would benefit tremendously from our collaborations, such as creating more opportunities for internship training, mentoring, and child advocacy. The possibilities are endless, and with a unified front, we are able to broaden the horizons of this organization. Therefore, if you have not had an opportunity to participate at the local or national level, I invite you to do so. There is always a means for displaying leadership, and since this is an important ability in our field, SASP involvement is certainly a great way for sharpening those leadership skills.

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

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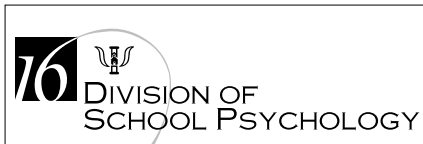
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APA DIVISION 16 SCHOOL PSYCHOLOGY



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; and
- 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.

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People & Places

Compiled by Angeleque Akin-Little
State University of New York at Albany

Joe French, Professor Emeritus of **Pennsylvania State University** announces that **Patricia M. Bricklin** has been elected chair of APA's Committee for the Advancement of Professional Practice (CAPP), the oversight body for APA's Practice Directorate. Dr. Bricklin and Dr. French both serve on the Pennsylvania Psychology Board, and co-authored *Similarities and Differences Between Psychological Supervision and Consultation*. Dr. French also authored *Independent Practice Is Not Enough* for the winter 2002 newsletter of the Board. The articles can be seen at www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433051 and clicking on Board Newsletter.

The School Psychology Program at **The University of Hartford** is delighted to announce that **Natalie N. Politikos, Ph.D.** has joined the faculty. A veteran practitioner from the Poudre School District in Colorado, Natalie received her Ph.D. under the supervision of **Achilles Bardos** at the **University of Northern Colorado**. Program Director **Tony Crespi** notes, "We are absolutely delighted to have Natalie join the program. She possesses particular skills in Intellectual Assessment and Neuropsychology which can significantly raise our quality of training and has keen interests in multicultural dynamics which simply strengthen our overall curriculum."

Thomas Oakland, Professor of Educational Psychology at the **University of Florida**, received an appointment as Honorary Professor of Psychology at **The University of Hong Kong**. He holds a similar position at the **Universidad de Iberoamerica** in San Jose Costa Rica.

Steven Hardy-Braz have just been elected President of the North Carolina School Psychology Association.

Bruce Bracken and Joyce VanTassel-Baska of **The College of William & Mary** received a 5-year, \$3,000,000 Jacob Javits grant (Project Athena) to investigate the benefits of a language arts curriculum for gifted students. The grant uses the Universal Nonverbal Intelligence Test to help identify gifted minority and disadvantaged children and will require the development of a critical thinking dependent measure (Test of Critical Thinking; TACT). The language arts curriculum is a 'scaled up' version of a previously developed curriculum that employs an enhanced critical thinking component.

Mike Bonner, Ph.D. joined the faculty at the **University of Nebraska at Omaha** in their Specialist School Psychology Program. He completed his Ph.D. at the **University of Cincinnati** in 2000, and recently was a visiting faculty at the **University of Wisconsin-River Falls** after 10 years of practice in the Hopkins (Minnesota) School District.

Irwin Hyman will be receiving the "Legends in School Psychology Award" from the National Association of School Psychologists at the 2003 convention in Toronto.

Dr. Robin Phaneuf, a recent PhD graduate from the **University of Massachusetts** has joined the school psychology faculty at **The University of Memphis**.

Dr. Jonathan Sandoval has just been elected chair for 2003 of APA's Board of Educational Affairs. He has previously served on the executive committee of the Board for the past year.

Rosemary Flanagan, Ph.D. reports that she is the Director of a new specialist degree School Psychology Program at **Adelphi University**.

CONTINUED FROM PAGE 13


Cecil R. Reynolds Nominee for President

in 1981, Dr. Reynolds was a faculty member at the University of Nebraska-Lincoln, where he served as Associate Director and Acting Director of the Buros Institute of Mental Measurement, after writing the grants and proposals to move the Institute to Nebraska following the death of its founder, Oscar Buros. His primary research interests are in all aspects of psychological assessment with particular emphasis on assessment of memory, emotional and affective states and traits, and issues of cultural bias in testing. He is the author of more than 300 scholarly publications and author or editor of 35 books including *The Clinician's Guide to the BASC*, *Clinical Applications of Continuous Performance Tests*, *Handbook of School Psychology*, the *Encyclopedia of Special Education*, and the *Handbook of Clinical Child Neuropsychology*. He is the author of several widely used tests of personality and behavior including the Behavior Assessment System for Children and the Revised Children's Manifest Anxiety Scale. He is senior author of the Reynolds Intellectual Assessment Scales (RIAS). He has a clinical practice in Bastrop, TX where he treats trauma victims and individuals with Traumatic Brain Injury.

Dr. Reynolds is a diplomate in School Psychology of the American Board of Professional Psychology. He is a past president of the National Academy of Neuropsychology, APA Division 5 (Evaluation, Measurement, and Statistics), and APA Division 40 (Clinical Neuropsychology). He is a

Fellow of APA Divisions 1, 5, 15, 16, 40, and 53. Dr. Reynolds teaches courses primarily in the areas of psychological testing and diagnosis and in neuropsychology, addition to supervising clinical practica in testing and assessment. He served as Editor in Chief of *Archives of Clinical Neuropsychology* (1990-2002), the official journal of the National Academy of Neuropsychology, is Associate Editor of *School Psychology Quarterly*, and serves on the editorial boards of 11 other journals in the field. Dr. Reynolds has received multiple national awards recognizing him for excellence in research including the Lightner Witmer Award and the early career awards from APA Divisions 5 and 15. He is a co-recipient of the Society for the Psychological Study of Social Issues Robert Chin Award and a MENSAs best research article award. In 1999, Dr. Reynolds received the Senior Scientist Award from APA Division 16 (School Psychology). In 2000, he received the National Academy of Neuropsychology's Distinguished Neuropsychologist Award, the Academy's highest award for research accomplishments. His service to the profession and to society has been recognized as well through the President's Gold Medal for Service to the National Academy of Neuropsychology as well as the Academy's Distinguished Service Award, and the University of North Carolina at Wilmington's 50th Anniversary Razor Walker Award for Service to the Youth of North Carolina. He is currently a Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A & M University.

CONTINUED FROM PAGE 17


Angeleque Akin-Little Nominee for Secretary

After three years at Hofstra I moved to Albany where I am currently serving as an adjunct professor at the University at Albany, SUNY. My interests in school psychology include applied behavior analysis, multi-cultural and women's issues, overscheduling of children and

youth, positive psychology, and professional issues. I have been active publishing and presenting at professional conferences and am currently on the editorial board of *School Psychology Quarterly* (editorial board-elect) and *Psychology in the Schools*. In addition, I am active in the practice of school psychology.

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2003 APA Division 16 Election NOMINEE

Randy. W. Kamphaus Nominee for Representative to APA Council

Congratulations to Steve Little and others who worked so hard to acquire this new Council seat. This accomplishment serves as another reminder of the depth and breadth of talent in school psychology, which will now be even more visible in the major governing body of American psychology.

Background

Dr. Kamphaus is Department Head and Professor of Educational Psychology at The University of Georgia. He has also served as the

Director of Training for the APA Approved doctoral program in School Psychology, the Director of the School Psychology Clinic and as the Faculty Administrator for Research in the College of Education.

As a licensed psychologist and a Fellow of the American Psychological Association (APA), he has contributed extensively to his profession. He is Past-President of the Division of School Psychology for APA and just completed a three year term on the APA Board of Professional Affairs. Dr. Kamphaus has also authored or co-authored five books, four psychological tests, more than 40 scientific journal articles and more than 20 book chapters.

CONTINUED FROM PAGE 19

2003 APA Division 16 Election NOMINEE

Tom Kubiszyn Nominee for Representative to APA Council

Background:

Tom Kubiszyn obtained a Ph.D. in school psychology from the University of Texas at Austin in 1979. He has been a practicing school psychologist in Texas and California. Tom chaired the Division 16 Task Force of Psychopharmacology in the Schools from 1992-1995. In 1995 he closed his independent practice and became an Assistant Executive Director for the Practice Directorate of the APA and Director of the Office of Policy and Advocacy in the Schools. In this capacity he engaged in national and state level legislative, policy, and professional advocacy on behalf of school psychology. He also was the APA staff representative to the APA-NASP Inter-organizational Committee and two Board of Professional Affairs groups, the Psychological Assessment Work Group and the Task Force on Professional Child and Adolescent Psychology.

Since returning to Austin in 1998 he has split his time among UT-Austin, Children's Hospital of Austin, a small independent practice, and continued service to APA and Division 16. As an adjunct associate professor in the UT-Austin Department of Educational Psychology he has taught graduate and undergraduate courses in child and adolescent development, school consultation, the biological bases of behavior, psychological assessment, psychological foundations of education, measurement, and statistics. At Children's Hospital

of Austin, Tom was a consulting pediatric psychologist with the Specialty Care Center and was appointed Director of Pediatric Resident Training for the

Developmental/Behavioral Pediatrics Rotation. He continues to be an advisor to the Office of Policy and Advocacy in the Schools and was recently appointed to a three-year term with the Board of Scientific Affairs' Committee for Psychological Tests and Assessments (CPTA). He was appointed chair of the Division 16 Task Force on Psychopharmacology Learning and Behavior in 2002.

His scholarly interests are broad. He has published several papers in refereed journals and other sources related to pediatric psychopharmacology, the validity of psychological assessment, professional issues, and various clinical practice issues. The seventh edition of his tests and measurements textbook has just been published.

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2003 APA Division 16 Election NOMINEE

Steven G. Little Nominee for Representative to APA Council

University at
Albany, State
University of New
York. Prior to
accepting this

position I held academic appointments in school psychology programs at Hofstra University, The University of Alabama, Northern Illinois University, and California State University Northridge. While on the faculty of each of these universities I served as a consultant to local school districts.

I received my Ph.D. in School Psychology in 1987 from Tulane University. Prior to that I earned a master's degree in psychology from the University of New Orleans (1979) and worked for 4 years as a school psychologist in a rural Louisiana parish (county to the rest of the country) and a state residential facility for people with developmental disabilities. My bachelor's degree in psychology is also from Tulane (1976). While my higher education was all in the south I grew up and attended elementary and secondary schools in the greater

Boston area.

My research and professional interests are varied and have included the role of teacher attributions on the consultation process, issues in inclusion, professional issues in school psychology, and behavioral interventions with a focus on conduct disordered children and youth. I have served Division 16 as editor of *The School Psychologist* (1995-2000) and recently finished my year as President of the Division. My service to school psychology also includes my serving as secretary/treasurer and later treasurer of the Council of Directors of School Psychology Programs (CDSPP, terms 1998-2001 & 2002-2004) and being a site visitor for APA's Committee on Accreditation.

CONTINUED FROM PAGE 16

2003 APA Division 16 Election NOMINEE

Zheng (Jenny) Zhou – Nominee for Vice President for Social and Ethical Responsibility and Ethnic Minority Affairs (SEREMA)

School Psychology International as having made significant contributions to the improved understanding of school psychology both nationally and internationally. As a result of this recognition, I have been invited to join as an Associate Editor for *School Psychology International* starting in the Fall

2002. In addition to this service, I am serving on the editorial boards for *School Psychology Quarterly* and *Psychology in the Schools*. I am the guest editor for a special issue of *Psychology in the Schools* entitled, "Psychoeducational and psycho-social functioning of the Chinese children."

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Student Affiliates in School Psychology (SASP)

References

- Blake, R. R., & Mouton, J. S. (1985). *The managerial grid III: The key to leadership excellence*. Houston: Gulf Publishing Co.
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- Hersey, P., & Blanchard, K. (1977). *Management of organizational behavior: Utilizing human resources*. Englewood Cliffs, NJ: Prentice-Hall.

2003 Paul Henkin Student Travel Award

Division 16 of the American Psychological Association is pleased to announce the continuation of the Paul Henkin Student Travel Award. Dr. Paul Henkin was a school psychologist in California who believed in the value of professional development through participation at professional conferences. In past years, his generosity has provided up to \$500 to support a graduate student member of Division 16 to attend the APA annual convention. The funds can be used to pay for convention registration, lodging and transportation costs. Funds cannot be used for food, drink, supplies, or other expenses incurred while attending the APA convention. The award is not renewable. The Paul Henkin award is intended for students who do not have funding to attend APA. Employees of APA and persons receiving reimbursements from other APA sources to attend the convention are ineligible for the award.

The award committee will consider the applicant's demonstrated potential to make an outstanding contribution to the field of school psychology, accomplishments and research, communication skills, community involvement, commitment to working in public schools, and evidence of knowledge of the demands of the field of school psychology and the value of continuing professional development. Interested candidates are invited to send four sets of the following application materials: an application form (below), a letter of recommendation, a 500-word essay, and a vitae to: 2003 Division 16 Paul Henkin Student Travel Award Committee, c/o Dr. Tanya L. Eckert, Syracuse University, Department of Psychology, 430 Huntington Hall, Syracuse, NY 13244. All application materials (4 copies) **must be received by April 15, 2003.**

2003 Paul Henkin Student Travel Award Application Form

1. Last Name _____ First Name _____ Middle Initial _____

2. Address: _____

City _____ State _____ Zip _____

3. Home phone number: _____

4. E-mail address: _____

5. Current school psychology program: _____

6. Year of study: _____ GPA: _____

7. Intended date of graduation: _____

8. Division 16 Student Affiliate Membership number: _____

Part II: References

Submit one letter of reference from a professor or someone who has direct knowledge of your work.

Part III: Essay

Attach a 500-word essay that describes the nature of your activities at the APA conference (e.g., presenting, leadership roles, seeking advanced training) and how you plan to integrate your conference participation with the responsibilities that you will be assuming as a future school psychologist.

Part IV. Other Information

Submit a resume or vitae of your of academic, professional, experiences and achievements.

I certify that the information submitted in this application is true and accurate. I agree to the stated guidelines of the application and I will abide by the decision of the 2003 Division 16 Paul Henkin Award Committee.

Print Name _____

Signature _____

Date _____

ANNOUNCEMENTS

Announcing Extended Search for Associate Editor of *The School Psychologist*

The search for Associate Editor of *The School Psychologist* (Division 16 Newsletter) has been extended to March 17, 2003! The newly elected Associate Editor serves for 3 years beginning September 1, 2003 and then is expected to assume the role of Editor in September of 2006 for a 3-year term. Thus, the Associate Editor must be willing to make a commitment to serve for 3 years as Associate Editor and 3 years as Editor.

The Associate Editor will work closely with the Editor-Elect, Linda A. Reddy. The Associate Editor is responsible for soliciting and reviewing newsletter contributions, assisting in publication procedures, and undertaking other special assignments at the discretion of the Editor. The Associate Editor is expected to become familiar with all newsletter operations and provide input for the editorial decisions.

Applicants for the position should have demonstrated skills in writing, editing, and public relations and be willing to donate an average of approximately 1 to 2 days per month to newsletter work.

Interested persons should send: (1) a letter detailing relevant experience as well as goals and expectations for the newsletter, (2) three letters of reference, and (3) a recent vita by March 17, 2003 to the Chair of the Search Committee:

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

The selection of the Associate Editor will be made in April 2003. Additional questions can be forwarded to Vincent Alfonso (see above) or Linda Reddy at Reddy@fdu.edu or 201-692-2649.

deadline extended...
March 17, 2003

skills in writing, editing,
and public relations
and be willing to donate
an average of
approximately
1 to 2 days per month
to newsletter work

ANNOUNCEMENTS

NY/DOCTORAL-LEVEL SCHOOL PSYCHOLOGY INTERNS:

Paid doctoral-level interns in school psychology. Facility with a problem-solving model desirable. Stipend \$24,000. Excellent opportunity in ethnically and economically diverse district 30 miles north of NYC. Forward resumes to Ms. Maureen Boozang-Hill, Director of Pupil Personnel Services, Ossining UFSD, 190 Croton Avenue, Ossining, NY 10562: mbhill@ossining.k12.ny.us.

SEARCH FOR DIVISION 16

SERIES EDITOR: The Publications Committee of Division 16 announces a search for an Editor or Co-Editors of the continuing book series entitled "Applying Psychology to the Schools." The APA Publications Office has been working with the Division on this joint series, which is published by the American Psychological Association. The series has been dedicated to providing practitioners with detailed practice recommendations that are scientifically supported. Volumes in this series have integrated theoretical developments and empirical findings to provide a framework for conceptualizing problems and selecting assessment and intervention approaches. Each book has provided a summary of relevant psychological knowledge and practical approaches for providing school-based services to children, youth, and their families. The Editor or Co-Editors is/are responsible for: (a) identifying topics and authors for upcoming books; (b) reviewing proposals for books to ensure they are congruent with needs of practitioners in school psychology; (c) serving as a reviewer and coordinating book reviews; (d) coordinating efforts between the Publications Committee of Division 16 and the APA Publications Office; and (e) serving as a liaison between authors and the publisher. Questions regarding this position may be directed to Melissa Bray at (860) 486-0167. The review of applications will begin March 1, 2003. Interested persons should send a letter of interest, curriculum vita, and brief statement of personal goals and objectives for the series to: Melissa A. Bray, Ph.D. University of Connecticut, Department of Educational Psychology U-2064 Storrs, CT 06269-2064.

CALL FOR NOMINATIONS - JACK BARDON DISTINGUISHED SERVICE AWARD:

The Division of School Psychology (Division 16) requests nominations for the 2003 Jack Bardon Distinguished Service Award. This award is presented at the APA Convention to mature professional and academic school psychologists who throughout their careers have demonstrated exceptional programs of service that merit special recognition. This award is given for accomplishments relating to: (a) major leadership in the administration of psychological service in the schools; (b) major contributions in the development and implementation of policy leading to psychologically and socially sound training and practice in school psychology; (c) sustained direction or participation in research that has contributed to more effective practice in school psychology; or (d) the inauguration or development of training programs for new school psychologists or for the systematic development of in-service training for psychologists engaged in the practice of school psychology. The award recipient will be asked to prepare an address for the Division to be presented at the subsequent APA annual convention, submit a manuscript based on that address to *School Psychology Quarterly* (the Division 16 journal), and serve on a committee to select subsequent award winners. Anyone, including a candidate him or herself, may nominate a school psychologist for the award. Two sets of materials should be submitted for each nominee, including a vita, supporting letters (minimum of three), and other appropriate supporting documentation. Send all nomination materials by April 1, 2003 to the following address: Jan N. Hughes, 4222 TAMU, Texas A&M University, College Station, TX 77843-4222. Materials can be sent via email to jhughes@tamu.edu.

CALL FOR NOMINATIONS -

LIGHTNER WITMER AWARD: The Division of School Psychology (Division 16) of the American Psychological Association requests nominations for the Lightner Witmer Award. This award is presented to school psychologists who have demonstrated exceptional scholarship early in their careers. Continuing scholarship, rather than a thesis or dissertation alone, is the

primary consideration in making the award. Nominees must be: (a) within seven years of receiving their doctoral degree as of September 1 of 2003; and (b) be a Fellow, Member, Associate, or Student Affiliate of Division 16. The award recipient will be asked to prepare an address for the Division to be presented at the subsequent APA annual convention, submit a manuscript based on that address to *School Psychology Quarterly* (the Division 16 journal), and serve on a committee to select subsequent award winners. Anyone, including a candidate him or herself, may nominate a school psychologist for the award. Five sets of materials should be forwarded on each nominee, including a vita, 3-5 supporting letter(s), reprints, and other evidence of scholarship. All nominations and related materials should be submitted by April 1, 2003 to John M. Hintze, Ph.D., School Psychology Program, University of Massachusetts at Amherst, 362 Hills South Amherst, MA 01003. Questions can be directed to Dr. Hintze at hintze@educ.umass.edu.

CALL FOR NOMINATIONS - OUTSTANDING DISSERTATION IN SCHOOL PSYCHOLOGY AWARD:

The Division of School Psychology (Division 16) of the American Psychological Association requests nominations for the Outstanding Dissertation in School Psychology Award. This award is presented to a school psychologist who has completed a doctoral dissertation that merits recognition and which has the potential to contribute to the science and practice of school psychology. Nominees must: (a) have successfully defended the dissertation between January 1, 2002, and December 31, 2002; and (b) be a Member or Student Affiliate of Division 16 at the time of receipt of the award (August, 2003). The award recipient will be asked to serve on a committee to select subsequent award winners, give an award presentation based on the dissertation at the subsequent APA annual convention, and submit a manuscript to *School Psychology Quarterly* (the Division 16 journal). Anyone, including a candidate her or himself, may nominate a school psychologist for the award. Four copies of the nominee's vita and letters of support from at least two members of the

ANNOUNCEMENTS CONT.

nominee's dissertation committee should be submitted for each candidate, along with a copy of the dissertation. Send all nomination materials by March 15, 2003, to Barbara A. Schaefer, Ph.D., School Psychology Program, The Pennsylvania State University, 227 Cedar Building, University Park, PA 16802. Questions can be directed to Dr. Schaefer at (814) 865-1881 or bas19@psu.edu.

CALL FOR NOMINATIONS - SENIOR SCIENTIST AWARD: The Division of School Psychology (Division 16) of the American Psychological Association requests nominations for the Senior Scientist Award. This award is presented to school psychologists who throughout their careers have demonstrated exceptional programs of scholarship that merit special

recognition. This award emphasizes the importance of a sustained program of outstanding theoretical and research activity, not merely the amount of writing done by a scholar. Nominees must be: (a) either 20 years past the granting of their doctoral degree or at least 50 years old by December 31, 2002; and (b) a Fellow, Member, or Associate of Division 16. The award recipient will be asked to prepare an address for the Division to be presented at the 2003 APA annual convention, submit a manuscript based on that address to *School Psychology Quarterly* (the Division 16 journal), and serve on a committee to select subsequent award winners. Anyone, including a candidate him or herself, may nominate a school psychologist for the award. Five sets of materials should be submitted for each nominee,

including a vita, 3 to 5 supporting letters, and five major papers or publications. Please send nominations by March 15, 2003, to: Dr. Thomas Oakland, 1921 SW 8th Drive, Gainesville, FL 32601-8405. If sending by overnight or other special delivery means, do not require a signature for delivery.

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