



APA Division 16 School Psychology
Vol. 57, No. 4

The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

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The School Psychologist is published four times per year by the Division of School Psychology (Div. 16) of the American Psychological Association. Subscriptions are free to members of the Division. For information about subscription rates, submission of articles or advertising write:

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Issue Month/No.	Closing Date for Submission of Materials	Printing Date	Mailing Date*
Winter (1)	December 1	December 15	January 15
Spring (2)	February 1	February 15	March 15
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PRESIDENT'S MESSAGE

School Psychology's Response and Responsibility to Children in Troubling Times

Elaine Clark
University of Utah



Elaine Clark

“...many [children] grow up in parts of the world... where war is all they have ever known.”

In recent years, psychologists in North America have been increasingly involved in services that seek to address the needs of children whose lives have been disrupted by terrorism, war, and various forms of oppression. In this address, which, in part, was presented at the 2003 American Psychological Association (APA) Convention in Toronto, Canada, I discuss the plight of these children and our responsibilities as school psychologists.

In 1989, the United Nations Convention on the Rights of the Child stipulated that children have a right to be protected from physical and mental harm, a right to adequate health care and an education, a right to intellectual, spiritual, and moral development in a family and a society that is conducive to their growth and development, a right to their own identity, privacy, and dignity, and a right to live in peace. As you know, millions of children around the world are being denied these rights. In fact, many grow up in parts of the world such as Northern Ireland, parts of the Middle East, Central and South America, Southeast Asia, and Africa, where war is all they have ever known. Sadly, there's little reason to believe that the 21st century won't repeat the disappointing history of the 20th, a history that includes the Holocaust, the Killing Fields of Cambodia, the mass graves of Guatemala, the genocide of Rwanda and Burundi, and the ethnic cleansing of Bosnia and Croatia.

In the past decade, war has killed an estimated two million children, orphaned another four million, and inflicted physical and psychological trauma on ten million or more. Despite the fact that we read about the plight of these children every day and see their faces on the cover of magazines and the daily news it is still difficult to comprehend the hardships they have had to endure. For many, the start of war merely signaled a worsening of already deplorable living conditions resulting from years of social injustice, political unrest, and economic decline.

Granted, we, too, have children living in North America who have endured unspeakable hardships. They live in poverty, suffer from chronic malnutrition and disease, have little access to good medical care, experience frequent disruptions in their schooling, live in substandard housing, and are

repeatedly exposed to violence. But it is difficult right now to not have our attention drawn to children who are living amidst the violence of war, and difficult to not feel responsible to do something, despite the thousands of miles that separate us. I believe that it is our responsibility as school psychologists to learn about these children and what they've experienced, and learn from them ways to help all children, including refugees.

There are 14 million refugees today, 11 million of whom are women and children. There is hardly a country, state or province that has not experienced an influx of refugees of war, and the numbers are increasing every day. By the end of the Iraqi war, it is estimated that 750,000 children will resettle outside their country. They will join countless others who will leave their war-torn countries in the upcoming months and seek refuge on our nation's soil. For example, 12,000 Sudanese Bantus are expected to immigrate to the U.S. over the next two years. Like many others, the Bantus will carry with them the scars of being a persecuted ethnic group in their country and will face the possibility of further discrimination after immigrating to our country. As American school psychologists, we have a responsibility to assist children who have suffered so much and continue to struggle to make sense of a world that threatens them.

We are still learning about the way that war affects children, but it is known that these children are at great risk for psychological problems. Estimates of posttraumatic stress disorder (PTSD) in children exposed to war range from 8 to 75% (Saigh, Green, & Korol, 1996). The incidence of PTSD is particularly high among children who grow up in areas where war is protracted and the country's infrastructure is badly damaged, as in the Middle East. Seventy percent of children living along the West Bank and Gaza Strip are reported to suffer from PTSD, and 40% of children in Iraq are reporting that life is no longer worth living. It is not difficult to understand how children can feel so hopeless, especially when their lives are continually disrupted by war. It is not clear, though, what impacts children more: exposure to the violence of war or the stress of living in the adverse conditions caused by war.

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President's Message**School Psychology's Response and Responsibility to Children in Troubling Times**

One of the few studies to address this question was conducted by Joaquin Flores, a school psychology graduate of Teachers College, who studied Salvadorian children who grew up during the country's 12-year civil war. Flores (1999) found that 44% of children who were directly exposed to violence developed PTSD, whereas none of those who did not have direct exposure met criteria. Flores also discovered that children who had a friend injured or killed were five times more likely to develop PTSD, a rate even higher than that of children who were separated from family. However, not all children who are exposed to traumatic events, though, develop psychological disorders; in fact, some cope amazingly well.

In a study of Greek children who had grown up during the civil war of the 40s, researchers found most of them to be well-adapted adults. They had, however, retained the painful memories of their childhood, including the murder of their fathers, the imprisonment of their mothers, and their placement in the hands of abusive caregivers (Summerfield, 2000). In a study of sexually abused children, researchers found that the children who coped best were those who consciously refused to dwell on negative life circumstances, minimized problems, and exaggerated their sense of personal control (Himelein & McElrath, 1996). Although some mental health professionals believe that cathartic methods such as debriefing should be employed to help children work through trauma, this study would suggest otherwise (as would the meta-analyses by Richard Gist and others). These studies give us hope that well-selected treatment methods, and human resilience, can ameliorate the suffering endured by survivors of childhood trauma. Hopefully, therapists will continue to review the current literature and will select methods that have empirical support for the treatment of childhood trauma (e.g., school-based cognitive-behavioral therapy; see Kataoko, Stein, & Jaycox, 2003).

We should not be surprised, though, to find practitioners using tried, and thought to be true, methods. The internet is full of "tips" to help children to cope, most of which have never been empirically tested; even the National Association of School of Psychologists (NASP), APA, and other mental health organizations disseminate such suggestions. Some of you may know that APA recently began a "Resiliency Campaign" and have begun to distribute educational materials to 2.2 million children and 88,000 teachers in hopes of

increasing resiliency in children at risk. APA would welcome your help in gathering scientific data to determine the effectiveness of these materials in helping children succeed in spite of trauma and adverse circumstances. The good news, though, is that the developers of these materials have based many of the suggested strategies on research regarding factors that have been shown to "protect" children (e.g., Masten, Hubbard, & Gest 1999). Given what we know about how chronic stress can impact a child, including possible modifications of brain structures (DeBellis, 2001), it is critical that we implement empirically-based treatment methods as soon as possible to fulfill the mandate of the United Nation's Convention on the Rights of the Child, and ameliorate the suffering of traumatized children everywhere.

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“We are still learning about the way that war affects children, but it is known that these children are at great risk for psychological problems.”

A New Predoctoral Internship for School Psychologists: Centennial School of Lehigh University

David N. Miller, Ph.D.
Centennial School of Lehigh University

Although there has been a repeated call for increased role expansion among school psychologists, doctoral students in school psychology often have been frustrated in their attempts to procure predoctoral internships that will allow them full opportunity to practice newly acquired knowledge and skills, particularly when these are outside traditional school psychology practice. School psychology doctoral students often appear to have greater difficulty obtaining internships than do clinical or counseling psychology students, and many school-based internship sites continue to promote and reinforce traditional models of assessment (e.g., referral-test-place) and intervention. Noticeably lacking are internship sites, particularly in schools, that promote, support, and reinforce an intervention focused, evidence-based model of school psychology service delivery. One exception to this situation is the Centennial School of Lehigh University Predoctoral Internship in Professional Psychology, which officially began in August of 2002. Below is a brief description of Centennial School, followed by a description of its internship program.

Centennial School of Lehigh University

Centennial School of Lehigh University pursues a two-fold mission: (a) to serve children with emotional/behavior disorders and their families, and (b) to prepare high quality special education teachers, school psychologists, and related service personnel for independent positions and leadership roles in psychology and education. Centennial is located in Bethlehem, Pennsylvania in the Lehigh Valley, a region of approximately 750,000 residents with close proximity to Philadelphia, New York City, and the New Jersey shore. An Approved Private School in the Commonwealth of Pennsylvania, Centennial is operated and governed by Lehigh University. The school is licensed to provide services for children and youth ages 6-21 who are classified under the Individuals with Disabilities Education Act (IDEA) as emotionally disturbed or autistic. The school operates a total of 180 school days during the year, beginning in September and

dismissing in June, and supplies educational services to 80-100 students and families each year. Students are referred from approximately 40 local school districts when districts make the determination that a given student's challenging/disruptive behavior cannot be adequately addressed by the referring district. Additionally, Centennial is the only Approved Private School in Pennsylvania that works with students with emotional and behavioral disorders without the use of physical restraint or time-out rooms.

Centennial is a laboratory school affiliated with the College of Education at Lehigh University, and has particularly close ties to the programs in special education, school psychology, and educational leadership. The link between Centennial School and the College of Education creates a unique opportunity to integrate research and practice. Centennial has consistently formed partnerships with Lehigh's College of Education faculty in conducting and publishing research designed to enhance students' academic and behavioral outcomes. For example, Dr. Lee Kern, associate professor of special education at Lehigh and a consultant to Centennial School, has conducted several research projects at Centennial in such diverse areas as functional assessment, self-management, and antecedent-based interventions.

Centennial School of Lehigh University is committed to evidence-based assessment and intervention practices in psychology and education. For example, although traditional practice in school psychology has frequently involved the use of assessment for diagnostic or classification purposes, at Centennial School assessment is directly linked to intervention through such procedures as curriculum-based assessment (CBA) and functional behavioral assessment (FBA). Assessment measures or procedures with questionable and/or limited treatment validity (e.g., intelligence tests) are rarely used at Centennial. Additionally, Centennial School utilizes a three-tiered system of behavior management and support, including schoolwide, classwide, and individualized interventions for

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A New Predoctoral Internship for School Psychologists: Centennial School of Lehigh University

students with emotional and behavioral disorders.

Positive behavior supports are integrated into instruction and are pervasive across the entire school day. Alternative strategies to punishment, such as classroom-based social skills instruction, effective lesson design and implementation, token economies, and other evidence-based interventions are employed to address students' maladaptive and antisocial behaviors. This model has produced substantial reductions in students' challenging behavior as well as increases in students' prosocial skills. School districts and organizations in several states, including Texas, Washington, South Dakota, New York, New Jersey, and Pennsylvania, have contacted Centennial School and requested information about the Centennial behavior support system in order to replicate it in their own schools. For a more complete description of this system and the elements needed to make it successful, the reader is referred to Fogt and Piripavel (2002), George (2000), George and George (2000), and Miller (2002), all of whom are staff members at Centennial School.

Predoctoral Internship in Professional Psychology

The Centennial School of Lehigh University Predoctoral Internship in Professional Psychology emphasizes a problem-solving, intervention-focused, data-based orientation to the practice of professional psychology in schools. The internship is one of the few in the country specifically and exclusively designed for school psychology students completing doctoral studies. Interns receive training and gain experience in providing evidence-based assessment and intervention procedures within the context of the scientist-practitioner model. Because behavioral and cognitive-behavioral models of assessment and intervention currently have the greatest empirical support for effectively treating children and adolescents exhibiting a variety of behavioral and emotional problems, these models provide the theoretical framework for assessment and intervention activities at Centennial School. Such a framework is broad enough to include applied behavior analysis, social learning theory, and cognitive-behavioral principles.

The internship is designed to be 10 months (August - June) in duration, although interns may elect to accrue additional hours in order to meet particular state requirements. Interns are expected to complete a minimum of 1500 hours of training, which is required by the State Board of Psychology

in the Commonwealth of Pennsylvania in order to meet preliminary state requirements for licensure as a psychologist. Two predoctoral interns will be selected each year. The internship will typically admit students from American Psychological Association (APA) accredited doctoral programs in school psychology, although highly qualified students from school psychology programs not currently accredited by APA are encouraged to apply. Students with a background and training in assessment linked to intervention and in evidence-based psychosocial treatments may find Centennial School to be particularly well-suited to their interests and needs.

Predoctoral interns at Centennial School engage in a variety of activities designed to meet their training goals and enhance their professional development. Examples of some of these activities include the following:

- functional behavioral assessment
- curriculum-based assessment and progress monitoring
- behavioral consultation at individual and systems (e.g., classwide) levels
- technical assistance to area school districts (e.g., conducting functional behavioral assessments on referred students and consulting with staff members from area public schools)
- medication monitoring of students through direct observation and other measures
- problem solving with students utilizing cognitive-behavioral techniques
- crisis intervention (e.g., suicide risk assessment)
- research activities (e.g., assisting in research design, implementation, and data collection; conducting an independent research project)

Interns receive substantial supervision throughout their training, including supervision from a licensed psychologist as well as other school-based professionals. Additionally, numerous opportunities for training and personal development are available, including weekly inservice training, "roundtable" discussions with the internship director, periodic colloquia by distinguished scholars, and leave time granted to attend and participate in regional, state, and/or national conferences.

As a new predoctoral intern training program, Centennial School of Lehigh University has not yet applied for possible accreditation by the APA. Efforts are currently underway to have the internship meet APA guidelines and requirements,

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Continuing Education Interests and Needs of New York State Early Childhood School Psychologists

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Abstract

Providing services to young children and their families is a relatively new service delivery dimension for school psychologists; considerable research reveals that these practitioners receive much of their training on-the-job or through self-study. Since early intervention and prevention services are increasingly important, trainers and professional organizations, the typical providers of continuing professional development, need data related to the continuing education needs of these practicing professionals. This research, sponsored primarily by the New York Association of Early Childhood and Infant Psychologists (NYAECIP), secured demographic data on school psychologists providing early childhood psychological services, including factors such as graduate degree, training in early childhood services and these professionals' continuing education interests and needs. The results provide extensive information on practitioners involved in early childhood school psychological services and points to needed areas for early childhood psychology continuing professional development. This research has special implications for trainers of school psychologists since they, as well as professional organizations, typically lead continuing professional development efforts.

Introduction

New York State (NYS) is one of the states with significant numbers of practicing school psychologists in the nation (e.g., National Association of School Psychologists [NASP], 1999). In addition, New York is one of two states with the highest number of school psychology training programs and the universities in NYS produce some of the highest numbers, if not the highest number, of school psychology graduates in the country (Thomas, 1998). School psychological service practice in NYS tends to mirror that of the rest of

the nation; that is, a significant number of certified school psychologists have degrees at the non-doctoral level and consistent with their training and certification credentials, practitioners tend to practice in public and private educational facilities.

Like the rest of the nation, the emergence of infant and early childhood school psychology represents an expansion of school psychological services in New York.

Many organizations in NYS, including, for example, the New York Association of School Psychologists (NYASP), the School Psychology Educators Council of New York State (SPECNYS), and NYAECIP, have spoken to the issue of training school psychologists to serve the needs of young children and their families. Yet, limited data are available on the actual numbers of school psychologists providing early childhood and infant psychological services, much less on their training, demographic and practice characteristics, and their continuing education needs.

Indeed, many researchers and writers in the area of early childhood psychological services point out that school psychologists are in an ideal position to provide the psychological services needed by young children and their families (Bricker & Widerstrom, 1996). School psychologists are well positioned to meet the demands of this population due to their traditional training emphasis in areas such as child development, parent involvement, and educational services in conjunction with psychological assessment, consultation, and intervention (Fagan & Wise, 2000; Kratochwill & Stoiber, 2000; Mowder, 1996; Nastasi, 2000; Sheridan & Gutkin, 2000).

Yet, how these practitioners who are so well suited to the early childhood task because of their core training in providing psychological services to children, families, and educators, are being trained in the needs of young children and their families is unclear in terms of the research literature.

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Continuing Education Interests and Needs of New York State Early Childhood School Psychologists

Because of the importance of early childhood psychological services, questions have arisen about the preparation of school psychologists to provide these services (e.g., Nastasi, 2000). For example, assessment, consultation, parent-guidance, and intervention each take on special meaning in the domain of early childhood. Those gaining special competence in developmental assessment require a breadth of knowledge in areas such as early cognitive, emotional, motoric, and sensory processes and their developmental unfolding. In some realms, school psychologists may overlap with fellow psychologists who may be clinical, applied-developmental or neuropsychologists, as well as professionals in other mental health areas, such as social workers and psychiatrists, all who may be similarly specialized in early childhood. Thus, school psychologists require special preparation to serve young children and their families as well as training in working with other early childhood professionals.

Even if school psychologists have some level of preparation that is necessary, there is the question about these practitioners' continuing professional development needs. Indeed, Carroll (1998) states that the only one constant in psychological service training is the need to participate in lifelong continuing education and professional development, and this statement is certainly true in the area of early childhood and infant psychology. For example, research is rapidly developing regarding young children and their families' various developmental, psychological, and other needs. Support services in this area tend to be multifaceted, requiring, for instance, work with a wide variety of practicing professionals (e.g., occupational therapists, physical therapists, psychiatrists) (Mowder, 1996), an increased use of collaboration and consultation models (Sweeney, 2002), and an increased appreciation of and sensitivity to cultural and ethnic diversity (Bricker & Widerstrom, 1996; Gibbs & Huang, 1998; Kratochwill & Stoiber, 2000; Lynch & Hanson, 1998).

The purpose of the present study was to examine school psychological service practice in relation to early childhood psychology. More specifically, this research project surveyed NYS school psychologists in terms of their early childhood practice, demographic characteristics, training and background, and continuing education needs. The goal of this research was not only to determine the extent of services provided by school psychologists as well as their training background,

but more specifically to determine this group's continuing education needs and how those needs might be met. Indeed, Fowler and Harrison (2001) found that there are few empirically based studies considering school psychologists' needs for continuing education programs and continuing professional development opportunities.

Therefore, the research questions for this study included:

1. What are the demographic characteristics associated with NYS early childhood school psychologists (e.g., age, gender, level of graduate preparation)?
- 2) To what extent are NYS school psychologists providing early childhood psychological services? That is, how much of their work week is devoted to serving young children and their families.
- 3) What continuing education topics are of the greatest interest to NYS early childhood school psychologists?
- 4) What continuing education formats (e.g., workshops, graduate coursework) are NYS early childhood school psychologists interested in?
- 5) Do NYS early childhood school psychologists express a preference with regard to recognition (e.g., Continuing Education Units [CEUs], formal certificate) for their continuing education efforts?
- 6) Are the answers to the aforementioned questions moderated by demographic characteristics (e.g., age, gender, education, experience, practice demands)?

Method Participants

Names and addresses of all new NYS member affiliates of NASP and NYASP were obtained. Duplicate names on the mailing lists then were removed. An introductory letter requesting participation, a questionnaire (developed by the Research Task Force of the NYAECIP), with a return, addressed, stamped envelope were mailed to all 2,286 prospective participants. From the potential participant pool of 2,286, 812 surveys were returned, resulting in a 36% return rate. Of those materials returned, 595 individuals (or 73% of the respondents) indicated that they did not provide services to young children and/or infants and their families. These questionnaires, representing school psychologists not engaged in early childhood practice, were eliminated from further consideration. The resulting

“...this research project surveyed NYS school psychologists in terms of their early childhood practice, demographic characteristics, training and background, and continuing education needs.”

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questionnaires numbered 214; therefore, 27% of those individuals returning the questionnaire materials indicated they were engaged in at least some early childhood practice.

Materials

Members of the NYAECIP Research Task Force developed the Infant and Early Childhood Psychology Survey. This effort was part of a larger scale research project designed to explore infant and early childhood psychology practice among NYS Certified School Psychology Practitioners and Licensed Psychologists. The first part of the research project sought to discern early childhood practices among NYS school psychologists. A later project is considering early childhood practice dimensions among NYS licensed psychologists.

The survey materials were developed and piloted by the NYAECIP Research Task Force over an approximate six-month period of time. The first section of the survey requests demographic information from respondents, including, for example, age, gender, degree level, professional credentials, training specialization, and years of practice. Additional sections focus on issues such as practice characteristics and respondent training background. The most relevant portion of the survey, with regard to this research study, is the section which explores respondents' continuing education preferences, including, for instance, continuing education topic, format, and recognition choices. This section is consistent with prior research on NYS school psychologists' continuing education needs and preferences (Mowder & Demartino, 1979).

The continuing education portion of the survey has five major sections. The first section asks participants to indicate their interest in an array of topics pertaining to work with infants and young children. For example, the topics included were:

- Current early childhood assessment approaches, strategies, instruments, and models
- Current early childhood consultation issues, methods, and/or strategies
- Current early childhood intervention approaches, issues, and/or strategies
- Current information on disabilities in the early childhood population
- Working with parents
- Working with other early childhood professionals
- Current information on pharmacology with the early childhood population
- Current legal, legislative issues which relate to early childhood

- Current research with the early childhood population
- Bilingual and multicultural issues in early childhood service delivery
- Any other topics related to infant and early childhood psychology not already listed

The second section asks respondents their format preferences for continuing education. Preferences were offered from the following choices:

- A meeting of a professional organization such as NYAECIP
- Weekend opportunities offered by a professional organization or university
- Other workshop formats not already listed
- Formal graduate course of study

In addition, respondents were asked to indicate their interest in commitment and time-related options for continuing education, including in the evening, on the weekend, or in short, intensive sessions such as three-day institutes.

The fourth section explores respondents' interest in continuing education certification or other forms of recognition for continuing education activities.

Respondents could indicate their preferences for recognition by indicating interest in the following options:

- A formal post-graduate program/institute
- A certificate program offering recognition of training
- Part of a self-study effort
- Part of a re-specialization program
- Any other form of recognition not already listed

The final section simply asks participants if they are interested in receiving CEUs, such as those provided by the American Psychological Association (APA) and related sponsors.

Results

The results section addresses the specific early childhood school psychology continuing education research questions posed. The first question was, "What are the demographic characteristics associated with NYS early childhood school psychologists (e.g., age, gender, level and range of graduate preparation)?" Of the 214 respondents, the sample was highly skewed in terms of gender and ethnicity. For example, 80.4% ($n = 172$) were female and 19.4% ($n = 42$) were male. In addition, the ethnic composition of the respondents was predominantly Caucasian (90.5%, $n = 191$), followed by Hispanic/Latino (5.7%, $n = 12$), African-

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American/Black (1.9%, $n = 4$), Asian/Pacific Islander (<1%, $n = 2$), and Multi-ethnic (<1%, $n = 2$). Thus, the overwhelming ethnicity of the respondents providing early childhood psychological services is Caucasian, and the distinct majority are female.

With regard to age, the mean age of the respondents was 41 years, with a range of 26 to 68 years. A small majority of the respondents (37.6%, $n = 77$) were between the ages of 26 and 34 years, while the next most represented age group was between the ages of 35 and 46 years (32.7%, $n = 67$). The remaining respondent sample was between the ages of 47 and 68 years of age (29.8%, $n = 61$). In other words, those respondents providing early childhood psychological services tend to be somewhat younger in age, but the frequency of those within the three age groupings does not vary significantly.

The majority of the respondents hold a master's degree as their highest level of educational attainment (63.6%, $n = 136$); the remainder of the respondents reported receiving the doctoral degree (36.4%, $n = 78$). Of the 213 respondents providing information on the highest degree obtained, the distinct majority received their highest degree in school psychology (87.3%, $n = 186$), while other respondents (12.7%, $n = 27$) received their highest degree in other psychology content areas.

With regard to those reporting professional credentials ($n = 212$), most of the respondents held NYS School Psychology Certification as their sole credential (67%, $n = 142$), while others reported having a NYS Psychology License as their sole credential (5.2%, $n = 11$), and, finally, a substantial portion of the respondent pool indicated that they held a NYS School Psychology Certificate as well as a NYS Psychology License (27.8%, $n = 59$). Of the 211 respondents answering the questions about bilingual certification, some held this credential (11.2%, $n = 24$), but the majority did not (88.6%, $n = 187$).

Finally, respondents were asked to provide information regarding when they had completed their graduate training. Of the 207 respondents providing information about when they completed their formal graduate training, the range varied from 1 to 32 years, with a mean of 7 years since degree completion. Some respondents (43%, $n = 89$) had received their highest degree up to three years prior to the survey, while most (51.7%, $n = 107$) had received their highest degree after that time. In addition, a majority of the respondents (32.9%, $n = 69$) had worked in the field five or fewer years. Of

the remaining practitioners, most had practiced 5 to 10 years (29%, $n = 61$), while some had worked in the field for 10 to 20 years (22.4%, $n = 47$), and others had worked in the field for more than 20 years (15.4%, $n = 33$).

In sum, there appear to be rather specific demographic characteristics associated with those providing early childhood school psychological services in NYS.

Those providing these services tend to be middle-aged (mean age of 41 years), with the majority (37.6%) of the practitioners between 26 and 34 years of age, and most have less than five years of professional experience. Further, most NYS early childhood practitioners are female, Caucasian, hold NYS School Psychology Certification as their sole professional credential, and practice with a non-doctoral degree in school psychology.

The second research question was, "To what extent, or how much time, are NYS school psychologists providing early childhood psychological services?" In terms of working with early childhood populations, the 214 respondents reported varying degrees of involvement. Of the 214 respondents, over half (50.5%, $n = 108$) reported that 25% or less of their work time is with the zero to age five populations. The next highest portion of practitioners (29.9%, $n = 64$) reported spending 76% to 100% of their practice time with infants and young children. The smallest proportion (19.6%, $n = 42$) reported spending 26% to 75% of their time with the infant through preschool populations. Thus, the respondents to this survey represent a wide range of practice time devoted to working with young children and their families.

The third research question involved continuing education (CE) topics among NYS early childhood school psychologists. Of the 214 respondents included in this research, the majority endorsed (98%, $n = 210$) at least one CE topic. Only four respondents did not indicate an interest in any of the listed CE topics. On the whole, the NYS early childhood school psychologists responding to this survey indicated interest in at least half of the CE topics provided in this questionnaire; indeed, the average number of topics endorsed was 5.6 ($SD = 2.83$). Eleven respondents (5.2%) indicated that they are "not interested" in CE, but nonetheless these practitioners still endorsed at least one topic from the list provided. The topic frequencies are provided in Table 1.

Each CE topic received endorsement by one-third or more of the sample, indicating broad

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Continuing Education Interests and Needs of New York State Early Childhood School Psychologists**Table 1**
Frequency of Continuing Education Topic Endorsement

Continuing Education Topic	<i>n</i>	Percent
Intervention Approaches: Issues and Strategies	166	83.0
Assessment Approaches: Issues and Strategies	159	79.5
Disabilities: Diagnosis and Intervention	132	66.0
Pharmacology with the Early Childhood Population	128	64.0
Consultation Issues, Methods, and Strategies	115	57.5
Working with Parents	110	55.0
Current Research with the Early Childhood Population	108	54.0
Current Legal, Legislative Issues, and Early Childhood	98	49.0
Bilingual and Multicultural Issues in Early Childhood	67	33.5
Working with Other Early Childhood Professionals	66	33.0
Other	13	6.5

Note: *n* = 200. Percentages do not sum to 100 because respondents endorsed multiple topics as Continuing Education interests.

interest in the CE topics presented. The two most frequently endorsed topics were Intervention Approaches: Issues and Strategies (83%, *n* = 166) and, Assessment Approaches: Issues and Strategies (79.5%, *n* = 159). No demographic variables (e.g., age, gender, training) moderated interest in these topics; thus, these topics are of broad interest among early childhood school psychologists and warrant priority in CE planning activities.

The next most frequently endorsed CE topics, in order of frequency, included: Disabilities: Diagnosis and Intervention (66%, *n* = 132), Pharmacology with the Early Childhood Population (64%, *n* = 128), Consultation Issues, Methods, and Strategies (57.5%, *n* = 115), Working with Parents (55%, *n* = 110), and Current Research with the Early Childhood Population (54%, *n* = 108). Taken as a whole, these topics are of interest to over half of the respondents and represent a rather diverse set of topics. Nonetheless, the topics are consistent with the early childhood and infant psychology literature regarding the provision of psychological services to young children and their families (e.g., Bricker & Widerstrom, 1996).

The topics of least importance, at least to this group of respondents, were Bilingual and Multicultural Issues in Early Childhood Services (33.5%, *n* = 67) and Working with Other Early Childhood Professionals (33%, *n* = 66). Nonetheless, these topics were endorsed by at least of one-third of those responding to the survey. No other topics were written in by the respondents, despite the fact that some (6.5%, *n* = 13) indicated CE interest in "other" topics than those provided in the survey. Analyses comparing CE preferences by respondents

in terms of age, gender, degree level, and area of training revealed no significant differences. Further, Chi-square analyses also revealed that neither ethnic identification nor having a bilingual extension was related to CE topic interests. Analysis of CE interest by amount of time spent working with young children was significant. The analysis revealed that those engaged in infant and early childhood psychology practice 25% or less of their time, were less likely to endorse CE topics than are those working 25% or more of their time with young children, $\chi^2(1, N = 71) = 5.435, p < .02$.

With regard to specific interest in CE topics, there were some differences based on demographic variables. For instance, those working more than 75% of their time with young children were proportionately more interested in disabilities as a CE topic than those working a small percentage of time with this group, $\chi^2(1, N = 169) = 6.527, p < .01$. With regard to interest in pharmacology as a topic, those practitioners with their highest degree in content areas other than school psychology were disproportionately more interested in this topic than school psychology trained practitioners, $\chi^2(1, N = 209) = 5.581, p < .02$. With regard to consultation as a CE topic, more males than females indicated interest (69% of males compared with 51% of females) and this was a significant difference, $\chi^2(1, N = 210) = 4.325, p < .05$. Interest in consultation as a CE topic was also influenced by the percentage of time engaged in infant and young childhood practice. Results revealed that practitioners spending more time with young children were more interested in consultation than those who work less with this population, $\chi^2(1, N = 149) = 8.509, p < .01$. In

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Continuing Education Interests and Needs of New York State Early Childhood School Psychologists**Table 2**
Continuing Education Format Preferences

Format	<i>n</i>	Endorsements	Percent
Continuing Education Workshop Format	206	190	92.2
By Professional Organization	188	151	80.3
By Professional Organization or University on Weekends	188	120	63.8
Other	188	16	8.5
University Graduate Study Format			
In the Evening	88	43	48.9
On a Weekend	89	36	40.4
Short, Intensive Study (e.g., 3 day institute)	90	69	76.7

Note: Percentages do not sum to 100 because respondents could endorse multiple preferences.

addition, however, those working the most with this population were less interested in consultation as a CE topic than were those who spend 26% to 75% with young children, $\chi^2(1, N = 102) = 6.321, p < .01$.

In addition, younger practitioners (i.e., 26 to 34 years of age) were interested in the CE topic of working with parents to a greater degree than older practitioners (47 to 68 years of age), $\chi^2(1, N = 135) = 4.887, p < .05$. Current research as a CE topic was of more interest to male respondents than to female respondents, $\chi^2(1, N = 210) = 4.648, p < .05$. In addition, those respondents with degrees in areas other than school psychology were significantly more interested in research than those trained in school psychology, $\chi^2(1, N = 209) = 5.542, p < .02$. Likewise, those with degrees in areas other than school psychology reported more interest in legal and legislative issues than the school psychology trained practitioners, $\chi^2(1, N = 209) = 5.115, p < .05$.

The interest in bilingual and multicultural CE topics was moderated by age of respondent. Sixty-

eight percent of the practitioners who endorsed this topic were between 26 and 34 years of age, while only 31.8% of practitioners between the ages of 47 and 68 were interested in this topic, $\chi^2(1, N = 135) = 5.509, p < .02$. In addition, those engaged in early childhood practice 26% or more of the time were more interested in this topic than those involved 25% or less of their time, $\chi^2(1, N = 149) = 3.871, p < .05$. Time spent in early childhood practice was also related to interest in working with other early childhood professionals as a CE topic. Results indicated that those working 26% to 75% of their time with early childhood populations endorsed this topic to a greater extent than those working with infants and young children 25% or less of their time, $\chi^2(1, N = 149) = 6.342, p < .01$.

The next question involved the type of CE format that respondents are interested in. The preferences for CE format in terms of workshops and university study are presented in Table 2. Of the 206 respondents to this question, the vast majority (92.2%, $n = 190$) indicated their interest in workshop

Table 3
Continuing Education Recognition Option Preferences

	<i>n</i>	Endorsement	Percent
Interest in a Degree or Certificate	204	93	45.6
As Part of a Formal Post-Graduate Program	93	30	32.3
As Part of a Certificate Program	93	63	67.7
As Part of a Self-Study Effort	93	28	30.1
As Part of a Re-Specialization Program	93	22	10.3
Other	94	6	6.4

Note: Percentages do not sum to 100 because respondents could endorse multiple preferences.

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formats for CE. Interest in the workshop format was unrelated to any demographic variable, including education, experience, or practice.

Many of the respondents (80.3%, $n = 151$) indicated that they were interested in CE provided by a professional organization. Interest in a CE workshop provided by a professional organization was proportionately higher among new practitioners (89.5%) than among seasoned practitioners (77.2%), $\chi^2(1, N = 184) = 3.869, p < .05$, although both groups indicated a strong interest in CE provided by professional organization groups. In addition, many respondents (63.8%, $n = 120$) endorsed CE workshops on weekends. Further, gender moderated interest in weekend CE opportunities; females (83.3%) reported more interest in weekend CE options than males (16.7%), $\chi^2(1, N = 188) = 4.209, p < .05$.

To the question regarding graduate study format and CE, 203 practitioners responded. Some, but not a majority (41.9%, $n = 85$), reported interest in CE in terms of a university graduate study format. Doctoral level practitioners were proportionately more interested in evening opportunities for graduate study than are master's level practitioners, $\chi^2(1, N = 88) = 8.14, p < .01$. Thirty-six respondents (40.4%) indicated an interest in university study on the weekend; no demographic variables moderated interest in weekend graduate study.

A high percentage of respondents (76.7%, $n = 69$) expressed interest in a graduate study CE format in terms of a short, intensive study program (e.g., one or more weekends or a three-day institute of study). Practitioners with less than five years of experience were less interested in an intensive CE program of study than groups with more than five years of practice experience, $\chi^2(3, N = 86) = 14.06, p < .01$.

The next research question asked, "What are NYS early childhood school psychologists preferences with regard to CE recognition (e.g., Continuing Education Units [CEUs], formal certificate) for their continuing professional development efforts?"

The answer to this question is provided in Table 3. Of the 204 respondents, 45.6% ($n = 93$) expressed interest in a degree, certificate, or other form of formal recognition for CE participation. Interest in formal CE recognition was unrelated to any demographic variable.

However, practitioners indicated that they prefer to receive as degree or certificate a part of a formal certificate program (67.7%, $n = 63$). Indeed, practitioners who are in the 26 to 34 years of age

range indicated more interest in a certificate program than practitioners who are over 46 years of age, $\chi^2(1, N = 196) = 4.32, p < .05$. In addition, practitioners with state certification expressed more interest in the formal certification option than those dually certified and licensed psychologists in the sample, $\chi^2(1, N = 191) = 4.31, p < .05$.

A number of respondents (32.3%, $n = 30$) indicated an interest in CE recognition through a formal post-graduate program, such as an institute. New practitioners tended to be split in their endorsement regarding this issue (50%), but seasoned practitioners generally did not express an interest in a postgraduate form of CE recognition, $\chi^2(1, N = 90) = 5.08, p < .02$. The number of years since completion of formal education also moderated interest in formal post graduate training recognition, with recent graduates (i.e., within one to three years) more interested in this type of recognition than those who received their training 8 to 32 years ago, $\chi^2(1, N = 68) = 6.40, p < .01$. Finally, some respondents (30.1%, $n = 28$) indicated interest in CE recognition for their self-study efforts. And, others (10.3%, $n = 22$) would like CE recognition through a formal re-specialization program. Only one characteristic, the number of years since receiving the highest degree, moderated interest in a re-specialization option. Newer graduates reported more interest in a re-specialization program than those who are less recent graduates, $\chi^2(1, N = 68) = 5.39, p < .02$. Many respondents (72.6%, $n = 151$) indicated that they would like to receive CEUs for conference attendance; the interest in CEUs was unrelated to any respondent demographic variable.

In sum, the data revealed broad general interest in CE opportunities among early childhood school psychologists, especially around topics related to intervention and assessment approaches. While bilingual and multicultural issues as well as working with other early childhood professionals were endorsed less frequently, a moderate level of interest in these topics was nonetheless expressed. Further, the practitioners in this sample expressed a strong interest in workshop formats for CE and newer practitioners are more interested in CE than are practitioners with five or more years of experience.

Weekend opportunities for CE were preferred to other times; women were disproportionately interested in weekend training opportunities compared with men. This sample of practitioners also indicated a strong interest in CE through university graduate programs, especially when offered in an intensive, short program such as a

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three-day institute. These respondents expressed an interest in formal recognition for CE efforts; of those interested in a degree or certificate, the majority preferred the recognition to be part of a formal certificate program. Although few respondents were interested in a re-specialization program, this sample broadly endorsed receiving CEUs for documentation of their CE activities.

Discussion

Even though the sample size in this research was somewhat small, the return rate is comparable to other recent surveys of continuing education in school psychology (Fowler & Harrison, 2001). Indeed, the demographic characteristics of the present sample compare favorably with those in the NASP membership pool for the 1994-1995 school year (Fowler & Harrison, 2001). In that research, the gender distribution was 75.3% female and 24.7% male; in this study the sample was 80.4% female and 19.6% male. It appears that the distribution of gender is generally consistent with other findings that the field of school psychology, in terms of practitioners, is primarily female (Fagan & Wise, 2000).

In addition, Fowler and Harrison's (2001) sample had a mean age of 45.5 years, which is comparable to the present investigation in which the average age of the sample was 41 years of age. One difference between the two sampled groups is that the majority of respondents (64%) in the Fowler and Harrison (2001) study were 41 to 55 years of age; in the present study, the majority of respondents was less than 44 years of age, with most clustering at 26 to 34 years of age. One possible implication of this finding is that infant and early childhood school psychology practice, which is developing, may be drawing practitioners that are younger than in other areas of school psychology.

Nearly all of the present study participants were Caucasian (90.5%). Even though this is a significant majority of respondents, the sample is nonetheless slightly more diverse than the school psychologists surveyed by Fowler and Harrison (2001) which were 95% Caucasian. This finding may be an artifact of sampling NYS school psychology practitioners, or may indicate that those serving young children and their families may be more ethnically diverse than those working with other populations.

One issue with the use of survey data to derive CE needs is the lack of CE validity studies. Indeed, Bensemen (1980) points out that few empirical studies examine the match between expressed and

real needs in the psychology field. However, the survey used in this research was the result of lengthy discussions and substantial contributions by a relatively large group of practicing early childhood psychology professionals from the NYAECIP. Thus, the survey represents a review of relevant professional literature, expert input at the point of service, and the combined expertise and knowledge of infant and early childhood practitioners, researchers, and trainers. Despite these efforts, there are no studies with authentic methods of determining actual educational needs in terms of practice demands.

Overall, this research revealed that there is substantial overall interest in infant and early childhood CE among NYS early childhood school psychology practitioners.

Indeed, demographic characteristics, in general, were not found to moderate overall interest in CE. However, the amount of time engaged in early childhood service delivery tended to relate to overall CE interest level. Those engaged in fewer hours of work with early childhood populations endorsed fewer infant and early childhood CE interests. This finding supports previous research in the field showing that psychologists seek CE in areas directly relevant to their work and practice needs and demands.

The high levels of overall CE interest also suggest that early childhood school psychologists may have somewhat urgent needs for training relative to their practice.

This is inferred from the fact that there is no Mandatory Continuing Education (MCE) in NYS at the present time. Indeed, there is substantial research documenting that CE interest tends to be directly related to MCE (Hellkam, Imm, & Moll, 1989; VandeCreek & Brace, 1989). Thus, early childhood school psychology practitioners' interests in CE may well relate to perceived training needs associated with service delivery in this area as opposed to responding to state requirements related to credentialing. The continuing education needs, rather than responding to any credentialing concerns, may reflect the disparity between graduate school curricula and real-world practice. Current and projected roles of early childhood psychologists increasingly point to the value of direct assessment methods, young children's mental health needs, parent guidance, and applied developmental neuropsychology (Foley & Mowder, 2001). It may be these changes, based on increased science and technology, to which these early

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“it is clear that there is substantial need for the presentation of CE programs to school psychologists providing infant and early childhood psychological services.”

childhood school psychologists are responding.

While the practitioners in this research were fairly homogeneous in terms of gender, education, and other background characteristics, their interests in CE topics pertaining to the practice of infant and early childhood psychology practice tend to be broad and diverse. Indeed, each topic received indications of interest by at least one-third of the sample. In addition, the major topics which emerged, including, for example, assessment and intervention approaches, consultation, disabilities, and pharmacology are consistent with the expanding role of the early childhood school psychologist and the results of legislation such as PL 99-457. These findings are consistent with Mowder and Demartino (1979) who found that school psychologists CE interests closely reflect the roles and responsibilities mandated in current legislation. The topics also tend to be consistent with stated practice needs in early childhood and infant practice (Widerstrom, Mowder, & Sandall, 1997) as well as current best practices in school psychology (Thomas & Grimes, 2002).

Finally, the respondents in this survey research indicated a strong interest in the workshop format for CE. This finding is important for professional organizations, such as the NYAECIP, as well as universities which may want to meet the changing needs of those in a developing profession (Mowder & Rubinson, 2001). Further, practitioners indicate a substantial interest in formal recognition for their CE efforts, preferably as part of a certificate program. However, there are many issues (e.g., number of years of experience, highest degree received) which impact the interest in the type of recognition preferred.

In terms of limitations, this project attempted to contact every NYS school psychologist who was either a member of the major national or state school psychology professional organization. This particular sample was chosen since there is no NYS data base available on specific school psychology certified individuals practicing in the state.

Therefore, the decision was made to contact all psychologists in NYS belonging to the two most professionally relevant organizations for school psychologists. This decision, while providing a rather extensive potential pool of respondents, necessarily eliminated other practicing school psychologists who do not belong to either of the two primary professional school psychology organizations. Thus, answers to this questionnaire are necessarily provided with substantial caution. In addition, the survey nature of the research means that not only

are school psychologists contacted who are members of one of the two of their most relevant organizations, thus possibly representing the most professionally involved school psychologists, but, in addition, those who chose to respond may further represent those most professionally involved.

Thus, the responses to this survey may not be particularly generalizable to NYS practicing school psychologists. Further, the results may not be generalizable to school psychologists outside of NYS.

Summary

In summary, there are many implications regarding this research. First, it is clear that early childhood school psychologists are interested in a broad range of topics related to early childhood practice. There are many interpretations from these findings; one might conclude that current training in school psychology is not offering early childhood practitioners adequate preparation for their practice, that the field is evolving so quickly that more knowledge is necessary for practitioners to feel adequately prepared, and/or that early childhood school psychologists are particularly sensitive to continuing professional development. Regardless, it is clear that there is substantial need for the presentation of CE programs to school psychologists providing infant and early childhood psychological services. More specifically, these individuals would appreciate continuing professional development opportunities in a range of areas, such as intervention, assessment approaches, disabilities diagnoses, and pharmacology. Further, they are interested in a variety of CE formats, which may be provided by professional organizations or universities, as well as recognition (e.g., certificate, degree) for their CE efforts. With information from this research, school psychology trainers and CE planners may be equipped to target specific needs among practitioners serving young children and their families.

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Author Note

This research was conducted as part of a research effort by the Research Task Force of the New York Association of Early Childhood and Infant Psychologists (NYAECIP) and also represents the doctoral project research of Dr. Iris Goliger.

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



A Tribute to Dr. Virginia Dakin Bennet

Stanley Moldawsky, Ph.D.

A Tribute to Dr. Virginia Dakin Bennet presented to the APA Council of Representatives

“[Dr. Bennet] was considered to be one of the founders of school psychology as a profession.”

Dr. Virginia Bennet died on July 14, 2003. She was Chair of the School Psychology Department in the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University, New Brunswick, N.J. from 1975 through 1983 when she became Professor Emeritus. Previously she was a Professor in the Department of Psychological Foundations at the Graduate School of Education from 1963 to 1974. She served as Director of Training and Curriculum Coordinator of the School Psychology Program at the Graduate School of Education. She represented GSAPP as University Senator in 1976 and again in 1978 through 1983.

She was distinguished by her professional activities. Dr. Bennet was President of the New Jersey Psychological Association in 1972-73. She was Editor of *The School Psychologist* which is the Newsletter of the Division of School Psychology (Division 16) of the American Psychological Association (APA). She served on the Executive Board of Division 16 and also served as Vice President. She served on the APA Council of Representatives. She was one of us! She served as Chair of the APA Board of Professional Affairs in 1977. The only school psychologist to chair that Board. That tells you something about her devotion to the profession and to the esteem that her fellow psychologists felt towards her.

Dr. Bennet's contributions to the field of school psychology were very significant in her writings, her professional work, and her advocacy. She was a pioneer in establishing the doctoral degree as the entry level for school psychologists. She was considered to be one of the founders of school psychology as a profession. Her mentor was Jack Bardon who also served on the Council of Representatives.

In 1977, Dr. Bennet received the Distinguished Service Award from Division 16 of the APA and in 1980 the Dorothy H. Hughes Distinguished Service Award from New York University. Dr. Bennet was named Psychologist of the Year by New Jersey Psychological Association in 1981 and received the Presidential Citation from Rutgers University in 1983.

Those of us who worked with Ginny and knew her as a national leader in moving school psychology into a doctoral profession . . . we loved her. We miss her smile and her strong support of professional Psychology. She mentored many of the leaders in our field and her incredible support of the professionalizing of school psychology as well as for independent practice will long be remembered.

Our condolences to her family. It is important for them to know that she was a very important person in Psychology.



Remembering Bert Porter, 1909-2002*

Tom Fagan, University of Memphis

Rutherford Burchard ("Bert") Porter was born on June 17, 1909 in Bloomfield Township, Crawford County, Pennsylvania, a rural area south of Erie bordering Northeast Ohio. He died of cancer and old age on December 15, 2002 at age 93 in Terre Haute, Indiana. Bert was the eldest, and last surviving, of four sons born to Burchard and Anna Anderson Porter. His parents were dairy farmers in Pennsylvania, and his mother also taught in a one-room school.

Education and Employment

Bert attended elementary and secondary schools in Crawford County, PA. His first eight years were in a one-room school with all grades together, and his high school graduating class of only 20 students was the largest class in that township at that time (Porter & Walker, 1988). In 1930, he received his B.S. degree majoring in chemistry and mathematics from Allegheny College. He planned on becoming a chemist but jobs were scarce in the Great Depression. Because he had taken a course on education, he was encouraged to accept a job teaching high school math and science in the Union City (PA) Public Schools from 1930-1934. His initial salary was \$1,200 per year and apparently because he was not trained as a teacher, his salary decreased \$30 each of the four years he was there (Eklund, 1984). He decided he had better get education training if he was going to stay in the field. While still teaching, he completed his M.Ed. degree (1934) in Guidance and Counseling at the Erie extension of the University of Pittsburgh and became a guidance counselor in the Meadville (PA) Public Schools from 1935 to 1939. He taught several math classes, but his principal gave him one period each day for guidance activities. He and the principal were surprised by the number of students that sought guidance services (Eklund, 1984). He left the Crawford County area to become a County Supervisor of Special Education for three rural mid-state PA counties (Blair, Huntingdon, Mifflin). The position title was a legislative tradeoff in Robert Bernreuter's effort to get school psychology established in the state. To become a county supervisor, one had to have school psychology training (see French, 1984; Porter, 1984). Many years ago, Joe French gave me a photo taken in April of 1942 of the second meeting of the PA County Supervisors of Special Education. The

photo was sent to him by Lester Myer and includes Bert Porter among the 41 persons attending the meeting. Porter served in that "school psychologist" position until 1944, and along the way in 1942 completed his Ed.D. in Psychology and Education at nearby Pennsylvania State University. He was mentored by Robert Bernreuter and Bruce V. Moore, both of whom had distinguished careers in psychology and education. The Penn State program was one of the earliest programs of school psychology (a historical account of this program appears in French, 1987). In an oral history interview (Eklund, 1984), Bert recalled serving perhaps 150 one-teacher schools, and having the flexibility to perform a wide range of services at a time when special education classes were practically nonexistent. "When I was first a school psychologist in Pennsylvania I did not have one special class in my whole area and I could do anything I wanted. That's what school psychology was at that time" (side 2-p. 4). He also recalled being given only five minutes in which to discuss school psychology at a beginning of the year orientation meeting for teachers. Using his math and testing background, Bert assisted in the development of the Pennsylvania Counties Eighth Grade Examination that was used in many county school systems.

Although not passing the physical examination, Dr. Porter was commissioned in the Navy (1944-1946) assigned to the Bureau of Naval Personnel (Washington, DC), Test and Research Section, and then the Bureau of Medicine and Surgery. In both positions he was involved in test development, and worked with clinical psychologists and psychiatrists attempting to determine what to do with soldiers returning from duty that might be in need of assistance.

His career in academia began at Fairmont State College in West Virginia as Director of Student Personnel and Chair of the Psychology Department (1946-1947), then at Northern Michigan University as Director of Counseling and Guidance and Professor of Psychology (1947-1948). He had many job



Bert Porter, circa mid-1980s

“[Porter’s] career in academia began at Fairmont State College in West Virginia as Director of Student Personnel and Chair of the Psychology Department [1946-1947].”

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opportunities but chose small college settings because of initial trepidations about working at large schools. Having gained confidence at these smaller



The Porter family, circa, 1994

schools, he took a position with Indiana State University (then College) as Chair of the Department of Special Education (which included school psychology and communicative disorders) from 1948 until his retirement in 1975. He also served as Director of the School Psychology Clinic (1948-1967) and was chair at ISU when its first doctoral degree in school psychology was granted in 1967. He not only pioneered rural school psychology in Pennsylvania, but also in Indiana where he was involved in the development of training at ISU, the credentialing of school psychology personnel, and the development of special education (see Eklund, 1984 and Porter & Walker, 1988 for historical information on Indiana school psychology, and Eklund, 1984 and Prasse, 1975 for historical information on the ISU Department of Special Education).

Career Paths

Compared to most in the current school psychology leadership, Bert goes a long way back. Bert's career spanned about half the entire history of school psychology, and he participated in a very significant period of its growth. He was involved in the early years of the American Psychological Association (APA) Division of School Psychology and its accreditation efforts, and later was a founding member of the *Journal of School Psychology* (Porter, 1984). He did not attend the Thayer Conference in 1954 but knew many who did

and was well aware of the importance of the conference outcomes.

Bert's career corresponded to a model often seen in the first half century of school psychology: Earn a graduate degree in a related field since few school psychology programs existed; practice school psychology in one or more school districts; take a position with a college or university that in part includes the training of school psychologists; blend together the knowledge and experiences of related fields such as special education, psychology, guidance counseling; and be active in the state's psychological as well as school psychological associations. Bert referred to his career path and those of many others of his time as accidental, or backing into the field of school psychology (Eklund, 1984). His graduate training was a broad mixture of educational foundations, administration, research, applied, educational, and clinical psychology, speech correction, and supervised practice in the Penn State clinic and the Meadville and Union City, PA schools (Porter, circa 1995). He served as secretary-treasurer (1949-1952) and then as president (1952-1954) of the Indiana Psychological Association, then called the Indiana Association of Clinical and Applied Psychologists, founded in 1937).

Following his retirement in 1975, he remained active, serving as the National Association of School Psychologists (NASP) state delegate from Indiana (1976-1980), Membership Chair for the Indiana Psychological Association (1976-1979), and member of the IPA Division of School Psychology Executive Board (1978-1980). The School Division was founded in 1968. To my knowledge, Bert was not active in the Indiana Association of School Psychologists which was founded in 1987, well after his retirement and NASP delegateship. During retirement, he had a private practice primarily focused on consulting. He also "co-sponsored an annual fall luncheon, known as the Porter Luncheon for faculty, staff, and especially students in educational/school psychology," and met with departmental emeriti faculty every Monday for lunch at which substantive issues were discussed (Bahr, 2003). Bert was also active in the Vigo County Associations for retarded children, mental health, and cerebral palsy.

Bert coauthored with Raymond Cattell the Children's Personality Questionnaire (Porter & Cattell, 1968), published scale-related research (e.g., Porter, 1964, Porter, Collins, & McIver, 1965), and provided leadership and departmental

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administration. In his autobiographical account (Porter, 1984), he mentions his work with Cattell and states that "It is my opinion that test-making can be a part of school psychology, at least for some people." This was true for many of the people he knew and worked with such as Joe French, T. Ernest Newland, Karl Zucker, and for many in school psychology that would follow in their footsteps including Achilles Bardos, Bruce Bracken, Patti Harrison, Randy Kamphaus, Alan and Nadeen Kaufman, Nadine Lambert, Jack Naglieri, Tom Oakland, Cecil Reynolds, Mark Shinn, and numerous others (Bracken, 2003). The assessment role of school psychologists has been significantly driven and improved by our own assessment scholars.

Many of the early pioneers in psychological services worked as hard at developing the symbols of professional identity (e.g., credentialing requirements, training programs, journals) as others who would follow and take more empirical avenues to fame. Bert, and many others like him, worked hard, had dreams, kept a focus, and laid the groundwork for the profession we share today.

Memberships and Awards

According to early directories, Bert was a member of the NASP from 1976 to 1987, probably joining at the time he became the delegate from Indiana. Not many choose to join NASP and become a delegate the year after they retire. His wife belonged to NASP throughout the 1970s, and his daughter has been a member since 1976. Bert was an associate member of APA in 1942 before the school psychology division existed and in 1951 became a Fellow in the clinical, counseling, and school psychology Divisions; he was a Life Member of APA since 1976. Bert also held memberships in the Council for Exceptional Children, National Rehabilitation Counseling Association, American Educational Research Association, American Personnel and Guidance Association (now American Counseling Association).

For his long-standing and significant contributions, he was given several awards. These included the Indiana Council for Administrators of Special Education, which referred to him as the father of special education in Indiana; the first Annual Rutherford B. Porter Award from the Indiana Psychological Association, The Indiana Federation of the Council for Exceptional Children, and the NASP (Walker, Zucker, Hoagland, Porter, & Bahr, 2003). He was also a nominee in 1974 for the APA Division of School Psychology's Distinguished

Service Award (Zucker, 1974). He was a diplomate in Counseling Psychology and licensed for school-based and private practice in Indiana. The ISU clinic, which Bert once directed, is now known as the Porter School Psychology Center.

Personal Reflections

I corresponded with Bert several times between 1983 and 2001. Occasionally he would see something I wrote on the history of the field or some controversy and send me his thoughts. He last wrote in July 2001. His letters often bemoaned the present status of the field, and I sensed he was discouraged that the younger generation of school psychologists was not interested in the viewpoints of the older generation. He must have felt alienated from the very field he had helped to create. He was especially concerned over the efforts of some to change the name of Division 16-APA to something other than school psychology.

Bert lived long enough to have the wisdom that comes from experience and knowledge. He also lived long enough to be on the leading edge of the wave of senior school psychologists who sense the loneliness that comes with isolation from colleagues, and the lack of appreciation from the latest generation who probably never heard of him. His occasional letters to me reflected this. In one he commented, "...I am convinced that no one today will listen, you will especially notice this after you retire. I haven't even been called doctor in 20 years. We did pave the way but no one wants to walk on it" (Porter, 1994). America thrives on the new, the recent, the latest edition of ideas, tests, or interventions, too often without knowledge of the shoulders on whom today's heroes stand. Even some of the heroes don't remember.

I recall a NASP Delegate Assembly meeting when Bert was the delegate from Indiana. The group was debating a topic and the discussion went on for at least a half hour. Bert, recognized by the chair, rose to his feet and said something like, "I'm not as young as the rest of you. I'm getting pretty old and don't have time to be debating this topic forever. Let's get on with it, please." Bert was then about 70 years old and early in his retirement. The group got quite a laugh from his wit and moved on quickly to resolution. And he outlived several of those in attendance at that meeting.

Family, Students, and Colleagues

When you outlive almost all your colleagues, you learn that your family may be your strongest

"Bert, and many others like him, worked hard, had dreams, kept a focus, and laid the groundwork for the profession we share today."

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legacy. Dr. Porter was preceded in death by his wife, Grace J. Porter in 2001 at age 86. They were married in Bloomfield Township, PA on July 2, 1934 and their children were born in 1939 and 1943. His wife had been a school teacher in Vigo County, IN, and then trained at ISU to become a school psychologist. She worked as a school psychologist starting in 1965 and later was a director of a Head Start Program in the Terre Haute, Vigo County area, and retired in 1977 as coordinator of Title I (Porter, 1984). Dr. Porter is survived by his two children, Susanne Hoagland, a former elementary teacher and an ISU school psychology program graduate who works as a school psychologist in Richmond, KY, and Andrew Porter, Director of the Educational Research Center at the University of Wisconsin-Madison.

According to his children and colleagues, Bert would want to be remembered as a father, husband, school psychologist, professor, and an outdoorsman. He is reported to have written children's stories, and although none were published, he enjoyed telling them to his children. Among his proudest accomplishments were his students at ISU. Among his many ISU students is Dave Prasse. Prasse (2003) recalls that "In so many ways, he prepared us to be good school psychologists, professors and advocates for change. Bert demanded a lot of all those around him, but never more than he demanded of himself." Bert's students included Dave Barnett (University of Cincinnati), Stuart Hart (retired from Indiana University Purdue University at Indianapolis, and NASP President 1982-1983), Bob Dyer (a former Indiana Commissioner of Mental Health and Addictions, and President/CEO of Criterion Health, Inc.), and Bob Cowgill (the first Ph.D. in Bert's department, who later served as Dean of Education at Florida Technological University, now called University of Central Florida). Cowgill said he owes much of his career success to Bert for the many experiences he was allowed to obtain. His colleagues remember Bert as a modest, pragmatic person, not interested in accolades and awards who focused very strongly on his work. His obituary which appeared in the Terre Haute Tribune-Star was very modest. Bert had written it himself (Obituary, 2002). Thanks for all you did, Dr. Porter.

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*Appreciation is expressed to Kenneth Walker, Karl Zucker, and Michael Bahr, Department of Educational and School Psychology, Indiana State University, and to Susanne Hoagland and Andrew Porter for their contributions to the manuscript. An abbreviated version of this paper will appear in the *American Psychologist*. Copyright 2003 by the National Association of School Psychologists, Bethesda, MD. Reprinted with permission of the publisher.

Relevance of the Combined-Integrated Model of Training to School Psychology: The Yeshiva Program

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There is a new “kid” on the block and it goes by the name of CCIDPIP (pronounced kid-pip). No, its origins are not in Russia, the Ukraine, or the Baltic states. It is actually an acronym for the newest association of American Psychological Association (APA)-accredited training programs. Like most new “kids,” this one desires to be accepted to contribute from its own unique perspective. So, please welcome the Consortium of Combined-Integrated Doctoral Programs in Psychology (Consortium). The APA’s *Monitor on Psychology* (July/Aug 2003) introduced CCIDPIP to the broader profession, and because all members of this association included an emphasis in school psychology, this article is directed to the broader school psychology community.

School psychologists work everyday with issues of alienation and affiliation. They know that acceptance is not a simple matter of saying hello and expressing one’s desires. There is work to be done and the road is not often without impediments and detours. Where do we begin? We would assume most of us take a history, look at the literature, incorporate our understanding of context, collect and analyze the data, and make informed decisions that are mutable.

A History

APA accredits three specific specialty areas: Clinical, Counseling, and School Psychology. In addition, in 1975 APA stated that, “combined professional scientific psychology is a new area of accreditation for programs that do not clearly fit the model for separate programs in clinical, counseling, and school psychology. This area of accreditation is defined as a combination of clinical, counseling, and/or school psychology” (p. 1093). The first combined training program was at Vanderbilt University’s George Peabody College in 1974. The oldest extant program, however, is at Utah State University in the Department of Psychology. Currently, there are 10 APA-accredited combined programs.

Each specialty area has its own council consisting of its own training directors (i.e., The

Council of University Directors of Clinical Psychology, the Council of Counseling Psychology Training Programs, and the Council of Directors of School Psychology Programs). Shealy (as cited in Bailey, 2003) stated that, “combined programs have not had a formal voice, even though they are one of the four kinds of doctoral programs accredited by APA.”

This situation began to change in 2002 when Craig Shealy chaired a symposium at the APA conference with Susan L. Crowley, Gary W. Peterson, Susan Cosden, Robert Resnick, Harriet C. Cobb, Karen Akin-Little, Patricia H. Castle, and John C. Norcross on *Training Students in Combined Doctoral Programs: An Integrative Perspective*. That same weekend, representatives of the combined programs met to chart a course of action that would culminate in the formation of a council providing representation for the combined programs.

The Consensus Conference on Combined and Integrated Doctoral Training in Psychology (Consensus Conference), held on May 2-4, 2003 at James Madison University, was an historic step. The training directors of all 10 APA-accredited programs attended the conference along with representatives from two of the other training councils, APA’s Education Directorate, the Committee on Accreditation, Association of Psychology Postdoctoral and Internship Centers, (APPIC), The National Register of Health Service Providers in Psychology, past-presidents of Divisions 2, 12, and 29, National Council of Schools of Professional Psychology (NCSPP), American Psychological Association of Graduate Students (APAGS), International Association of Applied Psychology, Association of Directors of School Psychology Training Clinics, and Association of State and Provincial Psychology Boards (ASPBP). The conference succeeded in articulating a common set of characteristics and principles that distinguishes the combined-integrated training model.

Prominent among these principles are:

1. combined-integrated programs intentionally combine at least two specialties;

“There is a new kid on the block.”

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2. combined-integrated programs provide intentional exposure to multiple theoretical orientations;
3. combined-integrated programs provide intentional exposure to multiple practice settings; and
4. combined-integrated programs provide intentional exposure to the parameters of practice, including a variety of populations served, problems addressed, procedures and settings, across the life span.

One of the most important outcomes of the Consensus Conference was the elementary, but important observation that there is a fundamental difference between "combined" training that provides training in traditional specialties in the same program context (students receive some common experience and more intimate exposure to other specialties) and "integrated" training (students have substantially overlapping training experiences involving both theory and fieldwork). Programs can have different degrees of integration while still being "combined." As an example, the Yeshiva University model, described below, is a combined, fully integrated program.

At a meeting in Toronto in August 2003, CCIDPIP approved a set of bylaws, elected a Board, and decided that member programs would now be referred to as "Combined-Integrated" programs, thus recognizing a fundamentally important distinction in the training philosophies. CCIDPIP is now a fully recognized training council and has sent representatives to APA's Council of Chairs of Training councils and to APPIC. As noted in Table 1, there are 10 current program members of the Consortium. It is of interest that there are four

combination types that are accredited. Of particular importance is that school psychology is one component of all 10 programs. When one considers that there are 55 APA-accredited School Psychology Programs, and the shortage of school psychology faculty/practitioners nationwide, combined-integrated programs represent a potentially important resource to the broader school psychology professional community.

Context

CCIDPIP is now officially in the professional neighborhood, and while the organization is in its infancy, its members have been your professional colleagues for many years. The director of each program has had an initial identification with his/her primary specialty, has contributed in his/her unique manner to the profession, and the programs they represent have all met APA's standards of excellence. Nonetheless, CCIDPIP is new on the block and needs to identify itself. Each of the programs identifies its training model with school psychology. Several of the programs (e.g., Yeshiva, Pace, Hofstra) were initially accredited by APA in School Psychology and subsequently developed a combined model by incorporating other accredited programs or integrating another focus (i.e., clinical child psychology).

By nature school psychology is a "combined" profession. We see value in combined training that provides access to knowledge, skills, and practical experiences in which to use acquired knowledge and skill. The value of an integrated model is that students take classes from, receive supervision from, participate in fieldwork, and participate in research activities with faculty and students who have complementary professional perspectives such as child/adolescent development, special education, community psychology, public health, and others. This is often what school psychology students do in many programs, regardless of their APA status. Combined-integrated programs have come to value this and think that the combined training the students receive produces unique professional psychologists, different than would graduate from most stand-alone school or child clinical programs.

From the authors' perspective, combined-integrated school-child clinical programs have a natural synergy that is driven by their focus on the child/adolescent and family in different contexts. An examination of Judith Harris' *The Nurture Assumption* (1998) provides convincing evidence that a child's socialization is profoundly affected by his/her experiences outside the home. If one

Table 1
Current APA-accredited Training Programs and Year of Accreditation of the Combined Program

Type of Program	University (Year of Accreditation)
Clinical/Counseling/School	Utah State University (1975)
	University of California at Santa Barbara (1990)
	James Madison University (1997)
Clinical/School	Hofstra University (1980)
	University of Toronto (2002)
Counseling/School	Florida State University (1995)
	Northeastern University (1996)
	University at Buffalo-SUNY (1998)
School/Clinical	Pace University (1998)
	Yeshiva University (1998)

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believes that the professional child psychologist must have knowledge, skills, experience, and expertise in the prominent domains of a child's/adolescent's life, then it also follows that he or she must have training as both a school psychologist and a clinical-child psychologist at least as they are defined by the Commission for Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP).

The CRSPPP guidelines broadly define school psychology as,

A general practice and health service provider specialty of professional psychology that is concerned with the science and practice of psychology with children, youth, families; learners of all ages; and the schooling process. The basic education and training of school psychologists prepares them to provide a range of psychological diagnosis, assessment, intervention, prevention, health promotion and program evaluation services with a special focus on developmental process of children and youth within the context of schools, families and other systems (www.apa.org/crsppp/schpsych.html, p. 1).

CRSPPP guidelines broadly define clinical child psychology as,

A specialty of professional psychology which integrates basic tenets of clinical psychology, developmental psychopathology and principles of child and family development. The research and services in Clinical Child Psychology are focused on understanding, preventing, diagnosing and treating psychological, cognitive, emotional, developmental, behavioral and family problems of children (www.apa.org/crsppp/childclinic.html, p. 1).

Advocates of combined-integrated programs see advantages in de-compartmentalizing the training of students when both child-oriented specialties have more that unite them than divide them. To define the purview of a school psychologist or a child clinical psychologist by the building in which they work, or to compartmentalize their areas of expertise into separate disciplines by viewing psychopathology as the domain of the clinical psychologist, but not the school psychologist, is creating tenuous boundaries that need not exist. It leaves the impression that multiple experts best serve children and that the disciplines do not inform each other about training. It may be controversial to state that an examination of academic training programs would probably demonstrate more convergence of content, knowledge, skills, and experience between school psychology and clinical

child psychology than is promulgated.

This issue has been debated in the past. What combined-integrated programs are doing is attempting to not merely state that school psychology doctoral training is multidisciplinary, but to make it a formal part of students' training. If this is a professional value, it needs to be well articulated in the form of degree requirements and training experiences, and intricately blended with all school psychology-training standards, such as those overseen by state credentialing bodies.

The authors would argue that training in child and adolescent "psychology" is wanting, if the program does not provide content, experience, and expertise needed to address psychoeducational issues relevant to schools, such as, consultation, academic assessment, the school as a system, and social emotional issues that punctuate daily living in schools (i.e., school bullying, school violence, and trauma). Similarly, a school psychology program would be wanting if it did not provide the content, skills, experiences and expertise to work with different levels of pathology and the child's inner and outer social-emotional world. The school building should not define the extent of the work. After all, the child's experience within the peer group, outside of school, will have profound effects on all aspects of the child's world. The time to think of school psychology as being bound by the bricks of an edifice, such as a school building, is past due. The professional psychologist who works with the child and family must have knowledge, skills, and experiences that result from working in multidisciplinary settings. This can occur if the turf issues and training goals within the stand-alone school and clinical programs are addressed in a deliberate and non-judgmental manner. Moreover, combined-integrated programs have taken steps to operationalize these principles.

Putting it Together

School psychology as a specialization is already a hybrid and it has loose definitional boundaries in practice, training, and as a research tradition. Combined-integrated programs have the potential to work well for schools because they produce students with depth and skills and flexibility to address multiple educational and mental health issues. As such, combined-integrated programs can be in the vanguard of breaking down static professional definitions. Interestingly, the School Psychology Futures Conference (Conference) in 2002 confirmed the aspirations of changing definitions. The Conference affirmed the

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field's future commitment to working with families and providing empirically supported treatment for children in all contexts. The boundaries between the disciplines would appear to be shrinking. Further, an examination of stand-alone school psychology programs across the nation would surely demonstrate appreciable variability in "clinical training." Many of these programs have been functioning as combined programs although they have not taken the steps to be officially identified as such by APA. This reluctance may be due to economics, the politics of academia, or the absence of a recognized peer reference group. It will be of interest to see what impact the formal recognition of CCIDPIP has on the future training of professional psychologists who have a shared interest in the mental health needs of children and adolescents.

At the very least, it may be of interest for training programs that affiliate with Divisions 16 and 53 to explore their common interests with respect to training, research, and practice as part of an effort to examine the role that combined-integrated training can play in future cooperation and collaboration. There are natural shared interests and these interests can be fostered by trainers and researchers involved with combined-integrated programs. Thus, even if everyone does not elect to seek combined status formally, we all benefit from these programs' experiences and the development of professionals with such a multidisciplinary perspective who can facilitate communication and dissemination of skills and knowledge across specialties that serve children and adolescents.

At the end of the day, we need to acknowledge that school psychology and clinical child and adolescent psychology have much in common and rather than viewing each other with suspicion, and protective divisions, it may be time to unite. Excuse us, to combine and integrate.

Show the Data

At this time we have a limited data set upon which to validate our views. The 10 combined-integrated programs have begun a research protocol that will provide the community with data on the validity of our position. We are gathering information on applications, demographics, cultural diversity, curriculum, resources, practica, internship, and employment. It will be some time before definitive information is available. But let the discussions begin.

The School-Clinical Child Psychology Program at Yeshiva University

APA accredited the Combined School-Clinical Child Psychology Program at Yeshiva University in 1998. Our primary goal is to train students to be professional psychologists, with expertise in both school and clinical-child psychology, so they can effectively apply their skills and knowledge in the delivery of psychological and psycho-educational services to children, adolescents, and families in diverse environments. To function in these roles, students acquire the knowledge, attitudes and skills to work from different theoretical perspectives in multidisciplinary settings and provide assessment, psychological and psycho-educational interventions, consultation, and prevention services. Further, the program emphasizes a strong commitment to diversity throughout its coursework and field experiences. The program prepares students to be consumers of research and to be able to integrate science and practice. The training model for accomplishing this goal is that of "Practitioner-Scholar." The model is based on the Vail model that was further developed at the Mission Bay Conference (1986). It focuses on professional psychology with an explicit, primary commitment to practitioner training. The "combined-integrated model" will be articulated in greater depth in a forthcoming, special edition of the *Journal of Clinical Psychology* (Beutler, 2003)

Students graduate with the Psy.D. degree in School-Clinical Child Psychology from a program that is accredited by APA in School-Clinical Psychology. (APA does not accredit programs in clinical-child.) All students are eligible for the Advanced Certificate in School Psychology after completing their fourth year in the program and bilingual students are eligible for the Bilingual Extension to the Advanced Certificate.

Program structure. The Practitioner-Scholar model provides intensive practicum training in both school psychology and clinical child psychology. It focuses on the development and refinement of knowledge and skills so that students will be able to function as a school-clinical child psychologist. It is built upon core theoretical foundations in normal and atypical child development, biological, cognitive and social bases of behavior, individual differences, individual diversity, and research. The training integrates theory, research, and practice and is sequential and graded for complexity. The integration of science and practice is accomplished

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through a lock step, sequentially graded, 105-credit curriculum that includes approximately 3500 hours of supervised field experiences. All students take 96 credits in common and can take nine credits of electives towards a specialization or other interests. The program can be completed in five years, including a full-time internship. Ultimately the question is, "Given a unique set of strengths and weaknesses, what are the best practices for working with a given child and his/her family?" Hence the program includes educational, psychodynamic, behavioral, and family systems conceptualizations and methodologies for working in diverse settings.

The eight core faculty members have expertise in both school and clinical child psychology. Seven faculty members are state-certified school psychologists, three have national certification, and the majority received post-doctoral training. The faculty and their areas of specialization are: Dr. Gilbert Foley - Early childhood and PDD; Dr. Abraham Givner (Program Director) - Role of the school psychologist and behavioral interventions; Dr. Barbara Gerson - Parenting and clinical child intervention; Dr. Louise Silverstein - Families and multicultural issues; Dr. Esther Stavrou - Assessment and consultation; Dr. Susan Warshaw - Relational perspectives and counseling; Joyce Weil - Neuropsychological assessment and learning disorders; and Dr. Lillian Zach - Assessment and school learning problems. Significant contributions are also made by a highly competent cohort of adjunct faculty from the schools, medical centers, and psychiatric facilities in the area.

Skills training: Practica and externship.

Skills training in the first year is course-related and tied to service delivery in the university clinic, under the supervision of the course professor and advanced graduate students. Skills training and didactic coursework in the second, third, and fourth years are complemented by approximately 1800 hours of externships and additional university clinic-based practica in child therapy, learning disorders, psychological and neuropsychological assessment (all of which occur with a predominantly multicultural population). All students are required to complete three, yearlong part-time (minimum of 600 hours each year) experiences (called, "externships") in a school and either community mental health facilities, hospitals, special education facilities, rehabilitation centers or early childhood centers. Licensed psychologists supervise these experiences that parallel didactic coursework at the

university. The culminating experience is the pre-doctoral internship, which occurs in the final year of study and may occur in any of the settings mentioned above. Students also have the option to develop a specialization in early childhood assessment and intervention, family-school collaboration, adolescent psychology, or bilingual school psychology. Each specialization consists of a three-course sequence and practica in the field. Table 2 depicts the program's course of study.

Individual diversity.

From its inception as a Ph.D. program in the 1960s the Yeshiva Program developed a major focus on the problems of the urban school child. In 1968, the School Psychology program was awarded an NIMH training grant to train psychologists for the "urban slum school." The delivery of school psychological services to children and their families in such programs as "Project Beacon" in Bedford-Stuyvesant, and Head Start were two such emphases within the program. The Yeshiva Program received a five-year, one million dollar grant, in 2001 to develop a demonstration program for the delivery of school-clinical child psychology services to day schools in the metropolitan area. This grant has focused on Hebrew Day Schools that are able to attract low socio-economic, recently emigrated families from regions of the old Soviet Union, and, interestingly, children with multi-racial and ethnic backgrounds.

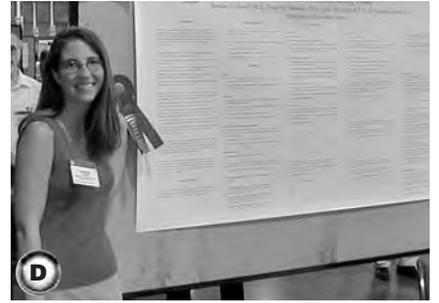
In the past three years several courses in cultural, ethnic, and individual diversity have been developed and others have been re-organized. All students are required to take courses in either Ethnic and Cultural Diversity or Gender Identity Development. Students may take electives in Working with Multicultural Populations, Contemporary Issues in School Psychology, Psychotherapy with a Gay, Lesbian, and Bisexual Population, or other courses that address issues of individual diversity.

The Yeshiva Program has been diligent in its efforts to increase the enrollment of students of color. Thirty six percent ($N = 5$) of the entering class of 2003 ($N = 16$) is comprised of students of color. The 2003 enrollment represents a continuation of increasing minority representation in the program. In addition, several students can be classified as, "non-traditional," because they have returned to school after careers in other fields. We believe that our efforts at recruitment would not have been successful had we not been able to offer the combined model of training and the diversity of

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- A: One of Division 16's AGS supported student poster winners, Lauren Costas, from the University of Maryland with her sponsor, Dr. Sylvia Rosenfield
- B: Dr. Jane Close Conoley represents Division 16 at the symposium: Psychology's Response to No Child Left Behind
- C: Past-president Steve Little and President Elaine Clark before her (TERRIFIC!!) Presidential Address
- D: Shannon Down, another Division 16 AGS supported student poster winner. Shannon attends the University of Nebraska, Lincoln
- E: Frank M. Gresham accepts the 2003 Award for Senior Scientist from Tom Oakland, chair of the 2003 Senior Scientist selection committee
- F: Tom Kehle practices ignoring the behavior of Bill Jenson and Dan Olympia
- G: NASP President Dan Miller, Sharon Missiean, and 2004 Division 16 President Jean Baker enjoy the Presidential Address
- H: Tanya Eckert and John Hintze enjoy the convention
- I: Deb Tharinger at her poster session.





J: Sam Ortiz and Jonathan Sandoval enjoy the Riverside Publishing sponsored cocktail party

K: Frank Worrell, President for Education, Training, and Scientific Affairs with 2002 Lightner Witmer winner, Tanya Eckert, and 2002 Jack Bardon Service winner after their excellent Invited Addresses

L: Lea Theodore, David McIntosh, and Tammy Hughes

M: Ron Palomares from the APA Practice Directorate and Jack Cummings enjoy the CDSPP dinner

N: Cindy Carlson enjoys Sylvia Rosenfield's words of wisdom

O: NASP President Dan Miller and the lovely (as always) Susan Gorin, NASP Executive Director at the CDSPP dinner

P: Two very handsome, young men at the CDSPP party: Steve DeMers and honoree Walt Pryzwansky

Q: Kent McIntosh from the University of Oregon. He was one of the three AGS poster winners and the title of his poster was "Interactions Between Early Literacy Deficits and Problem Behavior."





R: Shane Jimerson, 2003 Lightner Witmer winner, graciously accepts the award from Frank Worrell, Vice President for Education, Training, and Scientific Affairs



S: Gary Stoner and John Hintze ready for the convention in Hawaii (nice shirts, guys)



T: Vinny Alfonso accepts an Award for Service to the Division from David McIntosh, Vice President of Publication, Communications, and Convention Affairs. Vinny has served as editor of *The School Psychologist* for the past 3 years (great job, Vinny!)



U: Kathleen Williams from AGS presents the student poster awards to 2003 winners: Lauren Costas, University of Maryland; Kent McIntosh, University of Oregon; and Shannon Dowd, University of Nebraska, Lincoln



V: Angeleque Akin-Little accepts an Award for Service to the Division as 2003 convention chair from David McIntosh, Vice President of Publication, Communications, and Convention Affairs



W: Frank Worrell, Vice President for Education, Training, and Scientific Affairs presents the 2003 Dissertation Award to Amanda Heidegerken from Texas A&M University. Amanda's dissertation was directed by Jan Hughes.

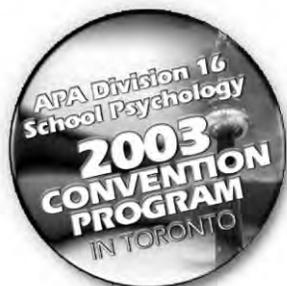


X: Tammy Hughes accepts an Award for Service to the Division as coordinator of the 2002 and 2003 Hospitality Suite from David McIntosh, Vice President of Publication, Communications, and Convention Affairs



Y: Tanya Eckert, Vice-President of Membership, presents the Paul Henkin Travel Award to John Eagle and Cynthia Hazel

Z: Beauty and the beasts...Frank Gresham, Lea Theodore, and Steve Little



Relevance of the Combined-Integrated Model of Training to School Psychology: The Yeshiva Program

Table 2
School-Clinical Child Psychology Curriculum at Yeshiva University

Curriculum Area/Domain (credits)	Course/Field Work
Foundations (27)	Childhood Psychopathology Infant Social Development History and Systems Child Development 2 Social Psychology Cognitive Psychology Developmental Disorders Statistics Research Methods
Assessment (18)	Cognitive Assessment I-II Practicum in Child Assessment I-II Appraisal of Personality Neuropsychological Assessment
School Psychology (15)	Professional & Ethical Issues in School Psy. School Consultation I Role & Function of the School Psychologist Learning Disorders Learning Disorders Lab Contemporary Issues in School Psychology
Research (12)	Statistics Research Methods Research Project I-II
Biological Bases	Neuropsychology Physiological Psychology* Psychopharmacology*
Multicultural & Bilingual School Psy.	Ethnic & Cultural Diversity Gender Identity Development Working w/Multicultural Populations* Practicum in School Psy. w/Multicultural Populations I-II*
Treatment: Core & Interventions (18-24)	Introduction to Child Therapy Behavior Therapy in the Schools Practicum in Child Therapy I-II Relational Perspectives in Tx Children/Adolescents Adolescent Psychopathology Practicum in Behavior Therapy* Adv. Sem. in Clinical Child Psychology*
Family School Collaboration (6-9)	Family Systems Theory Practicum in Family-School Consultation Practicum in Family Counseling in the Schools*
Early Childhood (3-9)	Infant Social Development Early Childhood Assessment* Treatment of Infants & Young Children*
Extern/Internships	Externship I-II (in school) Externship III-IV (mental health center) Externship V-VI (med. or school) Doctoral Internship I-II

Note: An asterik * indicates that the course is an elective.

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opportunity that it represents to these applicants.

Research.

Graduates of the Yeshiva Program are professional psychologists who are knowledgeable consumers of research and are interested in a life-long scholarly pursuit to effect the integration of a developing knowledge base with current practice. They are not trained to be researchers in the model of a Ph.D. scientist-practitioner model, although they are required to complete two research projects a state of the art literature review and an empirical study and to defend them at an oral examination. N=1 studies, qualitative research with groups, program evaluations, survey research, experimental and quasi-experimental methods, and meta-analyses are acceptable products for this model. In the last year, the research projects have dealt with alexithymia, optimism, suicidal adolescents, Attention Deficit Hyperactivity Disorder (ADHD) instrumentation, parenting beliefs and attachment, negotiations of childcare, cannabis abuse, basic curriculum, the Leiter International Performance Scales-R (LIPS-R), Bayley Scales of Infant Development-Second Edition (BSID-II), NEPSY, Wechsler Intelligence Scale for Children-Third Edition (WISC-III), Cognitive Assessment System (CAS), and the Tell Me A Story (TEMAS).

Internships and employment.

One of the proposed advantages of being trained in a combined-integrated school-clinical program is that it allows students a diversity of opportunities for career development. Information that was collected in the past two years about internship selection and current employment situations of Yeshiva students and graduates offers an interesting and supportive data set to explore these expectations.

Twenty-five students were eligible to apply for internships in 2002 and 2003. Of the 25, seven (28%) took internship placements in public and private schools in the New York City area. Seventeen of the 18 students who applied for clinical internships received APA-accredited internships on notification day and one matched the next day.

We have noted a significant trend in the employment choices made by our graduates. For example, we have data on 41 of the 45 students who graduated between 2001 and 2003. Seventeen graduates (41.5%) are currently working in schools, 15 are employed by medical centers, 3 in community mental health centers, 2 in residential centers, one

in a university counseling center, one in a testing center, and two are full-time moms. While we cannot take full credit for the latter group, the others certainly represent a diversity of employment opportunities that support the integrity and validity of the program's model.

In summary, the Yeshiva Program identifies itself as a combined-integrated program that adheres to the four principles mentioned in the first section of this paper. We anticipate continued increases in applicant pools and minority student enrollment, as well as continued excellence in internship and employment selection. We encourage training programs to examine not only the Yeshiva model, but also those at schools such as University of California at Santa Barbara, James Madison, Hofstra, Northeastern, Utah State, Florida State, Pace, Buffalo, and Toronto.

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Editor's Note: This article will appear also in *The Trainer's Forum* as a joint effort between these school psychology publications to disseminate this information to members of Division 16 and Trainers of School Psychologists.

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Juvenile Offenders and School Psychology: Implications for Psychological Services

Melissa Mowder
Pace University-New York City

Juvenile delinquency and offending presents a serious problem to society. Law enforcement officials in the United States arrest about 2.3 million persons under the age of 18, while more cases go unreported by citizens and unresolved by police (O'Connor, 2003). Of all the factors associated with crime, the impact of age on criminal involvement remains one of the strongest. For most forms of crime, but especially for those designated in most societies as "serious" crimes (e.g., murder, rape, assault, robbery), the proportion of the population involved in crime tends to peak in adolescence or early adulthood and then decline with age. Despite the fact that most juvenile offenders age out of criminal misconduct, there remains a long span of time between adolescence and early adulthood (usually beginning at age 30).

While the age-crime curve remains constant, over the last 15 years the statistics regarding juvenile offenders reflect an overall increase in generalized, interpersonal violence (O'Connor, 2003). Studies indicate that only a small percentage of the number of juvenile offenders commits a large majority of serious crimes and that juveniles who become chronic violent offenders begin their criminal careers on average one year earlier, around age nine, than those who gain distance from a life of crime after adolescence. Chronic juvenile offenders not only engage in multiple types of offenses (diversified offenses, which usually become more severe as time passes), but also engage in other problem behaviors such as higher rates of dropping out of school, gun ownership for protection, gun use, gang membership, teenage sexual activity, teenage parenthood, and early independence from family (O'Connor, 2003).

Equally problematic, the victims of juvenile offenders reflect the age, socioeconomic status, and ethnicity of the offender (Sheley, 2000). Therefore, the increase in interpersonal violence committed by youthful offenders increases the likelihood of child victims and witnesses. The risks for juvenile offending begin in early childhood when parenting practices affect children's behavior in school and with their peer group. The neighborhood and the media also contribute to the frequency at which children experience and negotiate violence. These factors interact, accumulate, and create a cycle

producing higher rates of juvenile delinquency, offenses, and violent acts. With juvenile offenses of increasing severity occurring at younger ages, preventative measures aimed at adolescents exert little change in the overall offending rate. Prevention programs aimed at early intervention and targeting not only children at school, but also children with their parents, peers, within their community are potentially the most effective. Further, understanding the impact of media violence on children's and adolescents' behavior and integrating this research into violence prevention is important.

Parenting practices, especially during a child's early years, exert a distinct effect on children's conduct in school and with their peers. Studies show that low socioeconomic status, parental criminality or substance abuse, poor parental child rearing, low birth weight children, low verbal ability, along with inconsistent and harsh parenting practices remain the most adverse parental risk factors contributing to antisocial behavior and later juvenile delinquency (Yoshikawa, 1995). While these factors intermingle, low socioeconomic status results in lower levels of parental education, lack of communication skills with children, problematic parenting practices, and lack of knowledge regarding healthy life style choices. The make-up of the family and parenting styles contribute to the availability of role models, security, and resources (O'Connor, 2003). In addition, poverty affects families and children's access to resources and forces them to live in communities in which violence is more likely to occur.

The parent-child relationship, however, remains crucial to early childhood and impacts a child's ability to cope and maintain relationships. Attachment remains one of the most important factors in the early parent-child relationship and becomes either a protective or negative factor in social skill development and academic achievement (Denham, Blaire, Schmidt & DeMulder, 2002; Ribner, 2002; Yoshikawa, 1995). Children without a warm, nonjudgmental, and secure attachment to at least one caregiver tend to experience insecurity and emotional incompetence and become less willing and able to learn about emotions, and less able to cope with their adverse emotions. In turn, they tend to develop negative internal working models

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(Denham et al., 2002).

Children with difficulties in understanding emotions become less prosocially responsive to their peers and risk rejection by their peer groups; often, they subsequently develop friendships with delinquent peers (Dodge, Price, Bachorowski, & Newman, 1990; Mulvey & Cauffman, 2001; Ribner, 2002). Children experiencing problems with behavioral control also show difficulties in negotiating the academic demands of school, either by exhibiting impulsive, hyperactive, or aggressive behavior (Schwartz & Gorman, 2003). As a result, teachers often become unable or unwilling to regulate the inappropriate behavior constructively (Denham et al., 2002).

The community environment also contributes risk factors for juvenile offending. The larger community contributes to the functioning of the family, school, and the peer group. Violence in the community exerts detrimental effects on the developing child and helps them form opinions regarding the acceptability of violence. The causality between the experience of violence in the community and behavioral problems in children necessitates more research. However, a child's initial experiences with family, school, and peers, may affect coping mechanisms when children face violence. Neighborhoods with a high rate of crime, unemployment, incivility, and physical decay create environmental uncertainty and danger, increasing family conflict and undermining social relationships (Ewart & Suchday, 2002). Community violence impacts children through creating stressful situations and a sense of danger and uncertainty impacting their worldview, social map, and moral development (Erikson, Erikson, & Erikson, 1991). Neighborhood violence also contributes to the experience of violence in the home. Children experiencing violence in their communities and at home show higher levels of internalized distress resulting in intrusive thoughts, loss of energy, decreased motivation, and impaired concentration (Schwartz & Gorman, 2003).

As a consequence of violence exposure, children learn that interpersonal violence is an acceptable way to deal with anger and aggression. Children exposed to community violence risk disruptive behavior problems in school and social difficulties associating with peers (Schwartz & Gorman, 2003; Schwartz & Proctor, 2000). In recent years a body of knowledge strongly supports the idea that television and film violence also cause both short-term and long-term increases in children's aggression (Huesmann, Moise-Titus, Podolski, &

Eron, 2003). In the long-term, whether children's exposure to violence occurs in the community or is related to substantial media violence contact, the tendency is for children and adolescents to increase the development of aggressive problem-solving scripts, hostile attributional biases, and normative beliefs approving of aggression (Huesmann et al., 2003). Some researchers suggest that children become desensitized to violence or that aggressive children simply enjoy watching violent programming more than other children (Huesmann et al., 2003). But, the combination of extensive exposure to violence coupled with identification with aggressive characters creates a potent predictor of later aggression in many children. Most researchers agree that severe aggression and violent behavior seldom occur unless multiple predisposing and precipitating factors such as neurophysiological abnormalities, poor parenting, socioeconomic deprivation, poor peer relations, attitudes and beliefs supporting aggression, drugs and alcohol abuse, frustration and provocation, and other factors occur (Huesmann et al., 2003).

Many programs designed to prevent juvenile delinquency focus on children during adolescence. However, these programs ignore the period of early childhood when the environmental risk factors of family deficiencies and their impact on children in school and with peers along with the impact of exposure to neighborhood and media violence allow violence to become socially acceptable and viable for children later in life. Therefore, preventative measures addressing multiple environmental risk factors, implemented for a long duration, that target people in disadvantaged situations with diminished resources are warranted. Prevention measures with adequate scope, intensity, and quality applied early in children's lives provide the best potential for addressing the problem of juvenile delinquency.

Early childhood education programs, such as daycare, preschool, kindergarten, and primary school curricula often fail to address children's difficulties in social areas and behavioral problems, and children's experiences in their communities (Yoshikawa, 1995). Schools and programs often refer children who show difficulties to social skills training programs. However, social skills training typically only treats the symptoms of the problem and fails to address the underlying risks in the child's family, school, and peer relationships. The most successful programs that result in long-term positive effects on delinquency and antisocial behavior combine early childhood education and family support services, thereby addressing multiple

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risk factors (Yoshikawa, 1995). Programs combining both at home visits and center-based educational childcare produce the most pronounced effects on both the welfare of the child and the parents. Programs such as the High/Scope Perry Preschool Project, the Syracuse University Family Development Program, the Yale Child Welfare Project, and the Huston Parent Child Development Center exhibited scope and intensity by providing families with quality intensive educational childcare and support for adults in family settings and through peer groups.

All of these programs serve to buffer children against the negative effects of multiple environmental risk factors and promote positive factors in protecting them against the development of antisocial behaviors. While none of the programs directly intends to reduce juvenile delinquency and antisocial behaviors they do provide families with fewer economic resources with quality childcare and education for their young children. One program, which attempts to help teachers and parents intervene early in a child's life in order to prevent the integration of violence into a socially acceptable way of problem solving, is The ACT Against Violence Project, developed by the American Psychological Association and the National Association for the Education of Young Children (APA & NAEYC, 2000). This program seeks to target children early and involve their parents and teachers in maintaining warm relationships and increasing the child's comfort in order to buffer the stressful events of community and media violence.

Juvenile delinquency presents a serious problem and challenge to society at large. Dealing with this problem, for instance, is potentially fraught with issues. Ours is a society that values freedom from interference in private lives, such as childrearing practices, television viewing, media production, and the personal freedom to behave in any way short of criminal activity. Therefore, instilling non-violence as a value remains potentially difficult. However, society values supportive efforts and legislation to curb behaviors resulting in detrimental health effects to others, such as smoking and drunk driving, then why should there be reluctance to protect children from the effects of exposure to violence? With growing concern rising from increasing rates of interpersonal violence committed by younger children and especially violence at school, now is the time to deal effectively with this problem. School psychologists can be particularly instrumental in addressing this problem in that they interact professionally with

children, parents, school personnel, and community agencies. Indeed, school psychologists have the capacity to conduct research, develop and implement prevention and intervention programs, and, at the very least, become involved in programs, like the recent ACT Against Violence Program. School psychologists could become involved in even broader efforts, by focusing not only on the education of parents and caregivers, but also the education of the community at large, the change of organizational practices, the development of coalitions and networks, and the influence of social policy and legislation toward changing the many roots of this large and troublesome problem.

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**Please e-mail all submissions for The
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Congratulations on 3 for 16!

**Stephen T. DeMers, University of Kentucky
Division 16 Representative to APA Council**

“For the past few years, the Division of School Psychology (16) has barely received enough apportionment ballots from members to maintain the two seats on Council that the Division has typically had for many years.”

Each year the American Psychological Association (APA) asks its members to decide how they want to be represented in the Council of Representatives which is the policy making body of APA. This process is known as the apportionment ballot and gives each member of APA 10 votes to assign to different constituencies (divisions and state associations). For the past few years, the Division of School Psychology (16) has barely received enough apportionment ballots from members to maintain the two seats on Council that the Division has typically had for many years. The addition of new divisions like child clinical and pediatric psychology plus the addition of separate Council seats for almost every state (regardless of the number of APA members in those states) have both contributed to some decrease in the number of votes Division 16 members assign to this Division, rather than their state or other divisions to which they may belong. Last year the Division 16 Executive Committee and then President Steve Little made a concerted effort through direct mailings and newsletter articles to educate the membership about the importance of the apportionment ballot to maintain the voice of school psychology in APA policy making.

Well, congratulations are surely in order. Not only did Division 16 members assign enough of their 10 votes for us to maintain the two seats on Council, but we managed to barely exceed the number needed to acquire a third seat. The significance of this to someone like me who has labored in the rocky fields of APA politics trying to advocate for children's services, psychology's role in educational reform, and recognition of school psychology is nothing short of astounding. You might rightfully ask what is so important about having 3 rather than 2 representatives. First, Council is growing. With new divisions being recognized and small states being given at least one representative each, the size of Council has grown considerably meaning the impact of 2 representatives is much less in a larger body. APA Council is a lot like the U.S. Congress, with many of the decisions about policies and motions being decided outside of the formal deliberations

through the activities of small interest groups of Council members called caucuses. There are caucuses committed to the science of psychology or to practice, or to scientist practitioners, women, ethnic minorities, children, and adolescents, etc. It may sound silly, but these groups of Council members sharing similar interests and values exert considerable influence and having 3 rather than 2 Council representatives increases the Division's ability to advocate for our interests in more places.

So to all of you who took the time to complete your apportionment ballot and assign all 10 or at least some of your votes to Division 16, we all owe you a tremendous debt. You have strengthened the voice of school psychology in APA decision making and I can assure you that the representatives to Council that you elect will work hard to make sure your interests are represented.

HOWEVER, we cannot rest on our past success. The apportionment ballot will arrive soon to your mailbox. Unless we match or exceed the number of votes that each member assigns to Division 16 in this year apportionment process, we will lose that third Council seat we just acquired. So please look for the apportionment ballot in your mail from APA and consider assigning all or most of your votes to Division 16. If you feel you must support another division or your state, please assign as many votes as possible to Division 16 so we can maintain our level of influence in a growing Council of Representatives. If you have any questions about the apportionment process or about APA Council actions or procedures, feel free to email me at sdemers@uky.edu. Thanks.

Attendance at NASP Executive Council/Delegate Assembly Meeting

Sharon Missiaen
Treasurer, Division 16

Each time the Executive Board/Council of Division 16 (of APA) or National Association of School Psychologists (NASP) holds a bi-annual meeting, a member of the board of their sister organization is always invited to be a guest/participant and to share information of mutual interest and concern. This summer the NASP Executive Council/Delegate Assembly was held in Dallas Texas (the site of the 2004 NASP Convention) from July 17-21, 2003. I had the good fortune as Division 16 Treasurer to represent our Division at this meeting. Participation in this joint meeting of the NASP Executive Council and Delegate Assembly put a vibrant face on School Psychology for me because it involved a conversation with NASP members from every state in the union who were focusing on professional issues and planning future activities, many having relevance to the work of Division 16. NASP President Dan Miller, Past President, Diane Smallwood, Susan Gorin, Executive Director, and the NASP support staff provided warm hospitality and energizing comments about their initiatives.

The participation of Division 16 and NASP in a Leadership Advisory Council (with 6 other associations, including the International School Psychology Association) to transition from the Futures Conference into collaborative follow-up initiatives was one important topic of conversation. The Leadership Advisory Council was scheduled to hold a meeting in Toronto as part of the American Psychological Association (APA) Annual Meeting.

Michael Curtis presented talking points of a dialogue about respecialization issues between Deborah Tharinger of Division 16 and Michael Curtis of NASP to the Delegate Assembly. Members were invited to provide written feedback about the talking points. Dan Miller announced that one of the goals of his presidency is to focus vigorous support for School Psychology training programs in this climate of added financial pressure on colleges and universities. School psychologists were invited to participate in School Psychology Awareness Week. This is scheduled for the week of November 10-14, 2003.

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A New Predoctoral Internship for School Psychologists: Centennial School of Lehigh University

however, as well as the guidelines set forth by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the Council of Directors of School Psychology Programs (CDSPP). The internship currently meets standards required for a school-based predoctoral internship, and interns who complete it are eligible to sit for the licensing exam in the Commonwealth of Pennsylvania as well as other states.

In summary, the Centennial School of Lehigh University Predoctoral Internship in Professional Psychology would appear to provide a good match for doctoral-level school psychologists in search of an innovative, non-traditional, school-based predoctoral internship experience. Interested applicants are encouraged to contact the director of the internship program, Dr. David N. Miller, either through e-mail (dnm2@lehigh.edu) or regular mail (Centennial School of Lehigh University, 2196

Avenue C, LVIP #1, Bethlehem, PA 18017) for more information.

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BOOK REVIEW

Multicultural Encounters: Case Narratives from a Counseling Practice

Carol Robinson-Za artu
San Diego State University

Multicultural Practice in Search of a Theory

Case narratives always provide rich fodder for engagement, discussion, and analysis; Murphy-Shigematsu's are no exception. At the centerpiece of his *Multicultural Encounters: Case Narratives From a Counseling Practice* (2002; Teachers College Press) he shares not only case narratives from his counseling practice with four clients whose situations are ripe with cultural overtones, but as therapist, he shares his own private musings, misgivings, insights, and vulnerability. Thus, *Multicultural Encounters* is a text worth study. However, although Murphy-Shigematsu claims alignment and affinity with several (often disparate) theoretical positions, he seems simultaneously to eschew the notion of a sound theoretical basis for practice; thus, attempts of translation into practice leave the reader in theoretical disarray.

Stephen Murphy-Shigematsu opens with a critique of western training in therapy, characterizing the field as having ignored, stereotyped, and pathologized clients who differ in culture from themselves. He warns that such counselor biases can result in suffering as opposed to healing, and that biased practice can become an instrument of oppression rather than of liberation. While acknowledging that more clinicians are now seeking ways to integrate cultural perspectives into their practice, he offers poignant commentary on some of the pitfalls common in practice even among those trying to make a difference. For instance, he suggests: "We acknowledge [within group] diversity, declare affinity with postmodernism, decry essentializing, and then – unsure of what else to do – proceed to generalize" (p. 4). His introductory comments are peppered with such weighty insights as he asserts that counselors must go beyond their culture specific knowledge and "include the complexities of cultural borderlands and multiple levels of cultural realities in a person's life" (p. 5). Thus, we look forward to his proposing and illustrating, via case study, an approach that will promote advocacy rather than pathology, healing rather than suffering, and will consider and

interweave culturally substantive insights, methods, and commentaries.

What Murphy-Shigematsu sets out to achieve in this book is to move beyond the reductionist approaches that have ignored social factors and reinforced stereotypes (e.g., cultural traits, culture bound disorders), and to demonstrate what he calls an "integrative multicultural counseling framework." That framework, he says, is "meta-theoretical." It recognizes that all helping methods exist within a cultural context and that each represents a different worldview. While culture and worldview do contextualize and significantly affect methods, values, and outcomes, and do warrant strong attention, the framework he suggests by which to do that is never really articulated. The reader is left with a collection of somewhat insightful and often touching narratives, punctuated by fascinating cultural insights, but weaving in methods from across such a multitude of theoretical perspectives as to have little consistency or rationale. It seems quite like a practice in search of a theory.

One of the major difficulties is his use of un-integrated, highly assorted counseling techniques. Early on, Murphy-Shigematsu claims affinity with a collection of approaches he names as person-centered, existential, mainstream, and alternative psychotherapies, with emphasis on holism, unity of mind, body, and person-environment-fit. Nonetheless, he sees his work as culture centered, and as building on cultural identity development (here he refers to a social constructionist notion of multiple cultural identities), as well as on humanism (for its attention to caring, choice, relationship, and non-judgmental listening). As he begins to expand his list of theoretical influences, his claim of the integrative framework seems more elusive: theoretically, he seems to claim deference to almost every model but behaviorism and cognitive therapy (and those show up later as "homework assignments"), and to use strategies associated with all of those throughout his case narratives. How those attend theoretically to social and cultural

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Multicultural Practice in Search of a Theory

context and to worldview is not developed.

Murphy-Shigematsu claims to have been strongly (even prominently) influenced theoretically by narrative therapists and social constructionists such as White and Espton (1990), and Gergen and Kaye (1996), who themselves might be quite suspect of his interpretation of their use of alternative stories or of externalizing the problem as they see his suggestions that the client get in touch with feelings so they can construct a new story, seek catharsis, and/or do behavioral strategies for homework. Early on in one case, Murphy-Shigematsu shares the constructionist notion that we all construct stories to make sense of our lives. This is reminiscent of Winslade and Monk's (1999) assertion that "we all generate stories to make sense of ourselves and the circumstances of our lives," but who go on to point to the piece that speaks to the social construction: "[but] we are not the sole authors of our stories" (p. 3). Such a socio-cultural connection is not seen in Murphy-Shigematsu's work, however. For example, he wonders how he can help Hidea (one client) to feel more and to construct a new narrative – positing that in order to construct a new narrative, he first needed to get closer to his emotions. At this point, he appears to have left narrative work behind in order to pursue the emotional catharsis. Murphy-Shigematsu uses his own story of being harassed for being Okinawan as an example of the use of a strategic metaphor, again for the purpose of helping his client gain access to previously denied feelings. If this is grounded in the theory of a social constructionist, he fails to make the tie. He moves from the attempt to continue what he considered powerful metaphors (e.g., the story of Jesus) to a return to focus on the need for the client to feel more, especially to feel pain. When this same client exhibited taking on his own "alternative story," deciding to go to the U.S., Murphy-Shigematsu told him he was a hero on an adventure, but warned him: "Well, don't expect too much, you're probably never ever going to be the life of the party" (p. 45). One might question the value of offering this "hero" interpretation with a major caveat around expectations as an "alternate story." Perhaps it is a question of misinterpretation or inadequate immersion in the theory.

Murphy-Shigematsu does acknowledge that his synthesis of apparently conflicting theoretical approaches does "lack the clarity of a particular style" (p. 104). In his epilogue he says that what he really tried to do theoretically was a three stage

process of: (a) attempting to understand his client's worldview; (b) striving for a greater awareness of his own worldview as the counselor; and (c) coming to some balance between the two worldviews. He deserves credit for his attention to self-awareness, and for the level at which he self-discloses around that awareness - rarely found in the literature. For instance, he describes how he had romanticized African American culture and poverty and refused to see abuse and pathology where it existed. However, rather than building on that three part process, which might have provided a framework, he later explains what he does as: (a) respect and try to see and know the client as fully as possible; (b) listen to their stories; and (c) try to help them discover where to go, liberate themselves, and "walk down the road with a new narrative of their lives and new meaning – more whole, connected and balanced" (p. 118).

Murphy-Shigematsu does provide numerous thoughtful cultural insights, and does share, often poetically, his own questions to himself about how to weave them into therapy. For instance, in a case narrative involving complex mother-son interactions, he educates the reader about cultural alternatives to mainstream Euro-American thinking. The Amae theory in Japan, he tells readers, proposes that in mother-son relationships there are healthy forms of expressing dependency and intimacy, and that Japanese see development as becoming increasingly interdependent with others rather than independent. Following his explanation, Murphy-Shigematsu then engages the reader with his own questions as a therapist about how to apply this information with his bicultural client, Hideo. Their work on the client's discomfort with his relationship with his mother ranges from discussions of the Oedipal complex to the Ajase complex (a Japanese version involving rage over feelings of loss of the mother-son tie, but later given over to repenting upon realizing the mother's great sacrifices). Again the author shares some of his own personal story, and again there is a shift from what appears to be an extremely sensitive exploration of inherent socio-cultural values and concerns. The shift into rather conventional western thought is striking, as he shares with his client.

This is the way psychologists think. There is a belief that there is an unconscious, a part of us that is removed from our ordinary consciousness. Therefore, we are not always aware of all our thoughts and feelings. So even if you are not

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Multicultural Practice in Search of a Theory

aware of thinking like this, these things are going on inside you, out of conscious thought. If this way of thinking doesn't make sense to you, don't worry about it. Just consider that is one possible way of understanding and explaining the way the mind works (p. 31).

While much of the book was troubling, as it seemed to espouse a disconnected eclecticism with no clear goals of therapy, as a series of case studies, it was readable, personal, and may serve as a stimulus to discussions and critique of cultural issues in an advanced seminar in counseling/therapy. In some sense, the strongest part of the book was the epilogue, which perhaps should have been an organizer for the book. In this epilogue, Murphy-Shigematsu discusses the pitfalls of stereotyping cultural issues and characteristics, and highlights attention to worldview (both counselor's and client's), to hypothesis raising, cultural characteristics, acculturation, respect of the client, awareness of one's own biases, and sociopolitical influences in understanding the situation of the client and appropriate directions for the counselors. However, as an attempt to move beyond the reductionist approaches that have ignored social factors and reinforced stereotypes (cultural traits; culture bound disorders) and to demonstrate an integrative multicultural counseling framework, the work falls short.

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Formation of the APA Coalition for Psychology in Schools and Education (CFPSE)

Angeleque Akin-Little, University of the Pacific
Jane Close Conoley, Texas A & M University
Sylvia Rosenfield, The University of Maryland

In the past year, a coalition of divisions of the American Psychological Association (APA) has formed to gather psychologists interested in contributing to the quality of pre-K-12 education, particularly in promoting and making accessible psychological research. The mission of the APA Coalition for Psychology in Schools and Education (CFPSE) is congruent with the revised APA mission to improve education at every level, most particularly with regard to the life of children and youth in schools. Division 16 has taken a leadership role in the formation of the CFPSE, and is one of the three founding divisions, along with Division 15 and 17.

Steve Rollin (Division 17) and Rena Subotnik (APA Center for Psychology in Schools and Education) convened a meeting in August, 2002, at APA in Chicago in response to the *No Child Left Behind* (NCLB) legislation and the growing recognition that writers of the law had not fully considered psychology's role. This meeting was held in the Division 16 Hospitality Suite and Division 16 members who attended included 2002 Division 16 President Steve Little; Angeleque Akin-Little; Frank Worrell, Vice President for Education, Training, and Scientific Affairs; and Ron Palomares (APA Practice Directorate). Great interest was expressed at that time in developing mechanisms for psychological research to reach educators, education policy makers, and departments of education (e.g., teacher trainers), and the idea of forming a coalition was born. A series of meetings has followed, including a meeting at APA in Washington, DC in December, 2002, a meeting at AERA in April, and another meeting at APA in June, 2003. Members representing Division 16 at these three meetings have included Steve Little, Angeleque Akin-Little, Sylvia Rosenfield, and Jane Close Conoley. Cindy Carlson also attended the June meeting, representing the APA Board of Educational Affairs (BEA) as did Ron Palomares representing the APA Practice Directorate.

December 2002 Meeting

In addition to the Division 16 participants,

Cynthia Belar, Director of the APA Education Directorate and representatives of Division 15 and 17 attended the December meeting. External and internal strategies were brainstormed and discussed for the CFPSE's consideration. External areas included psychologists' participation nationally and locally in education policy making (i.e., being "at the table"); enhancing psychology's role in teacher education; and translating research into practice. More specific topics were discussed in the area of external strategies, including the use of positive psychology in the schools, impacting professional development schools as sites for teaching training, the efficacy of the use of the discrepancy formula in identifying learning disabilities, school completion, literacy, school choice (e.g., vouchers), issues related to cultural diversity, collaboration with public health, resilience for children and youth, and improving relationships between schools of education and psychology departments and between psychologists within schools of education (e.g., school psychology and educational psychology).

The CFPSE also attempted to identify internal strategies for possible consideration. These included promoting increased awareness of K-12 education related issues within the APA. Specifically, this meant enlarging APA's conception of education from a singular focus on education as the teaching/training of psychology/psychologists to include a consideration of schools and children and youth. The CFPSE proposed to attain this goal by writing articles in Division and APA journals. Additionally, the CFPSE discussed state certification requirements and the impact on teachers, education, and psychologists working within the school system. Finally, the CFPSE recognized the need to recruit participation from other APA divisions, and interested groups (not limited to APA affiliation). Notably, although the discussion list was extensive, the CFPSE did agree that the group should choose a limited number of areas/topics on which to work.

The December meeting ended with the initial planning of a symposium for the 2003 APA convention in Toronto to be entitled: *Psychologists Leave No Child Behind* (LNCB): *An Interdivisional*

Formation of the APA Coalition for Psychology in Schools and Education (CFPSE)

Call to Action. The time for this symposium was provided by Division 16 and BEA. Dr. Subotnik also presented information regarding Dr. Robert Sternberg's (2003 APA President) Initiative on Psychology and Education. This initiative emphasizes reasoning, responsibility, and resilience (i.e., "the other three R's"). CFPSE participants responded positively to each of these ideas, particularly resilience.

June 2003 Meeting

At the June meeting of the CFPSE, the following mission statement was accepted:

Psychologists have developed a body of knowledge that addresses the key issues of assessment, accountability, professional training (including providing direct services for teachers and students), interventions for behavioral and emotional difficulties, literacy, resilience, student learning and achievement. The mission of this coalition is to bring together interested psychologists to promote and make publicly accessible applications of the research that psychology has developed to assist the nation in improving the quality of public and private Pre-K–12 education. The coalition further hopes to influence APA's involvement in policy making and legislation associated with the educational agenda of the nation. In addition, the mission of this coalition is to encourage cooperation among those APA entities and affiliates whose focus is on children and youth and the teaching and learning process. The activities of the coalition support the revised APA mission to improve education at every level, most particularly with regard to the life of children and youth in schools.

The current goals for the CFPSE were refined at the June meeting and include the following:

Improving the quality of teacher preparation and professional development. It was proposed that psychology become more involved in defining quality pre-service and in-service for teachers, and develop ways to measure systemic changes at the school district level. Specifically, this discussion incorporated the ideas of improving teacher's knowledge of testing and assessment, instructing psychologists on the use of data to support teaching decisions, and the use of edometrics, a term coined by Ron Carver (1974), versus the more traditional use of psychometrics in the school setting. Finally, the CFPSE stressed the importance of using language that does not alienate

teachers, and disseminating information on evidence based practices to teachers.

Collaborating with other professions that address the needs of children in schools. In order to meet the goals in this area, the CFPSE proposed presenting at the AACTE and AERA conventions, expanding beyond the mental health model to include issues such as social justice, student learning and achievement, organizational change, and interprofessional outreach.

Serving the needs of parents to improve the learning conditions of their children in schools. The CFPSE promoted the idea that the goal of psychologists working in the schools must be to circulate evidence-based information about what is working in education to the public and to parents. This included ideas such as promoting psychology for the public welfare, making psychological information more accessible to the public and parents, and issues surrounding advocacy.

Making education more central to APA's agenda. As discussed at the original meeting in December, the CFPSE reiterated the need to make education more central to APA in terms of education in the schools (e.g., how students learn). Ideas included the establishment of a Speaker's Bureau, writing articles for the Monitor or for Division newsletters, and surveying the current knowledge base of APA members.

Current Status of the Coalition: Membership

Since the initial December meeting, the membership of the CFPSE has grown from Divisions 15, 16, and 17 and members now include members of Division 5 (Evaluation, Measurement, and Statistics), Division 25 (Behavior Analysis), Division 27 (Community Psychology), Division 35 (Psychology of Women), Division 37 (Child, Youth, and Family Services), Division 53 (Clinical Child Psychology), Division 54 (Society for Pediatric Psychology), CPTA, Child and Adolescent Caucus, and TOPSS. In addition, other interested groups, outside the realm of APA were discussed as having a stake in the goals of the CFPSE.

Activities of the Coalition

The CFPSE has undertaken a series of tasks and activities, based on the mission statement and goals. The first task was to create a set of bylaws, so that the group could engage new members and operate effectively (copy available on request). CFPSE members have also developed proposals for

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Formation of the APA Coalition for Psychology in Schools and Education (CFPSE)

presentations at AACTE in the Fall, 2003, and at AERA in the Spring, 2004, both of which have been accepted.

Members of the CFPSE planned a set of three presentations at APA in Toronto, beginning with a symposium, entitled, *Psychologists Leave No Child Behind: An Interdivisional Call to Action*. At this 2 hour symposium, jointly sponsored by Division 16, and the APA Board of Educational Affairs, Steve Rollin, current chair of the CFPSE, described the history of the coalition and its relevance to the current national educational agenda, especially the *NCLB* act. Each of the three founding divisions then had a representative speak about the contributions they made to education: Patricia Alexander (Division 15), Jane Close Conoley (Division 16), and Mary Brabeck (Division 17).

Jane Conoley's presentation to the convention emphasized the historical strengths that Division 16 members bring to the challenges presented by *NCLB*. In addition, however, she also highlighted that the specialty's reliance on standardized intelligence measures is inconsistent with the needs teachers will have to adjust curriculum to facilitate student success.

Division 16 contributed an additional 2 hours for an Open Forum and Steering Committee Meeting for the Coalition. The Open Forum was well attended, and a considerable consensus on the importance of the CFPSE and its goals emerged. Participants were surveyed to gather information at this forum. Three main questions were asked including what participants wanted to know about the potential role of psychologists in *NCLB* legislation, what the participants were already doing related to the potential role of psychologists in *NCLB*, and what the participants felt APA should be doing related to the potential role of psychologists in *NCLB*. Responses were varied and informative for CFPSE. Clearly, while the professional development of educators is a need, the continuing education of psychologists is also a crucial challenge.

Finally, Division 17 contributed an additional hour for discussion. At this meeting, the potential for a published article/book with contributions from member divisions was discussed along with several other focus areas for the CFPSE to consider. These areas included increasing the capacity of educators through quality professional development; improving accountability methods at all levels; improving academic outcomes of low income and special needs children and youth; and mobilizing psychologists to get involved in education.

The Future of CFPSE

The CFPSE has accomplished much in the past year in terms of organizing itself and beginning to develop an agenda. Through active support of the APA Education Directorate and the members representing the founding Divisions, the group has moved into the action stage. We will continue to report on the activities and progress of the CFPSE to members of Division 16. If you have questions about the CFPSE or interest in getting involved, please communicate with us. You may contact Angeleque Akin-Little at aakinlittle@uop.edu, Jane Conoley at jconoley@coe.tamu.edu, or Sylvia Rosenfield at sr47@umail.umd.edu,

Author Note

The authors would like to thank Greg White, Program Officer, Center for Psychology in Schools and Education at the American Psychological Association for his help with this article.

Student Affiliates of School Psychology (SASP)

**Congratulations
SASP Officers!**

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SASP: A Remarkable Tradition and Experience

John Eagle
SASP President
University of Nebraska-Lincoln

The next few years present a very important and exciting time in the field of school psychology. We have been reading about it, we have been writing about it in class and in publications, we have been experiencing it in our practicum and internship sites, and we have been conducting research to promote it. But, how do we, as school psychology students, best prepare ourselves and make the most effective impact on what transpires? The answer is through student unity and communication. As a national organization, Student Affiliates in School Psychology (SASP) is in a position to communicate with students in programs across the country, collaborate with leaders of the field, and impact the field's future direction. It is also a place where school psychology students can come together to discuss intellectual, professional, student, and ethical issues.

The previous leadership of Matt Turner, Dave Shriberg, Gena Ehrhardt-Padgett, and other committee chairs has propelled SASP into distinct prominence among the field of school psychology. It is my hope that the organization can build upon this success, continue to extend its influence, and enhance its support of students in the discipline of school psychology. However, the future of SASP is dependent upon its membership and its representation of school psychology programs across the country. Therefore, I urge all students and professors to establish SASP chapters at your universities. SASP chapters can be established by completing an application located on the SASP website (www.saspweb.org) and in SASP News. Please encourage fellow students to become a student affiliate of Division 16. SASP will assist you with the establishment and development of your local chapter.

SASP not only has a tradition within the field of school psychology, but it also has gained the recognition of the American Psychological Association for Graduate Students (APAGS). During this last year, Teri Novak (Past SASP Liaison Chair), worked to formalize a relationship between SASP

and APAGS. As a result, SASP sent Ms. Novak as a representative to the APA Spring Consolidated Meeting in 2003. At that meeting, SASP was the only graduate psychology student organization represented. Additionally, SASP was considered by APAGS to be at the forefront of the direction that APAGS wants to head, as SASP has acknowledged the importance and demonstrated an interest in interacting with other divisions within APA.

For the past few years SASP has held its own student convention at APA. This year's SASP 2003 Convention, held within the Division 16 Hospitality Suite, provided an exceptional turnout and notable research from all of the student participants. Student research presented at the convention included: Pathways youth development program: Affective education for urban youth (Mackey, 2003); Global and academic self-concept in Trinidad-Tobago adolescents (Starks, 2003); Differential diagnosis of dementia and depression (Schifano, Sabaka, Ruhe, et al., 2003); The use of mental chronometric tasks in cross-battery assessment (Beaujean, Koop, & McGlaughlin, 2003); Pre-service teachers' consultation model preferences (McGrady, 2003); Efficacy of school-based crisis interventions for diverse populations (Jan, 2003); Examining the relationship between self-concept and at-risk status among adolescents (Stephens & Worrell, 2003); Graduate preparation of school psychologists: Themes from the Futures Conference (Noble, Ridge-Custer, & Vitzum, 2003); and Experiences of female school psychology professors: A Panel discussion (Hazel & Ehrhardt-Padgett, 2003). SASP would like to thank all of the students and faculty members for their support of the SASP 2003 Conference, as well as The Psychological Corporation's generous donation to the event.

SASP provides a great deal of opportunities for students in school psychology. The purpose of SASP is to enhance the development of students in school psychology so that we can better serve the needs of children. SASP is involved at many different levels:

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Student Affiliates in School Psychology (SASP)**Diversity Chair**Hyon Palmer
Indiana State University**Convention Chair**Jennifer S. Sears
Indiana State University**Communications Chair**Reagan Rinderknecht
Oklahoma State University**Technology Chair**Rachelle R. Whittaker
Indiana State University

providing research and writing opportunities for students, working with local SASP chapters, and representing school psychology graduate students in national level organizations, such as Division 16, APAGS, and the newly formed School Psychology Leadership Roundtable.

As always, SASP is indebted to all of the members of the Executive Committee for Division 16, especially Dr. Tanya Eckert (Vice President for

Membership), Dr. Elaine Clark (President), and Dr. Sharon Missiaen (Treasurer), for their continuous support. SASP is here to help promote and extend opportunities for students in their graduate training. Join the tradition by establishing a local chapter of SASP and become a member today.

SASP: 2004 Call for Presentation Proposals

SASP Convention Affairs announces the "Call for Proposals" for the 2004 SASP Convention, which will be held during the 112th Annual APA Convention, July 28-August 1 in Honolulu, Hawaii.

Convention activities this year will include a formal address by our keynote speaker, presentations, and a reception. Abstracts for proposed presentations or symposia will be considered for the SASP Convention if received by January 15, 2004. Selected presentations will receive travel assistance to the APA Convention. This "Call for Proposals" is open to all SASP members and graduate students in School Psychology.

GUIDELINES FOR PROPOSAL SUBMISSION

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

Individual Presentations:

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

Symposia or Panel Discussions:

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

Poster Presentations:

Presentations will be focused around an informative topic that is integral to the field of school psychology. Participants present their views

about a common theme, related issues, or question.

Poster sessions allow presenters and attendees to engage in extended discussions regarding the author's presentation that is in illustrated format on a poster board. If your submission is accepted for presentation in a poster session, SASP will send detailed instructions to assist you in preparing your materials in the required format.

GENERAL INSTRUCTIONS FOR PRESENTATION PROPOSALS

- Submissions are classified as individual presentations, poster presentations, or symposia.
- A cover sheet, provided in this Call, must be submitted with a proposal.
- A summary on 8-1/2 x 11-inch paper, one side only, double-spaced, of the proposed presentation or program must accompany the cover sheet.
- Paper and symposia submissions should include five copies of a 300-500 general summary or abstract.
- Titles of presentations must not exceed 10 words.

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Student Affiliates in School Psychology (SASP)

- Accommodation request. Please indicate any accommodations for a physical disability that would facilitate your participation.
- Participants are reminded to adhere to APA's principles of ethics with regard to avoiding sexism, racism, and so forth in presentations. Specific suggestions for avoiding sexist language
- are on pages 50-51 of the *Publication Manual of the American Psychological Association, 4th Edition.*
- Notification of proposal status. With each proposal, include a contact's e-mail address. Presenters and discussants will be notified in this manner.

PRESENTATION PROPOSAL COVER SHEET
2004 SASP Annual Convention

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

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

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

Highest educational degree

Complete mailing address: Street/City/State/Zip

Phone numbers: Office/Home

E-mail/Fax number

Social Security Number: (For Funding Purposes)

Please check membership status:

APA Member Division 16 Member Nonmember SASP Member

3. COAUTHORS (Please list in order):

Highest educational degree

Complete mailing address: Street/City/State/Zip

Phone numbers: Office/Home

E-mail/Fax number

Social Security Number: (For Funding Purposes)

4. ACCOMMODATION REQUEST: (please specify)

THIS INFORMATION MUST BE RECEIVED BY JANUARY 15, 2004

Send proposal to:

Jennifer Sears, SASP Convention Chairperson
55215 Bel Air Street
Osceola, IN 46561
jsears3@indstate.edu

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Student Affiliates in School Psychology (SASP)

Looking to the Future: Suggestions for Change

**Jenny Noble, Joann Vitzum-Komaneki,
& Michele Rudge-Custer
Indiana University**

The Future of School Psychology Conference, held in Indianapolis, Indiana from November 14-17, 2002, was a historical event in the field of school psychology. Leading researchers, trainers, practitioners, and graduate students from around the world assembled to reflect on the profession and to develop an agenda for the future. Many themes for recommended changes and new directions arose. On-site and off-site (via web-conferencing) participant work groups gathered to develop action plans intended to guide activities for implementing new directions in the field following the Futures Conference. Some of the suggested areas for enhancing graduate level training included: (a) strategies for more effective instruction; (b) strategies for improved social-emotional functioning for all children; (c) strategies for enhanced family-school partnerships and parental involvement in schools; and (d) improved academic competence for children. An overlying theme particularly relevant to students of school psychology was the need to adapt school psychology training program standards in order to meet the evolving needs of the field.

As graduate students who participated in the Futures Conference, the purpose of our study was three fold: (a) to analyze and synthesize the recommendations developed for enhancing graduate level training in school psychology in comparison to current training standards upheld by Division 16 of the American Psychological Association (APA) and the National Association of School Psychologists (NASP); (b) to develop a hierarchy of needed changes to determine which recommendations are most pertinent, feasible, and readily implemented; and (c) to compile ideas and suggestions from program directors throughout the country in order to determine the most appropriate means of facilitating such changes in graduate training programs.

Using theme analysis methodology, we analyzed the suggestions for change developed by participants in the Futures Conference. Data were gathered from the Futures Conference website database. We then compared these new directions to graduate training standards currently encompassed

by NASP and APA to identify suggested improvements. Areas of continuity and change were identified. Utilizing survey methodology, program chairs of the 39 universities in the United States holding both NASP and APA accreditation were asked to provide their input in regards to the importance, feasibility, and means of implementation of the suggested changes. Program chairs were asked to offer suggestions for how such progressive training standards could be employed in school psychology training programs. Each program director was also asked to distribute the survey to students in their school psychology training program.

Table 1
Suggestions for Enhancing Graduate Training Standards Developed from Theme Analysis

Suggestion

Enhance training in effective instruction**Enhance training in the instructional needs of diverse learners****Enhance training in curriculum design****Enhance training in early intervention****Enhance training in prevention****Practica in early intervention/prevention programs****Training in early identification of emotional/behavioral difficulties****Training to systematically examine the multicultural relevance of k-12 curriculum****Training opportunities targeting attitudes, knowledge, and skills in multicultural competence****Training in family beliefs, values, culture, and strengths****Training in implementation of a public health model****Training in the full-service school model****Increase interdisciplinary pre-service training with other educational personnel****Cross-training of pre-service school psychologists and teachers****Increase training in counseling****Increase pre-service training in grant writing****Increase an ecological emphasis in pre-service training**

CONTINUED ON PAGE 170

Student Affiliates in School Psychology (SASP)

Based on the theme analysis data, we developed 17 suggested changes and/or additions to current professional training standards (see Table 1). Using a 5-point Likert-type scale, participants were asked to rate the importance (1 = very unimportant to 5 = very important) and feasibility (1 = very unfeasible to 5 = very feasible) of each of the 17 suggested training standard changes and/or additions. Participants were also asked to identify a means by which each suggested area of emphasis could be implemented in their training program (i.e., separate course, practica, workshop, etc.)

Table 2
Items to Which Seventy-Five Percent or More of Participating Students Rated as "Important" or "Very Important"

Item	Percent
Enhance training in instructional needs of diverse learners	83.1
Enhance training in early intervention	86.4
Enhance training in prevention	86.4
Practica in early intervention/prevention programs	78.0
Training in early identification of emotional/behavioral difficulties	78.0

Table 3
Items to Which Sixty Percent or More of Participating Students Rated as "Feasible" or "Very Feasible"

Item	Percent
Enhance training in instructional needs of diverse learners	61.0
Enhance training in early intervention	76.3
Enhance training in prevention	64.4

A total of 60 individuals responded to the survey (students = 59; program directors = 1). Participant responses were analyzed using SPSS statistical software. Due to the low response by

program directors, data were analyzed only for those respondents identifying themselves as a "student." Response frequencies were calculated for each item. Items to which 75% or more of the participants rated as "important" or "very important" are included in Table 2. Items to which 60% or more of the sample rated as "feasible" or "very feasible" are included in Table 3. The means of implementation for each suggested area of change to which the highest percentage of students selected are represented in Table 4.

According to the data analysis, responding students indicated that three of the proposed areas of change were important and feasible to implement: "enhance training in instructional needs of diverse learners," "enhance training in early intervention," and "enhance training in prevention." Data from Table 4 illustrate that current students in the field feel that these areas could best be addressed through incorporating these areas into an existing course or by adding a separate course, respectively.

The primary limitation in this study was the lack of response by program directors. A central focus of this study was to examine the beliefs of program directors for each suggested area of emphasis for professional training standards. Despite the favorable response by school psychology students, the study did not meet its goal of soliciting data from directors of APA and NASP accredited training programs. One reason for this may be the time of year in which data were collected. The survey was posted on the internet and distributed via e-mail during the month of June. Some programs may not be in session during the summer thus program faculty may be unavailable during this time. In the future, this study may be expanded in an attempt to collect more data from school psychology program directors.

Despite this limitation, the study successfully examined the opinions of current graduate students in school psychology and found that there are some areas of emphasis in which graduate students feel are both important for their professional training and feasible to implement in their training programs. Participants at the Futures Conference emphasized the need to take an active role in shaping the profession by motioning the themes developed into practice. This study built upon the groundwork laid at the Futures Conference by identifying not only the most feasible starting points for changes in graduate level training programs, but also the means by which such changes may best be implemented.

CONTINUED FROM PAGE 170

Student Affiliates in School Psychology (SASP)

Table 4
Most Preferred Means of Implementation for Each Suggested Area of Emphasis

Area	Preferred Means of Implementation (Percent)
Increase training in effective instruction	Incorporate into existing course (50.8)
Increase training in early intervention and prevention	Separate course (39.0)
Increase training in multicultural issues	Separate course (25.0)
Increase training in public health model	Incorporate into existing course (52.5)
Increase training in full-service schools	Incorporate into existing course (55.9)
Increase interdisciplinary training with other professional areas	Practica (44.1)
Increase training in grant writing	Workshop (57.6)
Increase an ecological emphasis in training	Incorporate into existing course (79.7)

Research such as this could provide a vehicle by which graduate training programs can collaborate to better establish quality preparation for the ever-changing field of education. The current effort was unique in that commentary on training is usually written by university faculty and includes faculty respondents. By focusing on student perceptions, this study gave voice to a critical participant in the process.

Author Note

We would like to thank Kurt Richter, Associate Instructor, Instructional Systems Technology, Indiana University; Jack Cummings, Research Project Faculty Sponsor; and The Futures of School Psychology Conference Participants, who welcomed our involvement.

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Heads Up! Free! The Centers for Disease Control and Prevention (CDC) tool kit for health care providers on mild traumatic brain injury. More than 1.1 million people sustain mild traumatic brain injuries (MTBIs) each year. Health care providers can play a key role in helping to prevent MTBI and in improving patient outcomes when it does occur. CDC, working with a number of partners, has developed a new tool kit to improve clinical diagnosis and management of MTBI. Heads Up: Brain Injury in Your Practice, is now available free of charge. The kit contains practical, easy-to-use clinical information, patient information in English

and Spanish, scientific literature, and a CD-ROM. To order your free tool kit, please visit www.cdc.gov/ncipc/pub-res/tbi_toolkit/toolkit.htm. You also can fax your request to 770-488-4338, Attn: TBI tool kit.

People & Places

Compiled by Angeleque Akin-Little
University of the Pacific

- The School Psychology Program at the **University of Nevada, Las Vegas** has moved from the Department of Special Education to the Department of Educational Psychology in preparation for a new Ph.D. with specialization in School Psychology. **Scott Loe**, a recent graduate from the **Ohio State University**, joins the current program faculty comprised of **Joe Crank and Paul Jones**.
- The School Psychology Program Faculty at **Syracuse University** is very pleased to announce that **Dr. Laura Lee McIntyre** has joined the faculty as an Assistant Professor. Dr. McIntyre completed her degree at the **University of California, Riverside** in 2003. Her research interests include early identification and treatment of children with developmental and behavioral problems, home-school collaboration, and multi-cultural family-based research. She is a Board Certified Behavior Analyst and a credentialed school psychologist in California.
- The combined doctoral program in School Psychology and Counseling Psychology at **Florida State University** is pleased to announce the addition of two new faculty members. **Dr. Steve Pfeiffer** (full professor) comes most recently from **Duke University**, where he was the executive director of the Duke Talent Identification Program. **Dr. Huijun Li** (assistant professor) has just completed her school psychology degree at the **University of Arizona**.
- **Dr. James C. DiPerna** joined the faculty of **The Pennsylvania State University** School Psychology Program in August, 2003.
- **Bill McKee, Shelley Hymel,** and **Laurie Ford** welcome Ruth Ervin to the faculty in School Psychology at the University of British Columbia in Vancouver, BC. (Note: Faculty at UBC are listed in order of age and height).



Report from APA Council of Representatives

Cindy Carlson, The University of Texas at Austin

Steve DeMers, University of Kentucky

Division 16 Council Representatives

August 2003

“The projected \$3 million dollar budget deficit has been turned around and a small surplus... is projected for 2004.”

Council opened on a positive note with good news from APA CEO, Dr. Norman B. Anderson, regarding the state of the APA budget. The projected \$3 million dollar budget deficit has been turned around and a small surplus of approximately \$600,000 is projected for 2004. Successful resolution of the budget deficit was accomplished through the following strategies: (a) the refinancing of the buildings owned by APA; (b) implementation of a voluntary staff reduction program; and (c) creative and thoughtful budget trimming by APA staff and the Board of Directors (BoD). Council applauded the thoughtful efforts of Anderson, APA staff, and the BoD directed toward enhancing the financial resilience and well-being of the Association. Anderson outlined two broad goals for APA in the coming year: (1) enhancing the non-dues revenue stream of APA, and (2) increasing the influence of psychology in the world. One aspect of the first goal was the passage by Council of a motion to develop a new product, Psychextra. Unlike most membership associations, APA continues to benefit financially from its books, journals, and on-line subscription products that provide a large portion of the association's income and reduces the demand for frequent, sizable dues increases to support on-going programs and services to members. The second goal of increasing psychology's world influence is being furthered in part through increased coordination of lobbying efforts with key senators and congressmen.

Next, APA President Robert Sternberg addressed the Council presenting his views on 'Developing Leadership.' Ever the energetic, creative, and provocative thinker, Sternberg presented his WICS model of leadership in which W = wisdom, I = successful intelligence, C = creativity, and S = synthesis [of old and new organizational paradigms]. Since this brief description does not do justice to Sternberg's address, Division 16 members are encouraged to obtain a copy from: robert.sternberg@yale.edu.

A comprehensive presentation of the 2004 budget and related issues was presented later to Council by Jack McKay with Council voting to approve the 2004 Preliminary Budget that shall serve as the framework for the 2004 Final Budget. The good news for APA members is that APA finances appear to be in very capable hands, and the Association's financial picture is solid in a period of economic turbulence. Unfortunately, maintaining a

balanced budget in difficult financial times involves some painful decisions. Council thus approved, as part of the 2004 Preliminary Budget, an increase of annual dues by \$11.00 and a reduction of the number of issues of the *American Psychologist* from 11 to 9 yearly. Based on a friendly amendment proposed by Division 16 Council Representative, Stephen DeMers, Council voted to amend the proposed 2004 Preliminary Budget to reinstate the second yearly consolidated meeting of the APA Boards and Committees. Members of the APA Boards have found their ability to complete the workload seriously compromised with only one face-to-face meeting per year.

The legislative agenda was comparatively light for the August Council meeting with few items of direct relevance to Division 16. Most approved items related to improved functioning of APA. One example was passage of a change in Association rules regarding the promulgation of guidelines to incorporate systematic review and coordination of existing and proposed guidelines. Approval of a substitute motion created a new section of the Association Rules (30-8: STANDARDS AND GUIDELINES) that defines 'standards' and 'guidelines' for APA usage and creates procedures for review of such documents, including a sunset provision for standards and guidelines of not more than 10 years. This motion also clarified that there is no difference between 'APA' and 'division' guidelines. All documents that may be considered to function as standards or guidelines will be subject to the procedures delineated.

Of particular interest to Division 16 members is the APA public education campaign on developing resilience in children. APA is collaborating with Time for Kids (TFK) magazine, a Time/Warner publication distributed widely in schools, on a special issue on resilience geared to fourth through sixth-graders. The issue is slated for publication early fall 2003. Materials distributed for review by Council members included both the TFK magazine and Teacher's Guide for Teaching the 4th R: Resilience. To obtain materials email: practice@apa.org or download at www.helping.apa.org.

Last, but not least, Council approved nominees for APA Fellow status. Division 16 welcomes and congratulates Steven G. Little and Nancy L. Waldron for achieving this honor and distinction.

Division 16 Membership

Dear Division 16 Members:

For the past two years, the Division 16 Executive Committee has become increasingly concerned with the financial situation of the division. The Division 16 operating budget is supported primarily from dues of members, with supplemental income generated from other sources including the Division 16 Conversation Series and book royalties. In addition, Division 16 maintains a savings fund with a balance of approximately \$78,000, which is secured in money market funds and certificates of deposit. This fund serves two general purposes: 1) To support the work of the division in the event of an unusual financial situation or emergency that significantly affects the revenue of the division, and 2) To support and extend the work of our division in ways that have not been traditionally included in our operating budget. For example, Division 16 has been sending representatives to critical APA meetings to ensure school psychology's representation. In addition, Division 16 has been actively participating in the development and realization of the Futures Conference. The division intends to continue the work of the Futures Conference through a variety of initiatives, including supporting publications and follow-up collaborative meetings.

Although the division has increased membership and produced new publication materials for consumption by members, we have faced considerable revenue loss from devaluation of the stock market and significant increases in the cost of publishing our major periodicals, including *School Psychology Quarterly* and *The School Psychologist*. In an attempt to improve the financial situation of the division, the Division 16 Executive Committee unanimously voted to increase the dues for all division members in 2003. This dues increase attempted to offset the increasing cost of publications to members, which serves as our largest expense.

For over 25 years, Division 16 has attempted to honor the contributions and achievements of our most senior members. Specifically, Division 16 members who have reached 65 years of age and have been a member of APA for at least 25 years have been granted "Dues Exempt" membership status. To date, Division 16 recognizes over 300 individuals with Dues Exempt membership status and does not assess membership dues. Unfortunately, due to our precarious financial condition, it was the consensus of the Division 16 Executive Committee that publications will not be provided free of charge to Dues Exempt members. As a result, Dues Exempt members will not automatically be sent our publications, but will have the option of purchasing subscription to *School Psychology Quarterly* and *The School Psychologist* at a cost of \$30 per year. This will be reflected in the 2004 membership dues statement.

We appreciate the continued support of our members in these difficult financial times. We hope this decision will not result in hardship on our longtime division members. As always, we invite feedback regarding this decision.

Sincerely,

Elaine Clark, President
Sharon Missiaen, Treasurer
Tanya Eckert, Vice President-Membership

Editor's Message

As I complete my term as Editor of *The School Psychologist* (TSP), I want to take this opportunity to thank all the people involved in publishing TSP during the past three years. The experience of being Editor of TSP has been one of my most rewarding professional experiences to date and I could not have completed my term without the assistance of the following individuals. First, I want to recognize Linda Reddy who served as Associate Editor and now will serve as Editor for the next three years. Linda was instrumental in executing many of the changes in TSP and is a great colleague. I wish her well in her new position. Over the past three years there have been many individuals who have served as Advisory Editors including Pamela Abraham, Angeleque Akin-Little, Ron Dumont, Dawn Flanagan, Randy Floyd, James Mazza, Tassos Matsopoulos, Janet Mentore Lee, Stacy Overstreet, and Esther Stavrou. I thank each of them for his/her diligent efforts and dedication to the newsletter.

Several graduate students served as Editorial Assistants. They worked exceptionally hard at proofreading each issue of the newsletter and thus deserve much gratitude. Thanks to Dania Braurstein, Michael Emmons, Tara Hall, and Nancee Santandreu! Of course I had the fortune of working with three terrific presidents of Division 16: Jack Cummings, Steve Little, and Elaine Clark. All three were extremely supportive of the changes that have been made to TSP and each has been gracious in his/her recognition of the importance of the newsletter. A special thanks is rendered to Bill Erchul and Dave McIntosh, who served as Vice



Vinny Alfonso, current TSP editor, and Linda Reddy, TSP editor elect enjoy the CDSPP dinner

President of Publication, Communication, and Convention Affairs during my term. They assisted me with many "behind the scenes" details involved in publishing *TSP*. Finally, I want to recognize Heidi Jess of Image Quest Design, who has been the graphic designer of *TSP* for many years. Heidi is responsible for the "look" of *TSP* and has been a pleasure to work with these past three years.

VCA

Editor's Correction

Please note that in the Summer Issue of *The School Psychologist* the caption for the picture on p. 87 was incorrect. It should read: **Left to right, Gerald Caplan, Bill Erchul, and Anthony Cancelli.**

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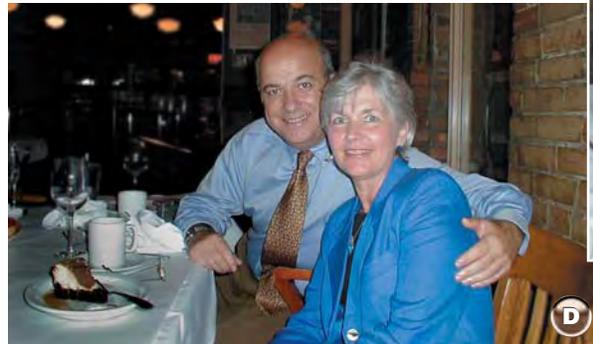
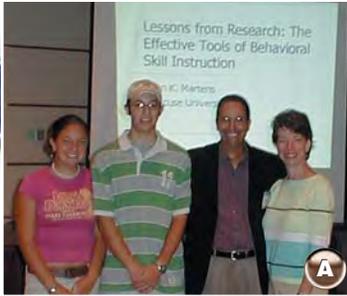
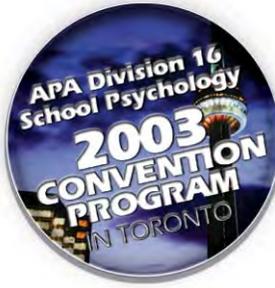


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A: Brian Martens and his family enjoy his Invited Address (yes, those are his teenage children, and, yes they came to hear him speak and were EXTREMELY attentive and well-behaved)

B: Brian, aka BK, Beaker, Mr. Science, Martens gives a wonderful Invited Address

C: Ron Palomares enjoys his just desserts

D: CDSPP honoree Rich Nagle and his lovely wife, Pat

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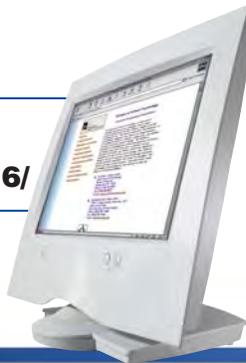
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