



The School Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION

TABLE OF CONTENTS

PRACTICE FORUM126
*Improving Educational Outcomes for Students in Foster Care:
 Roles for School Psychologists*
 by Tracey G. Scherr, University of Wisconsin-Whitewater

*InternLoggingSystem.com: Supervising Practicum and
 Internship Students From Afar*130
 by K. T. Hinkle, Valdosta State University, Maryann Santos de Barona, Arizona State University,
 Janie Franklin, Lanier County Schools, & Jennifer Elliot, Arizona State University

Thayer Conference 50th Anniversary134
 by Tom Fagan, Division 16 Historian, NASP, & University of Memphis

BOOK REVIEWS137
*Review of Moss, W.L. (2004). Children Don't Come with an Instruction Manual:
 A Teacher's Guide to Problems that Affect Learners.*
 NY: Teachers College Press
 by Rosemary Flanagan, Adelphi University

Galton Redux. Review of Davidson, J., & Davidson, B. (2004).138
Genius denied: How to Stop Wasting our Brightest Young Minds.
 New York: Simon & Schuster
 by A. Alexander Beaujean, University of Missouri-Columbia

EXECUTIVE COMMITTEE141
*Summary of the Division 16 Executive Committee (EC) Meeting
 at the American Psychological Association Conference, Honolulu, Hawaii*
Members Are Asked to Vote (Postcard Ballot)141a

SASP142
The Future of School Psychology
 by Kisha Haye, SASP President, University of Nebraska-Lincoln

PEOPLE & PLACES144
 by Angeleque Akin-Little, University of the Pacific

Division of School Psychology Membership Application145

- (below, left) Erika Stevens (President of the Student Psychology Graduate Organization for Oklahoma State University), Staci Cumming, and Judy Oehler-Stinnett
- (below, right) Steve Little, Tim Keith, 2004 Senior Scientist winner, and Patricia Keith

Look inside this
issue for images
from the
**2004 Annual
Convention**
in Hawaii





A look back at the
**2004 Annual
Convention**
in Hawaii

- (top left) The American Guidance Service Student Poster winners: Susie McClaughlin, Duquesne University; Kisha Haye, University of Nebraska, Lincoln; Jodene Fine, University of Texas, Austin
- (top right) Elaine Clark at the Division 16 business meeting
- (left) David McIntosh receives an award for service from Cecil Reynolds
- Elaine Clark receives an award for service from Cecil Reynolds
- Sharon Missiaen receives an award for service (over 5 years) from Cecil Reynolds

- (lower left) Steve DeMers receives an award for service from Cecil Reynolds
- (lower right) Tom Fagan discusses the upcoming anniversary of the Thayer Conference.

Now available: An important tool in the clinical evaluation and treatment of adolescents who have problems involving executive functions...

New! Behavior Rating Inventory of Executive Function—Self-Report Version™ (BRIEF-SR™)

Steven C. Guy, PhD, Peter K. Isquith, PhD, and Gerard A. Gioia, PhD

The BRIEF-SR is an 80-item standardized self-report rating scale designed to complement the Behavior Rating Inventory of Executive Function™ (BRIEF™) Parent and Teacher Form Questionnaires by capturing an adolescent's view of his/her own ability to guide, direct, and manage cognitive, emotional, and behavioral functions. It takes only 10-15 minutes to administer and just 15-20 minutes to score.

The BRIEF-SR has demonstrated reliability, validity, and clinical utility as an ecologically valid assessment of executive functions across a range of conditions. It is designed to be completed by older children and adolescents (ages 11-18 years) with a 5th-grade or higher reading ability, including individuals with attentional disorders, language disorders, traumatic brain injuries, lead exposure, learning disabilities, high-functioning autism spectrum disorders, and other developmental, neurological, psychiatric, and medical conditions.

- The BRIEF-SR materials consist of the Professional Manual, the carbonless Rating Form, and the Scoring Summary/Profile Form.
- The 80 items yield information on eight nonoverlapping clinical scales that measure different aspects of executive functioning: Inhibit, Shift (with Behavioral Shift and Cognitive Shift subscales), Emotional Control, Monitor, Working Memory, Plan/Organize, Organization of Materials, and Task Completion.
- The clinical scales form two broader indexes—the Behavioral Regulation Index (*BRI*) and the Metacognition Index (*MI*)—and yield an overall summary score, the Global Executive Composite (*GEC*).
- The BRIEF-SR also includes two validity scales: Inconsistency and Negativity.
- The BRIEF-SR scales demonstrate appropriate reliability; internal consistency is high for the *GEC* ($\alpha = .96$) and moderate to high for the clinical scales ($\alpha s = .72-.96$).
- Temporal stability for the BRIEF-SR is strong ($r = .89$) for the *GEC* over a period of approximately 5 weeks, and there is strong interrater agreement for the *GEC* with parent ratings on the BRIEF ($r = .56$). Teacher ratings on the BRIEF correlate modestly with adolescent ratings on the BRIEF-SR (*GEC*, $r = .25$) but are well within expectations.
- Examination of BRIEF-SR profiles in a variety of clinical groups provides evidence of validity based on clinical utility: BRIEF-SR ratings for groups of adolescents with ADHD-I, ADHD-C, insulin-dependent diabetes mellitus, autism spectrum disorders, and anxiety and depressive disorders showed different patterns of scale elevations for each group compared to matched control groups. Correlations between adolescent and parent ratings for the clinical groups were strong, suggesting good agreement much of the time.



The BRIEF-SR is the newest member of the BRIEF™ family of products that includes the BRIEF, which assesses a child's executive functioning from the home and/or the school environment(s), and the BRIEF-P™, which assesses executive functioning in preschoolers.

For more information about the BRIEF-SR™ and the BRIEF™ family of products, call **1.800.331.8378** or **813.968.3003**, or visit our Web site at www.parinc.com today.

The School Psychologist



...Moving?

...Missing Your Newsletter?

Do you need more information about Division 16?

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

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

ADVERTISING RATES

CLASSIFIED RATES

As a courtesy, Division 16 members will not be charged for Employment Notices or professional announcements (e.g., upcoming meetings, scholarship opportunities, grant opportunities, calls for proposals). All others will be charged 75 cents per word for employment notices and commercial announcements. A minimum order is 50 words and no frequency or agency discounts apply. An invoice will be sent after publication. For information regarding display ads, contact:

Linda A. Reddy, Ph.D., NCSP
 Child/Adolescent ADHD Clinic
 Fairleigh Dickinson University
 131 Temple Avenue H-PSI-01
 Hackensack, NJ 07601
 (201) 692-2649 (w)
 (201) 692-2164 (f)
 e-mail: LReddy2271@aol.com

REQUIREMENTS

Employment notices, announcements, and advertisements (including display ads) are due on the 1st of the month of printing.

Classified ads and display ads should be submitted on disk and paper according to the following guidelines.

DISPLAY AD RATES*

Ad Size	Rate
Full page (6.625" x 9.25")	\$600
Half page (horizontal 6.625" x 4.5")	\$450
Half page (vertical 3.25" x 9.25")	\$450
Quarter page (3.25" x 4.5")	\$250
Multiple Insertion Discounts¹	
Full page (2-4 insertions)	\$500
Full page (5-8 insertions)	\$450
Half page (2-4 insertions)	\$400
Half page (5-8 insertions)	\$350
Quarter page (2-4 insertions)	\$150
Quarter page (5-8 insertions)	\$100

*Display ads with color add \$25 to cost per insertion.
 Display ads with pictures add \$25 to cost per insertion.
¹Rate is cost per insertion.

ADVERTISING POLICY

Advertising and announcements appearing in *The School Psychologist (TSP)* do not necessarily indicate official sanction, promotion, or endorsement on the part of *TSP* or Division 16 of the American Psychological Association. Division 16 is not responsible for any claims made in an advertisement or announcement. Advertisers may not, without prior consent, incorporate in a subsequent advertisement or promotional piece the fact that a product or service has been advertised in *TSP*. Division 16 reserves the right to edit all copies and to refuse advertisements and announcements based upon

legal, social, professional, and ethical considerations. All advertising and announcements must be in keeping with the generally scholarly and/or professional nature of *TSP*. Division 16 retains the right to unilaterally reject or cancel advertising and announcements. Advertising and announcements submitted with the purpose of airing either side of controversial social, political, or professional issues will not be accepted for publication in *TSP*. Classifieds, display ads, and announcements should be submitted to the Editor.

PUBLICATION SCHEDULE

AUTHOR'S INSTRUCTIONS AND PUBLICATION SCHEDULE

The APA Division 16 publishes *The School Psychologist* as a service to the membership. Four issues are published annually. The purpose of *TSP* is to provide a vehicle for the rapid dissemination of news and recent advances in practice, policy, and research in the field of school psychology. Articles up to approximately 15 double-spaced manuscript pages will be accepted; however, brief articles, approximately 6 to 12 double-spaced manuscript pages, are preferred. Test reviews, book reviews, and comments for The Commentary Section are welcome. All submissions should be double spaced in Times Roman 12 point font and e-mailed to the Editor.

Authors submitting materials to *The School Psychologist* do so with the understanding that the copyright of published materials shall be assigned exclusively to APA Division 16.

For information about submissions and/or advertising rates please e-mail or write to:

Linda A. Reddy, Ph.D., NCSP
 Fairleigh Dickinson University
 Child/Adolescent ADHD Clinic
 131 Temple Avenue H-PSI-01
 Hackensack, NJ. 07601
 201-692-2649 (w)
 201-692-2164 (f)
 E-mail: LReddy2271@aol.com

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

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

DIVISION 16 EXECUTIVE COMMITTEE

President

Cecil R. Reynolds, Ph.D.
Texas A&M University
101 Reynolds Court
Bastrop, TX 78602
(512) 656-5075 (w)
(512) 321-4785 (f)
crrh@earthlink.net

Past President

Elaine Clark, Ph.D.
1705 E. Campus Center Drive,
Rm. 237
University of Utah
Salt Lake City, UT 84112-9255
(801) 581-7968 (w)
(801) 581-5566 (f)
(801) 582-1340 (h)
clark@ed.utah.edu

Secretary

Angeleque Akin Little, Ph.D.
Department of Educational and
School Psychology
University of the Pacific
3601 Pacific Avenue
Stockton, CA 95211
(209) 946-2825 (w)
(209) 946- 3110 (f)
aakinlittle@pacific.edu

Treasurer

Sharon A. Missiaen, Ph.D.
5345 Canvasback Road
Blaine, WA 98230
(360) 676-6443 ext. 205 (w)
(360) 371-0527 (f)
smissiaen@attbi.com

**Vice President of
Professional Affairs**

Sam Ortiz, Ph.D.
Department of Psychology
MARSB36A
St. John's University
8000 Utopia Parkway
Jamaica, NY 11439
(718) 990-5385 (w)
(718) 990-5926 (f)
ortizs@stjohns.edu

Vice President of Membership

Tanya Eckert, Ph.D.
Syracuse University
Department of Psychology
430 Huntington Hall
Syracuse, NY 113244
(315) 443-3141 (w)
(315) 443-4085 (f)
tlecker@psych.syr.edu

**Vice President of Education,
Training, & Scientific Affairs**

Frank C. Worrell, Ph.D.
Associate Professor (School Psych)
Cognition and Development
4511 Tolman Hall
Graduate School of Education
University of California
Berkeley, CA 94720-1670
510) 643-4891(w)
(510) 642-3555 (f)
frankc@uclink.berkeley.edu

**Vice President of Publication,
Communications, and
Convention Affairs**

David E. McIntosh, Ph.D., ABPP
Teachers' College 524
Department of Educational Psychology
Ball State University
Muncie, IN 47306
(765) 285-8515 (w)
(765) 285-3653 (f)
(765) 282-8917 (h)
demcintosh@bsu.edu

**Vice President of
Social and Ethical Responsibility
& Ethnic Minority Affairs**

Melissa A. Bray, Ph.D.
University of Connecticut
6 Adamec Road
Willington, CT. 06279-1601
(860) 486-0167 (w)
(860) 486-0180 (f)
mbray@uconn.edu

Council Representatives

Steven T. Demers, Ed.D.
3350 Mantilla Dr.
Lexington, KY 40513
(859) 257-7928 (w)
(859) 257-5662/224-1908 (f)
sdemers@uky.edu

Randy Kamphaus, Ph.D.
School of Professional Studies
University of Georgia
329 Aderhold Hall
Athens, GA 30602-7143
(706) 542-4253 (w)
(706) 542-4240 (f)
rkamp@arches.uga.edu

Deborah Tharinger, Ph.D.
University of Texas at Austin
Department of Educational Psychology
- SZB 504
Austin, TX 78712
(512) 471-4407 (w)
(512) 471-1288 (f)
dtharinger@mail.utexas.edu

SASP Representative

Kisha Hays
2200 Ben Franklin Parkway
(#E 1511)
Philadelphia, PA 19130
402-770-5920 (h)
215-590-7064 (w)
215-590-5637 (f)
Hays@email.CHOP.edu

Historian

Thomas K. Fagan, Ph.D.
Department of Psychology
The University of Memphis
Memphis, TN 38152
(901) 678-2579 (w)
tom-fagan@mail.psc.memphis.edu

Editor,

School Psychology Quarterly
Rik D'Amato, Ph.D.
Division of Professional Psychology
University of Northern Colorado
Greeley, CO 80639
(970) 351-2208 (w)
(970) 351-2312 (f)
rik.damato@unco.edu



Improving Educational Outcomes for Students in Foster Care: Roles for School Psychologists

Tracey G. Scherr, Ph.D., University of Wisconsin-Whitewater



“Traditionally, placement in care involves a functional ‘divorce’ of the children, not only from their biological families, but also from their... schools”

More than 500,000 children live in foster care in the United States (U. S. Department of Health & Human Services, 2000). “Traditionally, placement in care involves a functional ‘divorce’ of the children, not only from their biological families, but also from their...schools” (Silver et al., 1999, p. 149). Their unique family situations complicate these children’s general and academic challenges. The traumas experienced by children while they live with their families of origin may contribute to the educational difficulties they encounter after child protective agencies remove them from those homes.

Conversely, children’s involvement with the child protection system may further victimize them and, in turn, negatively impact their educational attainment (Goerge, van Voorhis, Grant, Casey, & Robinson, 1992).

Clinical judgment, informed by research, should guide school psychologists’ practice with these unique students. Multiple factors such as achievement, aptitude, behavior, and psychological health are used as indices of school performance in the literature regarding foster children. The preponderance of evidence extracted from studies of the educational status of children in protective custody suggests that their related performance is below average. Apparently, maltreated children are at higher risk of cognitive impairment, language delays, learning disabilities, gross motor difficulties, and perceptual-motor problems than their peers (Martin, 1980). Thus, abused and neglected foster children share exceptionally high risks of academic failure (Goerge et al., 1992). Foster youth encounter academic problems at least twice as often as do children not living in protective care (Evans, 2001). The magnitude of this problem, and the extensive educational and psychosocial needs of this population of students, indicate the necessity of assistance from school psychologists. School psychologists must be prepared to serve children in foster care, given the legal and ethical responsibilities of practitioners to help meet the educational needs of all children in public schools (Jacob & Hartshorne, 2003). Suggestions for action

by school psychologists on behalf of students in foster care follow.

1. Facilitate early screening and intervention

According to Dumaret (1985), “the work of prevention for children in the care of the state needs to be strengthened and renewed in order to save them from the disastrous fate which is their lot at present” (p. 574). Improved protocols and needs assessments might help child protection workers identify the educational standings and related service needs of children entering placement. Essentially, the students who require special education programming must be identified. Given the high special education rates evidenced by students in foster care, identifying these students for eligibility demands significant attention (Scherr, 2004). Early intervention services appear necessary due to the high risks foster children have of delays and disturbances in multiple areas of functioning (Goerge et al., 1992). Slightly below average cognitive functioning and somewhat negative developmental screening outcomes reflected by the results of a recent meta-analytic project lend further support to this argument (Scherr, 2004).

Developmental screening should be included routinely in child protection evaluations so that appropriate interventions can be implemented (Martin, 1980). Developmental assessments also can be incorporated into foster home visitation programs. This might facilitate earlier referrals into intervention programming (O’Hara, Church, & Blatt, 1998). The ideal situation would be for child protection workers to use such methods to alert child find programs and school psychologists about foster children who may require more thorough evaluations. Regular, standardized assessments or screenings, rather than problems themselves, should prompt early intervention. If this were done more consistently, some of the early difficulties foster children evidence might be prevented from developing into larger disabilities (Lindsay, Chadwick, Landsverk, & Pierce, 1993). For these reasons, school psychologists should consult with child welfare agency directors and caseworkers regarding the importance and urgency of efforts

CONTINUED FROM PAGE 126

Improving Educational Outcomes for Students in Foster Care: Roles for School Psychologists

geared toward early intervention.

2. Promote placement-level changes

When they asserted that children in foster care begin behind their peers in terms of their educational prognosis, Heath, Colton, and Aldgate (1994) wrote, "greater-than-average progress needs greater-than-average inputs" (p. 257). These should come from both foster homes and schools. Foster parents can function as educational advocates for the students in their care by helping with homework, participating in parent-teacher conferences, and promoting students' participation in extracurricular and community activities (Mech & Fung, 1999). School psychologists can encourage foster parent advocacy by including caregivers in assessment and intervention planning, implementation, and evaluation.

After determining that foster home environments can fail to stimulate development in children due to lack of economic resources, Simms and Horwitz (1996) offered valuable suggestions for future practice. Rather than focusing on safety alone, they stated, state licensing requirements should include foster parents' abilities to stimulate children's development. Developmentally appropriate toys and books should be available for children in foster homes. Community field trips should be provided to foster families. Education regarding child development should be given to foster caregivers. Experience does not necessarily offer all the requisite information. Larger subsidy payments might create additional resources for foster parents to administer higher quality care as well (Simms & Horwitz). School psychologists could consult with protection workers and foster parents regarding appropriate toys, books, and activities that may stimulate development.

Additionally, school psychologists can help orchestrate planning, delivery, and follow-up of transitional programming for older students. A rough estimate of more than 50% of students emancipating from foster care without diplomas or GEDs is alarming (Scherr, 2004). Hence, transition planning and post-discharge emancipation services are integral to the future success of youth leaving care. In fact, transition planning is mandated for all students served by special education law, which qualifies many youth in foster care for related services (Jacob & Hartshorne, 2003). Post-discharge emancipation services should be strengthened to include such promotions as postsecondary scholarship programs (Mech & Fung, 1999). Mallon (1998) suggested that more intensive follow-up after

discharge from independent living programs, particularly via a trusted adult mentor, would help foster youth increase their educational attainment in adulthood.

3. Help school personnel become more aware of maltreatment and its effects

Too often, schools lack awareness of students' maltreatment histories (Goerge et al., 1992; Runyan & Gould, 1985). This further delays identification of students who may require assistance from school psychologists. Runyan and Gould, who reviewed school records of maltreated children residing in foster care or with their biological parents, found documentation of maltreatment at home in only 15.6 and 4.5% of their respective records. Biological parents often have the legal right to accept or reject services for their children. Thus, difficulties locating biological parents, or their refusal to consent, can delay service provision to children while overriding court orders are sought (Silver et al., 1999). Although school psychologists need to respect confidentiality, they can proactively encourage caseworkers to start related processes as soon as possible, instead of waiting for placement stability, which may take a long time to occur.

Awareness of students' maltreatment backgrounds might help with appropriate service provision, but awareness is not enough. Professionals must increase their knowledge of the consequences of maltreatment (Martin, 1980). Despite the poor educational status of foster children, 88% percent of caseworkers involved in Sawyer and Dubowitz's (1994) research indicated that they thought maltreated children's educational services were appropriate. Eighty-six percent of teachers concurred.

4. Advocate for school-level improvements

School personnel are in an excellent position to effect change in this population of students, given that many professionals have daily contact with foster children in this setting. Schools already possess multiple resources for dealing with foster youth in regular education environments. Teachers and other school professionals can provide positive experiences related to students' achievement that will help improve their self-worth. Experiencing sound peer relationships, and viewing adults as consistently supportive, can help as well. Diagnosis and assessment, Individualized Education Plan development and related multidisciplinary staffings and support services can be offered in the special education arena alternatively (Broadhurst, 1980).

Recognition, assessment, and intervention are



CONTINUED ON PAGE 128

CONTINUED FROM PAGE 127

Improving Educational Outcomes for Students in Foster Care: Roles for School Psychologists

key areas in which schools can address child maltreatment with the use of multidisciplinary assessment teams (Bailey & Scheurer, 1980). Regarding recognition, schools can conduct in-services to encourage teachers and other staff members to notice evidence and effects of abuse and neglect. Schools and child protective agencies may need to negotiate disagreements related to recognition and reporting with the assistance of mediators. Creating and managing records, as well as effectively communicating with other agencies and with families, comprise important component activities related to comprehensive assessment practices. Schools can offer a forum for sharing multidisciplinary information. Interventions can include child advocacy, direct service provision to students, treatment coordination, and long-term monitoring of effectiveness of services (Bailey & Scheurer). School psychologists possess training and skills to help with all these activities.



5. Consult with teachers regarding classroom-level interventions

Assistance also can be offered to foster children at the classroom level. School psychologists can consult with teachers to offer them support with enhancing learning for their students living in foster care. Noble (1997) offered guidance for how teachers can help students in foster care. Without breaching confidentiality, Noble said, teachers should develop positive relationships with foster parents and social workers and obtain as much information as possible to understand their students' backgrounds.

Reasonable expectations such as improving self-esteem, achieving small successes, and learning some problem-solving skills comprise appropriate goals for students in foster care. Teachers further

can advocate for these children by ensuring appropriate grade placement and concordant work assignments. If a child is struggling, teachers can assume responsibility for immediately referring that student to a school psychologist or pre-referral intervention team for assessment and counseling. Teachers can instruct these children regarding study skills and organizational techniques, which they often lack. Additionally, instructors can include foster families in educational planning and offer suggestions regarding how to work with students at home. Sensitivity regarding assignments can be reflected by use of materials that include children in placement situations. In sum, Noble (1997) posited, a teacher can function as a significant adult who makes the difference in a foster child's life. Again, school psychologists can offer suggestions to aid teachers with doing this.

6. Engage in interagency collaboration

Zima et al. (2000) acknowledged that the multiple stressors to which children in foster care are exposed interact to cause school-related problems. As such, to be successful, interventions must cross field domains. Interagency collaborations, even those organized to handle individual cases, must be established to accomplish the best outcomes. Schools could share stronger connections with child welfare agencies to more effectively plan and monitor educational achievement among children in foster care. School psychologists can be instrumental in effecting change in this area by engaging in system-level consultation with other professionals (Curtis & Stollar, 2002). More standardized procedures should be created to monitor foster youth's educational achievements (Mech & Fung, 1999). Examples include more regularly instituting education passports, which document children's academic histories and move with them between schools (Lindsay et al., 1993). School psychologists need to become more involved to bridge gaps between social services, education, and mental health treatment (David, 1982).

Conclusion

Implications for best practices for serving youth living in foster care are plentiful. Essentially, early identification, placement-level changes, awareness of the effects of maltreatment, school-level improvements, classroom-level interventions, and interagency collaboration comprise related

CONTINUED FROM PAGE 128

Improving Educational Outcomes for Students in Foster Care: Roles for School Psychologists

goals. We owe this work to children who have been denied the human rights of nurturing beginnings, quality educations, and hopeful futures.

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

References

- Bailey, M. M., & Scheurer, S. L. (1980). The relationship between the schools and a multidisciplinary diagnostic team. In R. Volpe, M. Breton, & J. Mitton (Eds.), *The maltreatment of the school-aged child* (pp. 145-153). Lexington, MA: D. C. Heath.
- Broadhurst, D. D. (1980). The effect of child abuse and neglect on the school-aged child. In R. Volpe, M. Breton, & J. Mitton (Eds.), *The maltreatment of the school-aged child* (pp. 19-26). Lexington, MA: D. C. Heath.
- Curtis, M. J., & Stollar, S. A. (2002). Best practices in system-level change. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 223-234). Bethesda, MD: National Association of School Psychologists.
- David, J. (1982). The effects of placement in foster family homes on selected aspects of school adjustment and academic achievement. *Dissertation Abstracts International*, 43(5-A), 1474. (UMI No. 8223593)
- Dumaret, A. (1985). IQ, scholastic performance, and behaviour of sibs raised in contrasting environments. *Journal of Child Psychology and Psychiatry*, 26(4), 553-580.
- Evans, L. D. (2001). Interactional models of learning disabilities: Evidence from students entering foster care. *Psychology in the Schools*, 38(4), 381-390.
- George, R. M., van Voorhis, J., Grant, S., Casey, K., & Robinson, M. (1992). Special-education experiences of foster children: An empirical study. *Child Welfare*, 71(5), 419-437.
- Heath, A. F., Colton, M. J., & Aldgate, J. (1994). Failure to escape: A longitudinal study of foster children's educational attainment. *British Journal of Social Work*, 24, 241-260.
- Jacob, S., & Hartshorne, T. S. (2003). *Ethics and law for school psychologists* (4th ed.). New York: John Wiley & Sons.
- Lindsay, S., Chadwick, D., Landsverk, J., & Pierce, E. (1993). A computerized health and education passport for children in out-of-home care: The San Diego model. *Child Welfare*, 72(6), 581-594.
- Mallon, G. P. (1998). After care, then where? Outcomes of an independent living program. *Child Welfare*, 77(1), 61-78.
- Martin, H. P. (1980). The consequences of being abused and neglected: How the child fares. In C. H. Kempe & R. E. Helfer (Eds.), *The battered child* (3rd ed.) pp. 347-365. Chicago: University of Chicago.
- Mech, E. V., & Fung, C. C.-M. (1999). Placement restrictiveness and educational achievement among emancipated foster youth. *Research on Social Work Practice*, 9(2), 213-228.
- Noble, L. S. (1997). The face of foster care. *Educational Leadership*, 54(7), 26-28.
- O'Hara, M. T., Church, C. C., & Blatt, S. D. (1998). Home-based developmental screening of children in foster care. *Pediatric Nursing*, 24(2), 113-117.
- Runyan, D. K., & Gould, C. L. (1985). Foster care for child maltreatment. II. Impact on school performance. *Pediatrics*, 76(5), 841-847.
- Sawyer, R. J., & Dubowitz, H. (1994). School performance of children in kinship care. *Child Abuse & Neglect*, 18(7), 587-597.
- Scherr, T. G. (2004). *The educational status of children in foster care: A meta-analytic investigation*. Unpublished doctoral dissertation, University of Northern Colorado, Greeley.
- Silver, J., DiLorenzo, P., Zukoski, M., Ross, P. E., Amster, B. J., & Schlegel, D. (1999). Starting young: Improving the health and developmental outcomes of infants and toddlers in the child welfare system. *Child Welfare*, 78(1), 148-165.
- Simms, M. D., & Horwitz, S. M. (1996). Foster home environments: A preliminary report. *Developmental and Behavioral Pediatrics*, 17(3), 170-175.
- U. S. Department of Health & Human Services. (2000). FY 1998, FY 1999, and FY 2000 foster care: Entries, exits, and in care on the last day. Retrieved from <http://www.acf.dhhs.gov/programs/cb/dis/tables/entryexit.html>
- Zima, B. T., Bussig, R., Freeman, S., Yang, X., Belin, T. R., & Forness, S. R. (2000). Behavior problems, academic skill delays and school failure among school-aged children in foster care: Their relationship to placement characteristics. *Journal of Child and Family Studies*, 9(1), 87-103.

The new KABC-II A better choice for ability testing



The fully revised **Kaufman Assessment Battery for Children, Second Edition (KABC-II)** is designed for today's assessment concerns. Authored by Drs. Alan and Nadeen Kaufman, it:

- Provides a more culturally fair assessment
- Helps answer the referral question "How does this child learn best?"
- Engages children and adolescents ages 3 to 18 years old with appealing items

Contact us today for more information.

Available Now!

KABC-II



Your vision. Our resources.

800-328-2560
www.agsnet.com

InternLoggingSystem.com: Supervising Practicum and Internship Students From Afar

K. T. Hinkle, Valdosta State University, Maryann Santos de Barona, Arizona State University, Janie Franklin, Lanier County Schools, & Jennifer Elliot, Arizona State University

“...when students are placed in practicum or internship sites located hundreds of miles away from their training programs, it is logistically impossible for faculty to provide the level and frequency of supervision that students, program policy, or accreditation standards require.”

Reforms in the guidelines for training and practice of psychology have resulted in discernable changes in training curricula.

One of the most notable changes has been the formalization of practicum and internship training standards by the National Association of School Psychologists (NASP, 2000) and the American Psychological Association (APA, 2002). NASP and APA specify both the type of setting and minimum number of hours students are required to complete for each field experience. Additionally, government licensing and regulatory bodies which oversee both independent and supervised practice often require documentation of direct client contact and supervisory hours to ensure the experience meets statutory requirements. Consequently, university training programs must adhere to an enhanced level of accountability, stipulated standards, and outcomes (Cobb, 1995).

Practica and internships are designed to be both developmental and graduated because students are required to demonstrate what they know as well as what they can do. In addition, field placements serve as a venue to introduce new skills and training requirements. For their part, university trainers are responsible for assessing how well the students, as well as the program, meet both theory and practice goals established by the state and national standards, and accreditation requirements. Thus, a focus on field experience has become paramount to the practical training in school and clinical psychology.

Students, however, may be placed in a “Catch-22” situation when they are required to have field-based experiences, but only a limited number of appropriate training sites are available in their geographical area. In other situations, students may seek a particular specialized training experience which is only available in a distant location. Through necessity, and sometimes default, students must consider settings far from their training program and university supervisor. Being placed in remote places is especially problematic because it is at a time when the aim is to help students transfer classroom

learning to deal with actual clients while under the guidance of field and university supervision.

Whether through design or default, when students are placed in practicum or internship sites located hundreds of miles away from their training programs, it is logistically impossible for faculty to provide the level and frequency of supervision that students, program policy, or accreditation standards require. Consequently, alternative methods must be considered to insure both the quantity and quality of trainee experience. Under such circumstances, typical options include increased phone conversations; communication via e-mail; audio/video tapes; and activity logs shared between the student, site and university supervisor.

Supervision entails a number of common activities completed over the course of a semester or year. While many of these activities can be addressed whether the student is in another state or in the next town, some are much more difficult if the student's placement is far from their supervisor.

Some examples include:

1. Ensuring that students observe a wide variety of classrooms both in regular and special education;
2. Reviewing and discussing with students what they have observed and participated in during the past two weeks;
3. Seeing that students are given more and varied responsibilities until they have independently completed a task;
4. Having students plan and implement assessments and interventions with supervisory guidance;
5. Monitoring students' progress in each case, discussing their concerns, reviewing procedures and encouraging hypotheses and appropriate interpretation of treatment and assessment results;
6. Obtaining feedback from site supervisory staff concerning the student's performance;
7. Monitoring the student for signs of stress;
8. Guiding students who may need assistance with time management and organizational strategies;

CONTINUED FROM PAGE 130

InternLoggingSystem.com: Supervising Practicum and Internship Students From Afar

9. Allowing more independent decision making, and encouraging them to try procedures and practices with which they are unfamiliar.

Frequent topics discussed in supervision include ethical and legal issues, advanced clinical skills, assessment and evaluation, diagnosis, theories of psychotherapy, crisis intervention, and administrative issues (Conoley & Sullivan, 2002).

Most importantly, distance should not impact the need for direct communication and interpersonal bond between student and supervisor. Whether near or far, supervisor feedback is closely tied to students' performance and is a critical part of the practicum and/or internship experience. While supervision has always been an area of attention, little information is available concerning the challenges of supervising from afar. Distance does not reduce the supervisor's responsibility to provide the student with the guidance and oversight necessary to insure the development of essential skills and competencies.

The Internet Logging System (ILS)

Whether in the next town, county or state, student activity logs serve as a written record of the quantity and quality of experiences students undertake during their field training. Whenever students are completing their field work in settings far from their university supervisor, activity logs may serve a critical role in recording the students' skills and also provides a way to ensure that client's needs are effectively met in a manner consistent with legal and ethical mandates.

One tool which has been shown to be effective in addressing such concerns is a web-based, password secure electronic logging system designed for students, field supervisors and university trainer involved in school or clinic-based practicum or internship training experiences. Hinkle's (2002) Internet Logging System (ILS) is a logging system that provides records and reports both qualitative and quantitative data in each operationally defined service categories based on: consultation, intervention, assessment, conferences/staffing, in-service training, research/program evaluation, supervision, documentation, and other miscellaneous records.

Each service category is subdivided into defined service activities (e.g., consultation with teacher, with parent, administrator or with other agency personnel). Data are entered into the ILS according to date, length of activity, service category, activity type, consumer age, race/ethnicity,

and gender. Information is chronologically ordered on the student Activity Log, which also provides cumulative time in activities as well as number of data entries. The Detail Log automatically calculates the total and percent of time spent in service category and subcategory. Demographic data of the person/group receiving psychological services also may be recorded.

ILS data are easily transported. It can be printed as a hard copy, e-mailed, or directly inserted into electronic portfolios. The ILS also is available online, allowing site and university supervisors "real-time" review of student field experiences. University supervisors can monitor student progress and experiences from any PC location, allowing trainers to adjust student field activities to comply with program and accreditation standards. The ILS provides trainers with a concise but comprehensive record of each student's field activities as well as a clear delineation of the services offered at various field placements, thus affording a more exact student-site match.

The best measure of any supervisory tool is whether those who utilize it find it efficient and effective. The following sections detail the impression and reflections of the ILS from a university trainer, a site supervisor, and a graduate student in a year long internship in a site distantly removed from her university.

A University Supervisor's Experience - Maryann Santos de Barona

My association with the Internet Logging System has involved both field work and internship experiences over the past year. The ILS has helped transition the task of documentation, often perceived by students as a laborious chore of questionable value, to a dynamic activity where information could be regularly used for both review and planning.

Field Work

Before completing their course of study, students in the School Psychology Program at Arizona State University are required to demonstrate that they have completed fieldwork experiences in assessment, intervention, and consultation at the individual, group, and systems levels. Although specific field work is identified to help students fulfill these requirements, additional individualized field experiences may be developed to meet students' needs and interests. The multifaceted requirements necessitate detailed logs and

“The best measure of any supervisory tool is whether those who utilize it find it efficient and effective.”

CONTINUED ON PAGE 132

summaries to ensure the completion of necessary hours and required activities in each mandated area. The ILS was useful during, and at the completion of, such experiences. Not only did the ILS take over the task of computing the time accrued in required experiences, but it quickly became an invaluable tool for both supervisor and supervisee for reviewing and planning activities. Additionally, it helped the supervisor evaluate the degree to which placement settings provided the needed experiences. A description of how this occurred follows.

Prior to scheduled supervision sessions, field work students emailed the supervisor their updated logs for review. The logs provided a detailed list of activities which also were categorized in summary form. Thus, before the beginning of a supervision session, both supervisor and student were aware of general progress toward field work goals as well as the details of the student's activities. This information enabled a more informed discussion of problems and issues rather than a simple recitation of activities. Students reviewed the information and were better able to organize their agenda for each supervision session. The logs permitted me, in my role as supervisor, to determine if the student was on track with requirements, and it served as a catalyst for discussion and feedback. I often found the objective information facilitated the process and enabled students to identify for themselves areas that required greater attention. As a result, supervision sessions were more productive.

Students' prior experience with field work documentation involved a handwritten log that was often viewed as cumbersome, especially when calculating total hours in activity subcategories. Students reported that the ILS was a time-saver, enjoyed its ease of use and accuracy, and perceived the up-to-date real-time summary of experiences helpful in determining their progress in meeting experiential requirements. The ILS also freed up time for other experiences, permitting them to concentrate on more substantive, content-based aspects of their field work.

A true indication of the ILS's utility occurred early in the semester when I was contacted about the ILS by other faculty supervising field work. Their students, unaware that I was the only faculty piloting the system, wanted to use the ILS in their new field work and had expressed reluctance to return to handwritten logs.

Internship

Internship is a capstone experience which

ensures that students have obtained the knowledge and skills necessary to effectively provide school psychological services. Successful completion of the internship is necessary for graduation. As a supervised experience, it also enables interns to meet the diverse requirements of regulatory organizations such as state licensing boards and education certification agencies. Both program and regulatory groups require that interns be involved in a variety of activities in a highly supervised setting that provides opportunities for learning and regular interaction with supervisors and other interns. Therefore, careful documentation is critical.

Internship is an intense experience requiring significant expenditures of time and energy. Too often, many young professionals often eagerly involve themselves in their settings, only to find themselves exhausted physically and mentally. In this culminating experience, they are challenged to balance the pressures of a demanding setting whose needs may not be perfectly aligned with internship objectives. Some may lose sight of the goals outlined in the internship agreement in their efforts to meet critical needs of administrators, teachers, parents, and children. Since by definition the world of school psychologists is laden with paperwork to meet federal and state requirements, internship documentation needs may become secondary. However, for interns who will be required to provide evidence of completion of a specific set of activities (i.e., for licensure, certification, and program graduation, accurate documentation is critical).

The ILS was used with students participating in local and distant internships. It was found to be valuable in each. For some interns, the categorization and tallying functions of the logging system provided immediate feedback as to whether the students were on track to meet internship objectives. In one situation, the log provided clear empirical evidence of activities, which, if unchanged, would prevent the intern from meeting the previously agreed upon goals. In the case of a student who was interning several time zones away, it was possible to easily view the logs online in order to review and insure progress. Such reviews provided important information and data which resulted in more efficient and focused phone communication.

In summary, I found the ILS to be a valuable tool which facilitated accuracy in recordkeeping and generated information critical for formative and summative evaluation activities.

CONTINUED FROM PAGE 132

InternLoggingSystem.com: Supervising Practicum and Internship Students From Afar

Internship Site Supervisor - Janie N. Franklin

The Internet Logging System (ILS) proved to be a valuable tool for the site supervision of interns. A daily log is readily available to the student, the university, and the site supervisor. It is an efficient system for collecting multi-purpose data needed to guide internship activities.

The ILS affords supervisors the convenience of accessing the systems from any Internet location to review critical information for guiding student activities. The Internet Logging System monitors an intern's hours and helps the site supervisors ensure that the intern's program is well-rounded with sufficient rotations to meet APA and NASP requirements. In addition, a quick review of the student's Activity and Detail log provides the site supervisor with information concerning the completion of assessments and meetings. The ILS also helps document whether the special education department is meeting state and federal regulatory timelines.

The ILS provides for hard and email copying of logs which can be filed as permanent records along with required signatures. On-line access assures that back-up copies can easily be obtained, should documentation for state licensure or certification be requested. Not only does the ILS format allow for efficient retrieval of information, but it is also legible and appealing to the eye. The ILS makes editing and reorganization of student logs simple and efficient.

As noted above, the ILS makes information that ensures the field supervisor is providing the practicing intern with a variety of responsibilities with a diverse student population readily available. In this regard, the ILS printout is useful when planning and assigning upcoming cases.

As a student and program evaluation tool, the ILS facilitated both formal and informal evaluations of interns in the areas the site supervisor is required to evaluate. In summary, the ILS helps ensure that school psychology trainees receive comprehensive experiences and supervision. The ILS system provides consistent monitoring which enables students' consequent growth needed to insure learning, self knowledge, and skill acquisition.

A Student's Perspective - Jennifer Elliott

My use of the Internet Logging System began when I entered my Ph.D. internship. As a student completing my internship far from the university training program at which I received my training, maintaining close contact with my university

supervisor presented a challenge. Regular face-to-face contact to discuss my internship experiences was impossible. The ILS provided a means by which my university and site supervisors could access my Activity and Detail logs in order to review the depth and breath of my experiences. After her on-line review of my logs, my university supervisor could contact my site supervisor or myself to discuss concerns regarding the time spent on specific services (e.g., assessment, counseling, research, or consultation), and to provide guidance concerning areas needing further development. Since my site supervisor also had on-line access to my logs, communication between her and my university supervisor concerning adjustments in my experiences was significantly enhanced. Such exchanges not only increased the range in services offered, but also provided an accurate description of the interactions I had with students of various age, gender, and ethnic backgrounds.

Because the ILS is web-based, I was able to access and update my logs through any computer with Internet access. This easy access feature allowed me to maintain my logs on a daily basis and helped ensure accurate and detailed documentation of my internship experiences. The ILS was easy to use, allowed for rapid recording of information, and provided a specific list of experiences converted into both total and percent of time spent in operationally defined service and subservice categorized. As a result, I could easily keep track of my hours and be certain they were synchronized with my internship contract.

The ILS also allowed me to download and print my logs at the end of my internship experience. Unlike handwritten logs, the ILS provided specific information regarding the quality and quantity of my internship experiences. Such detailed information should prove invaluable when I attempt to gain licensure in the future and will serve as ample evidence for any licensing board needing a clear picture of my internship experiences. Due to its ease of use and Internet accessibility, the ILS was an invaluable tool for tracking experiences and providing feedback to my program advisor and site supervisor.

Overall, the Internet Logging System was an efficient and effective way to document my internship activities and provide a comprehensive summary of my yearlong experience. Proof of its effectiveness was evident when several of my internship co-workers expressed an interest in using the ILS for documenting their experiences for

“The ILS affords supervisors the convenience of accessing the systems from any Internet location to review critical information for guiding student activities.”

CONTINUED ON PAGE 136

Thayer Conference 50th Anniversary

By Tom Fagan, Historian, Division 16 Historian, NASP, & Department of Psychology, University of Memphis

In August, 2004 we observed the 50th Anniversary of the historic Thayer Conference on School Psychology held August 22-31st, 1954 in West Point, NY. The occasion was especially interesting because the 2004 dates and days corresponded to those of Sunday thru the following Tuesday in 1954. This first national conference on the future of school psychology was sponsored by the Division of School Psychology, the APA, and the U.S. Public Health Service, under the able leadership of an Executive Committee of Bruce Moore (1891-1977), Frances Mullen (1902-1991), and T. E. Newland 1903-1992). The discussions and recommendations are summarized in the proceedings, *School Psychology at Mid-Century* (Cutts, 1955). Born in the year APA was founded, 1892, Norma Cutts was 63 years old when the proceedings were completed. She died in 1988, just 2 weeks before her 96th birthday.



Frances Mullen



T.E. Newland



Norma Cutts

At the time of the conference there were only about 1,000 school psychologists in the United States, working mainly in urban and suburban settings and working under 75 different job titles; females comprised 55-60% of the workforce; the service ratio was perhaps 1:36,000; starting salaries were in the range of \$3,000-\$5,000. There were 28 known training programs operating in the absence of recognized program standards, and no program accreditation was available. Only 20 states had any form of credentialing for school practitioners. There were less than a dozen state associations, no school psychology journals, and Division 16's membership was 318. The APA had approved its first code of ethics in 1953 and in comparison to contemporary conditions, the field of school psychology was devoid of professional standards and regulation. With perhaps a special education population of one

million, roles and functions were fairly traditional by contemporary standards, but not all practitioners were serving in predominantly psychometric roles. There was no IDEA, no FERPA, no NCLBA!

In stark contrast, we now live in a world of school psychology populated by perhaps 30,000 or more persons, more than 70% of whom are women, earning starting salaries of about ten times those of the 1950s, and working in a ratio of 1:2,000 or better. Virtually every school district in the country has the availability of services through various employment arrangements. We have more than 200 training programs, scattered across all but a few states, and operating under the approval of state and national guidelines and accreditation. With a special education population of more than 6 million, most school psychologists continue to serve in special education related roles but practice has expanded into many non-school settings, and services are more broadly comprehensive. (For contemporary demographic data see Curtis, Grier, & Hunley, 2004; Curtis, Hunley, & Grier, 2002; Fagan & Wise, 2000; Hosp & Reschly, 2002; Reschly, 2000). The internal and external regulations of the field are dominant forces in shaping training and practice.

The Thayer Conference participants made several recommendations related to the definition of the school psychologist, the number of practitioners needed, the comprehensive nature of their work, the growth of training programs and their accreditation by APA, the credentialing of school psychologists by state departments of education, and involvement of the Division of School Psychology in the professional development of the field. The most controversial recommendation was that calling for the two-levels of training, credentialing and practice, with non-doctoral practitioners being under the supervision of doctoral practitioners for most services and holding a title other than school psychologist.

With the current median age of school psychologists in the mid- 40s, few existing school psychologists were in the workforce at the time of the Thayer Conference. In fact, most were probably not yet born. Few persons in school psychology today are aware of the Conference or its significance. I was only 11 years old and a dozen years from considering a career in this field. By the time I entered training in the mid-1960s, there was

CONTINUED FROM PAGE 134

Thayer Conference 50th Anniversary

little recognition or discussion of the event. However, in retrospect, the recommendations emanating from the Thayer Conference helped to shape the development of the field, including the controversial issues that continue to divide the field, and shape the two worlds of school psychology in professional education and professional psychology.

The 50th Anniversary of Thayer is a reminder of how much has been accomplished since that time by thousands of school psychologists throughout the land. For an in-depth review of the Thayer Conference see a forthcoming issue of the *School Psychology Quarterly* in which will be discussed the organization and background for the conference and an evaluation of the progress made on its recommendations (Fagan, 2004).

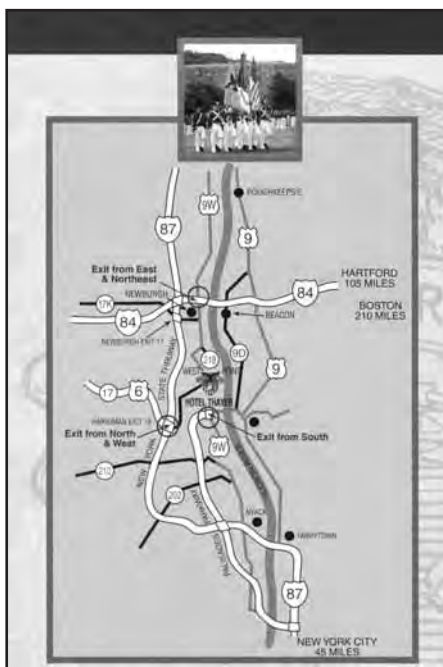
References

- Curtis, M. J., Grier, J. E. C., & Hunley, S. A. (2004). The changing face of school psychology. *School Psychology Review, 33*, 49-66.
- Curtis, M. J., Hunley, S. A., & Grier, J. E. C. (2002). Relationships among the professional practices and demographic characteristics of school psychologists. *School Psychology Review, 31*, 30-42.
- Cutts, N. E. (Ed.). (1955). *School psychologists at mid-century (A report of the Thayer Conference on the functions, qualifications, and training of school psychologists)*. Washington, DC: American Psychological Association.
- Fagan, T. K. (2004). *The 50th anniversary of the Thayer Conference: Historical perspectives and accomplishments*. Manuscript submitted for publication.
- Fagan, T. K., and Wise, P. S. (2000). *School psychology: Past, present, and future*. Bethesda, MD: National Association of School Psychologists.
- Hosp, J. L., & Reschly, D. J. (2002). Regional differences in school psychology practice. *School Psychology Review, 31*, 11-29.
- Reschly, D. J. (2000). The present and future status of school psychology in the United States. *School Psychology Review, 29*(4), 507-522.

This article is being published simultaneously by the NASP Communique and the Division 16-APA newsletter, *The School Psychologist*. Appreciation is expressed to Rik D'Amato, editor of the *School Psychology Quarterly*, for permission to publish this article while the Thayer Conference manuscript is under review.



The Hotel Thayer



Hotel Thayer location

“... the Thayer Conference helped to shape the development of the field, including the controversial issues that continue to divide the field, and shape the two worlds of school psychology in professional education and professional psychology.”

certification and licensure. As such, I believe the ILS will continue to be of value to me not only during my internship, but also during supervision required for professional licensure.

Internet Logging System: An Effective Supervisory Tool

The internship represents the pinnacle of training in school psychology, and is noted by both the APA (American Psychological Association, 1981, 1992) and NASP (National Association of School Psychologists, 1994, 1997) as essential to the professional development and practice of school psychologists. As a means of enabling and evaluating school practicum and internship experiences, the ILS serves as an effective tool for delivering supervision to clinical and school psychology students who are in field placements near or far away from their on-campus supervisor. Through the addition of new technological features, communication and accessibility between the university supervisor, site supervisor, and the student can be extended to a global delivery system far beyond their own catchment area.

As a supervisory tool, the ILS allows supervisors to mentor students in the critical skills and competent practice. Indeed, the vitality of school psychology may rest with advancements in technology that insure both the competence and the commitment of both the student and the supervisor whether they are in the same site, or distant site.

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

References

- American Psychological Association. (1998). Specialty guidelines for the delivery of services by school psychologists. *American Psychologist*, 36, 670-681.
- American Psychological Association. (1990). *Guidelines for providers of services to ethnic, linguistic, and culturally diverse populations*. Washington, DC: Author.
- American Psychological Association. (2002). *Guidelines and principles for accreditation of programs in professional psychology*. Washington, DC: Author.
- Cobb, C. (1995). Best practices in defining, implementing, and evaluating educational outcomes. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology-III* (pp. 325-336). Washington, DC: National Association of School Psychologists.
- Conoley, J. C., & Sullivan, J. R. (2002). Best practices in the supervision of interns. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology-III* (pp. 131-144). Washington, DC: National Association of School Psychologists.
- Greban, S. E. (1991). Interpersonal aspects of the supervision of individual psychotherapy. *American Journal of Psychotherapy*, 45, 306-316.
- Harvey, V. S. & Struzziero. (2000). Interview noted in the *NASP Communiqué*, Volume 29(1), concerning their book *Effective supervision in school psychology*.
- Hoffman, L. W. (1994). The training of psychotherapy supervisor: A barren scape. *Psychotherapy in Private Practice*, 13, 23-42.
- Hinkle, K. T. (2002). *InternetLoggingSystem* (computer software). Brooklyn, MI: Above Technologies.
- Hinkle, K. T. (2003). *InternetLoggingSystem.Com*. An analytical tool for students and program evaluation. In *Trainer's Forum: Periodical of the trainers of school psychologists*, 22(4), 1-4.
- National Association of School Psychologists. (1994). *Standards for training and field placement programs in school psychology*. Washington, DC: Author.
- National Association of School Psychologists. (1997). *Principles for professional ethics*. Bethesda, MD: Author.
- National Association of School Psychologists. (2000). *Standards for school psychology training programs*. Washington, DC: Author.
- Watkins, C. E. (1997). Defining psychotherapy supervision and understanding supervisor functioning. In C. F. Watkins (Ed.), *Handbook of psychotherapy supervision* (pp.603-616). New York: Wiley.

Division 16 Needs Your Votes!

In early November you will receive an apportionment ballot from APA; this vote will determine division and state representation on the governing body of APA: the Council of Representatives. You will have 10 votes to allocate. Please allocate your votes to Division 16 to ensure that we can represent your interests at APA Council! Council also has the responsibility for choosing membership on many of the governing boards of APA and the impact of your apportionment ballot cannot be overstated-please do not toss it-vote, and allocate 10 for 16. Help us keep School Psychology and children's needs at the forefront of APA policy.

Book Review

A review of Moss, W.L. (2004). *Children Don't Come with an Instruction Manual: A Teacher's Guide to Problems that Affect Learners.* NY: Teachers College Press

Rosemary Flanagan, Ph.D., ABPP, Adelphi University

This book was written for teachers by a practicing school psychologist. Dr. Moss' goal was to write a book that could be a resource guide to teachers and ultimately help them be more effective and discerning consumers of school psychological services. Teacher training, like school psychology training, is a very full curriculum, and in recent years it has become more apparent that although teachers are fairly well-trained with regard to classroom management, their general knowledge and understanding of children from a psychological perspective lags. Functions of this book could be to assist teachers when deciding whether a child's behavior is of concern in the first place, to simply discuss a child with the school psychologist, or proceed with a formal referral.

Dr. Moss is to be credited for not oversimplifying children and their psychological needs. Although she often recognizes in the book that effective interventions do not always need to be complex, she clearly conveys by the use of examples, that simple answers should not always be accepted.

By using case examples, she presents the material in a thought provoking manner, and then proceeds to explain that more often than not, there are several scenarios to consider in any given situation. Especially interesting in this volume is her returning to the use of the same two case examples (among others) in every chapter; this effectively illustrates that children's problems are not discrete and that no matter how much experience one has, there is a process of clinical decision making that involves considering multiple alternatives in turn. For example, most school psychologists have had the experience of a teacher expressing concern about a child who is having attentional problems. Dr. Moss carefully explained that Attention-Deficit Hyperactivity Disorder is one possible explanation, and that other problems share common features with ADHD. In fact, she repeatedly points out that disorders have features in common, and does not attempt to simplify the process of differential diagnosis. The clinical

thinking processes involved in making differential diagnosis are illustrated, and in particular, the notion of ruling out possible explanations. Also of significance is her inclusion of research findings in every chapter. Not only does this demonstrate to educators that there is a specialized knowledge base and a science of school psychological practice, it presents evidence about what is true about children and their functioning and what are simply popular myths, as well as which practices are effective and which are not. This is extremely important, as this manner of thinking and professional functioning often runs contrary to what is common in public schools, which is to assess and intervene, with limited systematic follow-up and evaluation.

The book is organized into eight chapters, the first of which is an introduction to understanding children and thinking about them differently. Chapters 2 through 7 address an array of childhood problems and concerns that teachers are likely to face some time in their careers. A good deal of factual materials, such as diagnostic criteria for DSM-IV, TR (American Psychiatric Association, 2001), and research findings are presented. The topics (which are all subdivided further) include: cognitive and learning issues, trauma and stress, violence, bullying, family concerns, various internalizing and externalizing disorders, pervasive developmental disorders, and low incidence disorders. The final chapter addresses viewing children in a positive light, and offers some practical suggestions to educators that might lead to a better school experience.

The book is well-written, contains little jargon, and is timely. It is a wonderful example of something urged by professional psychology in general, which is to "give psychology away".

References

- American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders, text revision*. Washington, DC: Author.
- Moss, W.L., (2004). *Children Don't Come with an Instruction Manual: A Teacher's Guide to Problems that Affect Learners*. NY: Teachers College Press.

“Functions of this book could be to assist teachers when deciding whether a child's behavior is of concern in the first place...”

Galton Redux.

Review of Davidson, J., & Davidson, B. (2004). *Genius denied: How to stop wasting our brightest young minds.* New York: Simon & Schuster.

A. Alexander Beaujean
University of Missouri-Columbia

It is abundantly evident that the leading men of science have not been made by much or regular teaching. They craved for variety. Those who had it, praised it; and those who had it not, concurred in regretting it. There were none who had the old-fashioned high-and-dry education who were satisfied with it. "Those who came from the greater schools usually did nothing there, and have abused the system heartily" (Galton, 1874, p. 345).

More than 130 years ago, Francis Galton noted the trouble in educating the intellectually precocious. To him, it appeared as if those with above average intellectual capabilities did not benefit from traditional education; but, it appears as if his pleas were largely ignored because nearly 100 years later, Burt (1963) echoed the same sentiments:

"I should like to insert a special plea for a more adequate recognition of the needs and the numbers of those I have called the 'exceptionally gifted'. They form a group who constitute one of the nation's most valuable assets, and whose special educational requirements have hitherto been grossly neglected... Such highly gifted individuals must therefore feel as much out of place in the ordinary grammar school as the grammar pupils would in a class of dull and backward youngsters; and this is fully borne out by evidence gathered from such youngsters while still at school, or later on when, as adults, they have reported or recorded their school experiences" (emphasis in original, p. 186).

Fast forward to 2004. After many inquiries into human mental faculties and much legislation passed in hopes of better serving the educationally exceptional, has the situation changed? According to the Jan and Bob Davidson, authors of *Genius Denied*, the answer is a resounding, no! Consequently, they spend more than 180 pages trying to explain why gifted education has not, by and large, been effective, and what educational professionals and the parents of the intellectually

talented can do about this situation.¹

Although not designated as such, the Davidsons split their text into two parts. The first is largely spent bemoaning the education of many intellectually talented individuals:

"Schools do not challenge their most intelligent students. And not only do they not challenge their gifted students, they push them back towards the middle, lauding doctrines of "socialization" and radical egalitarianism, which deny that some children learn faster than others" (p. 17).

Unabashedly, they spend the majority of the initial section delineating conceptual errors in modern education (especially as they concern gifted students) and in supplying the reader with multiple anecdotes of gifted students who were "misserved" by their particular schools. Especially poignant is their segment on the ineffectiveness of mainstreaming gifted students with their same-age peers. One need only peruse the literature on ability grouping and gifted individuals to understand the Davidsons' point.

Programs of enrichment and acceleration, which usually involve the greatest amount of curricular adjustment, have the largest effects on student learning. In typical evaluation studies, talented students from accelerated classes outperform non-accelerated of the same age and IQ by almost one full year on achievement tests. Talented students from enriched classes outperform initially equivalent students from conventional classes by 4 to 5 months on grade equivalent scales (Kulak, 1992; cf. Bleske-Rechek, Lubinski, & Benbow, 2004; Kulik, & Kulik, 1992).

As brazen as they are in writing of why homogenous grouping tends to fail the gifted, the Davidsons then grow quite timid in writing of race representation and the role of genetics. This is unfortunate, because their timidity seems not to stem from lack of knowledge (their bibliography is a formidable compendium of gifted research, some of

CONTINUED FROM PAGE 138

Galton Redux. Review of Davidson, J., & Davidson, B. (2004). *Genius denied: How to stop wasting our brightest young minds*. New York: Simon & Schuster.

which explicates these very issues), but rather just a fear of broaching these particularly contentious topics. Consequently, the reader is subjected to tiresome meanderings about how “genius does not discriminate” or “we don’t know what part of intelligence is due to nature or nurture” (p. 74), even though it is implicit throughout their text that they hold to a partially heritable view of intelligence.² It would have behooved the authors to explicate their premises, explain why they hold them, and then move-on from there instead of forcing the reader to look elsewhere to gain an understanding of these issues (e.g., Burt, 1961). Still, despite their wavering, they do show a general understanding of the science of mental ability (Gottfredson, 1997) and how it influences the intellectually gifted, thus making the substance betwixt their exhortation and equivocation more palatable than not.

After their initial, often pessimistic, review of modern gifted education, the Davidsons abruptly switch both their tone and their focus. In the second section of their book, they take on the role of active optimists, giving what amounts to a book-length pep talk trying to motivate parents and the educational establishment to remedy the current ills involved in gifted education. As they do not write the book for professionals per se, the crux of this section is devoted to purposeful anecdote (i.e., selected success stories that not-so-subtly convey how the Davidsons envision free and appropriate gifted education). Nonetheless, the major highlight of this second section’s chapters is not the stories (as interesting as they might be), but their two-pronged focus for changing gifted education: developing multisystemic supports that incorporate the importance of individual differences.

The crux of the Davidsons’ contention (although not particularly original; see Benbow & Stanley, 1996) is that for gifted students to make full use of their abilities, it will take an integrated system of supports, coming from schools, parents, and the community in general. Arguably, most school psychologists are already well aware of the need to look at the needs of exceptional students from a multisystemic perspective (e.g., Strein, Hoagwood, & Cohn, 2003), so the real value of the Davidsons’ work, following Galton (1883) and his London School successors (Jensen, 1998; Hearnshaw, 1964), comes from their repeated emphasis on individual differences. Gifted students, like most any other group defined by a single psychological construct, are a heterogeneous group, and the idea that one type of gifted program will fit all is fatalis ab initio. Thus lies what seems to be the purpose of the Davidsons’ entire volume: “True social justice means providing an education that challenges all students to the extent of their abilities—gifted children included” (p. 23).

The book ends with the Davidsons giving multiple pages of advice to parents and educational professionals. The advice for educational professionals ranges from the highly intuitive (e.g.,

Setting the standard—again.



The *Behavior Assessment System for Children* (BASC) is renowned for its accuracy, comprehensive content, and ease of use.

Now, we’ve set a new standard. The BASC-2 raises expectations with a wealth of details. Practitioners like you will appreciate new norms standardized on current census data, new items that help you test for a broad range of disorders, and new improved software to save you time when calculating scores and writing reports.

BASC-2. Why would you settle for anything less?

Call 800-328-2560 for more information.

BASC-2



Your vision. Our resources.

800-328-2560
www.agsnet.com

©2004 AGS Publishing. AGS Publishing is a trademark and trade name of American Guidance Service, Inc. 401-15.01r_SB02r

CONTINUED ON PAGE 140

CONTINUED FROM PAGE 139

Galton Redux. Review of Davidson, J., & Davidson, B. (2004). *Genius denied: How to stop wasting our brightest young minds*. New York: Simon & Schuster.



“It appears that over 100 years after Galton noticed the lackluster education available for the intellectually gifted that not much has changed in the way the education system handles their exceptionality.”

take a post-secondary class on gifted education) to the almost fanciful (e.g., lobby your school district to create a magnet school), and contains little that one does not obtain in rudimentary graduate training. Conversely, the parallel section for parents is chalked full of practical advice, all centered on an empowering theme of being proactive and taking control over their own children's education.

Conclusion

It appears that over 100 years after Galton noticed the lackluster education available for the intellectually gifted that not much has changed in the way the education system handles their exceptionality. Consequently, just as Galton wrote that it would behoove education to acknowledge that these students have special needs, so too do the Davidsons. The difference is that the Davidsons do so via an easily readable opusculum that any school psychologist should feel free to reference or lend to the parents of intellectually prodigious progeny or nescient school administrators. It might not completely change the way the educational system handles gifted students, but it is at least taking a needed step in the right direction.



References

- Benbow, C. P., & Stanley, J. C. (1996). Inequity in equity: How current educational equity policies place able students at risk. *Psychology, Public Policy, and Law*, 2, 249-293.
- Bleske-Rechek, A., Lubinski, D., & Benbow, C. P. (2004). Meeting the educational needs of special populations: Advanced Placement's role in developing exceptional human capital. *Psychological Science*, 15, 217-224.
- Burt, C. (1961). The gifted child. *The British Journal of Statistical Psychology*, 14, 123-139.
- Burt, C. (1963). Is intelligence distributed normally? *The British Journal of Statistical Psychology*, 16, 175-190.
- Eysenck, H. J. (1995). *Genius: The natural history of creativity*. New York: Cambridge University.
- Galton, F. (1874). On men of science: Their nature and nurture. *Nature*, 9, 344-345.
- Galton, F. (1883). *Inquiries into human faculty and its development*. London: Macmillan.
- Gottfredson, L. S. (1997). Mainstream science on intelligence: An editorial with 52 signatories, history, and bibliography. *Intelligence*, 24, 13-23.
- Hearnshaw, L. S. (1964.) *A short history of British psychology: 1840-1940*. London: Methuen.
- Jensen, A. R. (1998). Jensen on "Jensenism." *Intelligence*, 26, 181-206.
- Kulik, J. A. (1992). *An analysis of the research on ability grouping: Historical and contemporary perspectives* (RBDM 9204). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.
- Kulik, J. A., & Kulik, C-L. (1992). Meta-analytic findings on grouping programs. *Gifted Child Quarterly*, 36, 73-77.
- Simonton, D. K. (1999). Talent and its development: An emergenic and epigenetic model. *Psychological Review*, 106, 435-457.
- Strein, W., Hoagwood, K., & Cohn, A. (2003). School psychology: A public health perspective I: Prevention, populations, and systems change. *Journal of School Psychology*, 41, 23-38.

Footnotes

1. A note about nomenclature. Although the Davidsons use the term *genius*, it is a bit of a misnomer as their text focuses not on geniuses, but on the intellectually precocious, of which genius is a special subset (Eysenck, 1995). In keeping with Eysenck's semantics and the apparent purpose for which the Davidsons penned this tome, this review will eschew the term *genius*.
2. As Simonton (1999) notes, it would be a cruel activist who did not believe in the partial heritability of intelligence, yet advocated for separate education of the gifted. If one holds that differentiation in ability is solely due to environmental differences, then to advocate that those with an ostensibly privileged upbringing should be educated differently than his/her same aged peers smacks of an unprofessional elitist educational politic.

members are asked to vote

Division 16 members are asked to vote
on the following bylaw change:

The inclusion of the position of Historian in the Division 16 EC by-laws.

This bylaw change was submitted by Dr. Tom Fagan and was unanimously approved by the Division EC on July 29th at the annual EC meeting at the APA conference in Honolulu, Hawaii.

Position description:

Historian

A. Overview: The Historian serves as an ex-officio, non-voting member of the Division's Executive Council (EC). The appointment of the Historian is for a three-year term and approved by the EC upon the recommendation of the current Division President. There is no restriction on the number of times a person may be reappointed. The Historian serves the Division by:

1. Assisting in the gathering and maintenance of important Division records either in the possession of the Historian, or the possession of the APA Archives and the Archives of the History of American Psychology (AHAP)
2. Maintaining correspondence with the APA and AHAP Archives
3. Preparing occasional papers for publication and/or presentations related to the Division's history and its prior leadership
4. Providing historical input and perspective on Division issues
5. Collaborate with other historians of psychology and related groups

B. Meeting Attendance: The Historian shall be invited to attend the annual convention meeting of the EC, at which time a brief annual report shall be submitted as part of the agenda materials. Other meetings are attended only at the request of the Division President.

C. Budget and Planning: An annual budget shall be submitted according to the usual budget process.

D. Exchange of Materials: The Historian shall distinguish between his/her personal records and those officially provided him by the Division. Upon the appointment of a new Historian to the Division, the EC shall instruct the outgoing Historian as to whom the latter records are to be conveyed (e.g., incoming Historian, APA Archives, AHAP).

YES I approve this bylaw change

NO I do not approve this bylaw change

Please detach this ballot and send to Angeleque Akin-Little; University of the Pacific; Department of Educational and School Psychology; 3201 Pacific Avenue; Stockton, CA 95219 by December 15, 2004.



members are asked to vote

Angeleque Akin-Little
UNIVERSITY OF THE PACIFIC
DEPARTMENT OF EDUCATIONAL AND SCHOOL
PSYCHOLOGY
3201 PACIFIC AVENUE
STOCKTON, CA 95219

Executive Committee

Summary of Executive Committee (EC) meeting of Division 16 American Psychological Association Honolulu, Hawaii July 29, 2004

Motions passed:

- (1) Cecil Reynolds, president, discussed a draft proposal written with Ron Palomares regarding policies of zero tolerance. The proposal asks the APA board of directors to allocate money for a six-person task force to look at developing principles for implementation of these policies that benefit children instead of penalizing children with this policy. This proposal was unanimously approved by the EC.
- (2) Tom Fagan asked for the approval of the Historian position. The proposal to make the historian's position an ex-officio member of the board was unanimously approved (see tear out ballot this issue).
- (3) It was moved and seconded to make it an official policy that if expenses were to be reimbursed they must be submitted within 90 days. This was unanimously approved. Reimbursements not received within 90 days of incurring expense have to be approved by a vote of the EC.
- (4) It was moved by Deborah Tharinger that the Division 16 Executive Committee approve a "statement of consensus" indicating approval of the concepts contained in Draft #10 of "Joint Acknowledgements and Recommendations on the Practice of School Psychology in the Schools by Certified/Licensed School Psychologists and Licensed Psychologists". The motion was seconded and passed unanimously. Deborah then moved that the EC, in collaboration with NASP, appoint a Joint Task Force to pursue the explication of school practice competencies that can accompany the first document. It was mentioned that NASP has appointed Bell Doll in this capacity to represent NASP. Following the discussion, Cecil suggested that he, Deborah, and Ron Palomares work together on this appointment.

CONTINUED ON PAGE 146

The new KTEA-II Pointing the way to remediation



Did you know that the *Kaufman Test of Educational Achievement, Second Edition* (KTEA-II) now includes a wider range of achievement areas for better remediation?

Authored by Drs. Alan and Nadeen Kaufman, it offers:

- Enhanced error analysis to help inform instruction
- Alternate forms that allow you to document progress
- Easy administration, with novel tasks designed to motivate low-functioning students, including an innovative measure of written expression

Contact us today for more information.

Available Now!

KTEA·II



Your vision. Our resources.

800-328-2560
www.agsnet.com

Student Affiliates of School Psychology (SASP)

SASP Officers

2004-2005

Kisha M. Haye
President
University of Nebraska-Lincoln

S. Andrew Garbacz
President-Elect
University of Nebraska-Lincoln

Kelly Brey Love
SASP Liaison Officer
University of Nebraska-Lincoln

Cae'sare Collie
Convention Chair
Florida State University

SASP: The future of School Psychology

Kisha Haye, SASP President
University of Nebraska-Lincoln

This is an exciting time to be a student in the field of school psychology as significant issues within the field are being discussed. Student Affiliates of School Psychology (SASP) offers a chance to communicate with students around the country and to provide a student voice at the national level within organizations such as Division 16, American Psychological Association for Graduate Students (APAGS), and the School Psychology Leadership Roundtable. We are in a great position to have input into the future of school psychology training, to collaborate with leaders in the field, and to impact the future of school psychology as a profession.

The previous leadership of SASP has worked hard to develop a solid foundation of student leadership and a national student organization with a voice. As the new president of SASP, I hope to continue in the tradition by building upon previous successes, extending the endeavors that SASP undertakes, and continuing to build an awareness of SASP and what this organization has to offer. One of the main goals of this year is to continue to expand communication between the national organization and local SASP chapters. Above and beyond that, SASP will be working to develop a networking system of current and past SASP members. The goal of this project is to provide a resource for school psychology graduate students who are embarking on their final training years or entering the work force. In order to achieve the goals of SASP and to maintain the influence that we have developed, it is important that students become active participants at the national and local level by joining the national SASP organization and by establishing local chapters. SASP chapters can be established by completing an application located on the SASP website (www.sasp.addr.com) and in SASP News. There is also information provided about individual membership. Please encourage graduate students to become student affiliates of Division 16. If a graduate training program is interested in starting a local chapter, SASP will assist with the

establishment and development of that chapter.

SASP continues to make a presence within the American Psychological Association (APA) and the student organization APAGS. For the second year in a row, we were the only graduate student organization to have a student representative, Teri Nowak (past SASP Liaison Chair), present at the APAGS Spring Consolidated Meeting. Ms. Nowak continues to form a collaborative relationship between SASP/Division 16 and APAGS. This is a positive step towards building relationships with other student organizations within APA. APAGS is developing a Division Student Representative Network (DSRN). The DSRN would provide a forum for addressing the goals of increasing student membership and leadership within the various divisions and within APAGS. The group would also seek to enhance professional development through networking, collaborations, and mentoring. Our current participation with APAGS has put SASP at the forefront of this venture.

SASP continues to provide professional development opportunities to students through various outlets. A priority of SASP is to enhance the development of students in school psychology so that we can best serve the needs of children and their families. SASP is involved in the future of school psychology at many levels: providing research and writing opportunities to students (e.g., SASP mini-convention at APA and SASP News), creating opportunities to develop professional relationships at the local and national level, and representing school psychology graduate students at a national level in organizations such as Division 16, APAGS, and the School Psychology Leadership Roundtable.

SASP held its own student mini-convention at the annual APA meeting in Honolulu this year. SASP has held a student convention the past few years, encouraging student participation and interaction. This year's SASP 2004 Convention, held in the Division 16 Hospitality Suite, was an exceptional experience. There was a great turnout of students

Join the SASP Listserv Today!

To Subscribe, send a message to the following address (leaving the "subject" line blank): listserv@lists.apa.org

In the content of the e-mail, type the following:
sub SASP-D16 <First Name>
<Last Name>.
For example:
sub SASP-D16 Jane Doe

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

To post a message to the listserv, send it to the following address: SASP-D16@LISTS.APA.ORG

Javier I. Rosado
Diversity Affairs Chair
Florida State University

Michael J. Persampieri
Membership Chair
University of Nebraska-Lincoln

Reagan Rinderknecht
Communications Chair/
SASP News Editor
Oklahoma State University

David M. Shoemaker
Technology Chair
University of the Pacific – Stockton, CA

CONTINUED FROM PAGE 142

SASP: The future of School Psychology

from various school psychology training programs. The student research presented at the conference included: Examining the relationship between perceived life chances and academic striving (Kover, Roberts, & Scott, 2004); Identifying Puerto Rican gifted students (Rosado & Pfeiffer, 2004); Pervasiveness of g in a college sample with math difficulties (Beaujean, Knoop, McGlaughlin, & Holliday, 2004); Resilience among urban youth and their caregivers: A qualitative exploration (Tamis & Payne, 2004); and Linking hope and big five dimensions in adolescence (Steinberg, 2004). The student convention also included a faculty panel discussion: Issues related to diversity in the field of school psychology. Dr. Susan Sheridan discussed issues related specifically to conjoint-behavioral consultation and partnering with families. Dr. Mary Clare focused on understanding human diversity within oneself and within the populations we work with. Thank you to Drs. Sheridan and Clare for sharing their knowledge and time with SASP. Thank you to the students who presented as well as those who participated in the convention. Additionally, SASP would like to extend a special thank you to the generous donations provided by Psych Corp and to Dr. Lea Theodore for her support and assistance with the convention.

SASP continues to be indebted to the members of the Executive Committee for Division 16, especially to Dr. Tanya Eckert (Vice President for Membership), Dr. Sharon Missiaen (out-going Treasurer), and Dr. Cecil Reynolds (President), for their continued support and guidance. As declared in past years, SASP is an organization that offers many professional development opportunities for students who are completing their graduate training in school psychology. Please encourage students to join this tradition by becoming a member and spreading the word about SASP!

Visit SASP on the web at:
www.sasp.addr.com

**“SASP
continues to
be indebted
to the
members
of the
Executive
Committee for
Division 16”**



People & Places

Angeleque Akin-Little, University of the Pacific

- Bruce Bracken and Joyce Van Tassel-Bask of The College of William and Mary received a grant from the Jacob K. Davits Program (July 1, 2004). Project Clarion: An Integrative Curriculum Scale-Up to Promote Scientific Conceptual Understanding in Promising Young Children was funded for \$3,000,618, and will use the Bracken Basic Concept Scale and Bracken Concept Development Program as part of a five-year study to promote science concept development among young children. Project Clarion overlaps in focus and locations with Van Tassel-Baska's and Bracken's Project Athena, a five-year, \$3M language arts curriculum scale-up using the Universal Nonverbal Intelligence Test in part for the identification of high functioning/gifted minority students in Title One schools.
- At age 67, Robert Woody, Professor of Psychology at the University of Nebraska at Omaha, used five months of his sabbatical to complete the Basic Police Academy at the Pat Thomas Law Enforcement Academy (Tallahassee). He served as President of his 47-member class. After graduation, he went on to complete the School Resource Officer training program offered by the Florida Office of the Attorney General. Dr. Woody plans to use the law enforcement training in his teaching in the UNO School Psychology Program. A long-time school psychologist (and Fellow of Division 16), Dr. Woody is conducting research on bullying and child/youth violence, as well as developing strategies for strengthening the interface between schools and law enforcement agencies.
- Bruce Bracken, President of the International Test Commission, and Tom Oakland (Past-President) co-hosted the Fourth International Conference of the International Test Commission. The conference, Equitable Assessment Practices: Building Guidelines for Best Practices, was held in Williamsburg, Virginia (October 7 - 10, 2004). Information about future conference registration, venue, and sponsors may be found at www.ITC2004.COM.
- Dr. Tam O'Shaughnessy, Associate Professor of School Psychology at San Diego State University was granted tenure. Congratulations, Tam!
- Bruce Bracken and Lori Keith published a new comprehensive behavior rating scale with **Psychological Assessment Resources**. The Clinical Assessment of Behavior (CAB) includes a wide range of behaviors across both clinical and adaptive scales and clusters, and is intended for use in both school and clinic settings.
- The School Psychology program at Lehigh University is pleased to announce the addition of Maura Roberts, Ph.D. to the faculty. Dr. Roberts will be an Adjunct Professor of School Psychology and will coordinate the pre-doctoral internship in School Psychology at the Centennial School (an approved private school for students with behavior disorders)."



Please send all submissions to:
Aakinlittle@Pacific.edu



The American Board of School Psychology (ABSP) is pleased to announce a scholarship program, which will be used to partially defray the costs in obtaining the ABPP Diploma in School Psychology. The ABPP Diploma is a post-licensure credential that is the highest credential that a professional psychologist can obtain. School psychologists must meet the same requirements as those applying for board certification in other specialty areas. In order to be considered for a scholarship, applicants must apply for the Diploma through the American Board of Professional Psychology (www.ABPP.org) and have their credentials reviewed and approved by the ABPP Central office. Scholarship recipients will then be selected from those whose credentials are acceptable to the ABPP Central Office.

Please contact Rosemary Flanagan (Flanagan@Adelphi.edu; (516) 877-4743) or David McIntosh (demcintosh@bsu.edu; (765) 285-3633) for further information.

Interested individuals are also encouraged to visit the ABPP website (www.ABPP.org).

CONTINUED FROM PAGE 141

Summary of Executive Committee (EC) meeting of Division 16 American Psychological Association
Honolulu, Hawaii July 29, 2004

“There was an unexpectedly high rate of attendance of the 2004 APA meeting; higher than Chicago and Toronto.”

Award Winners:

DISSERTATION AWARD: Marsha Luckenbill from the University of South Florida, Kathy Bradley-Klug and George Batsche co-chaired dissertation.

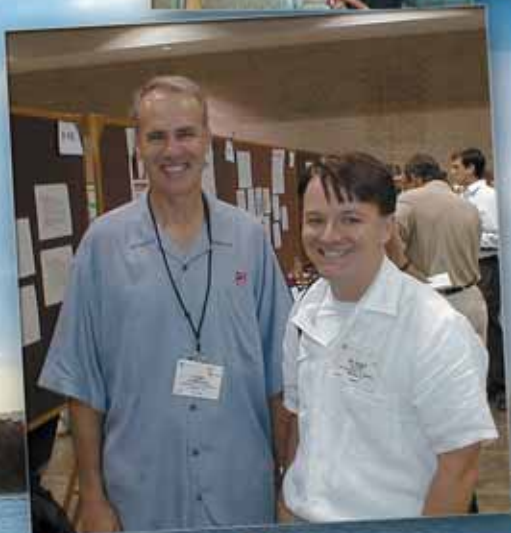
LIGHTNER WITMER AWARD: Richard Gilman from University of Kentucky. Two honorable mentions Sandra Chafouleas and Susan Swearer.

There was no JACK BARDON AWARD this year.

SENIOR SCIENTIST AWARD: Dr. Timothy Keith; Sandy Christenson won the award for article of the year from SPQ and Timothy Keith won for reviewer of the year.

Council Representative's Report:

There was an unexpectedly high rate of attendance of the 2004 APA meeting; higher than Chicago and Toronto. The resolution to increase dues passed. There will be a 40 dollar increase in dues. Items related to children passed on agenda; issues related to child and adolescent mental health, gay, lesbian, and bisexual marriage, bullying policy; and the committee on the reaffirmation of the Specialty Definition all passed on agenda.



- (Clockwise, top left)
- Frank Worrell receives an award for service from Cecil Reynolds
 - Frank Worrell awards the 2004 Senior Scientist award to Timothy Keith
 - Frank Worrell and 2004 Dissertation winner, Marsha Luckenbill from the University of South Florida. Co-Chairpersons Kathy Bradley-Klug and George Batsche
 - (left) Randy Kamphaus and Randy Floyd
 - (bottom left) Frank Worrell and Rich Gilman, 2004 Lightner Witmer winner, and Tanya Eckert, chair of the Lightner Witmer Award Committee
 - (bottom right) Tanya Eckert and Frank Worrell at the Friday poster session

A look back at the
**2004 Annual
 Convention**
 in Hawaii



NEWSLETTER EDITORIAL STAFF

EDITOR

Linda A. Reddy, Ph.D.
Child/Adolescent ADHD Clinic
Fairleigh Dickinson University
131 Temple Avenue H-PSI-01
Hackensack, New Jersey 07601

(201) 692-2649 (w)
(201) 692-2164 (f)
LReddy2271@aol.com
reddy@fdu.edu

ASSOCIATE EDITOR

Michelle S. Athanasiou, Ph.D.
University of Northern Colorado
Division of Professional
Psychology
Greeley, CO. 80639

(970) 351-2356 (w)
(970) 351-2625 (f)
Michelle.athanasiou@unco.edu

ADVISORY EDITORS

- Pamela P. Abraham, Psy.D.
NCSP, Immaculata University
- Angeleque Akin-Little, Ph.D.
University of the Pacific
- Vincent Alfonso, Ph.D.
Fordham University
- Ronald Dumont, Ed.D., NCSP
Fairleigh Dickinson University
- Rosemary Flanagan, Ph.D.,
ABPP, Adelphi University
- James B. Hale, Ph.D.
Albert Einstein College of
Medicine
- Tara M. Files-Hall, Ph.D.,
School District of Hillsborough
County
- James Mazza, Ph.D.,
University of Washington

- Janet Mentore Lee, Ph.D.
Westport Public Schools
- Amanda Nickerson, Ph.D.,
State University of New York
at Albany
- Stacy Overstreet, Ph.D.
Tulane University
- Carol Robinson-Zañartu, Ph.D.,
San Diego State University
- Esther Stavrou, Ph.D.
Yeshiva University

EDITORIAL ASSISTANTS

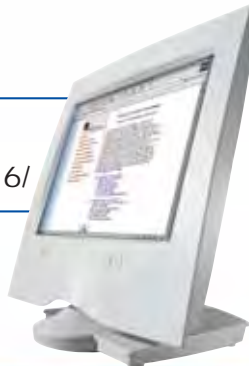
- Tanya Atamanoff, M.A.
Fairleigh Dickinson University
- Laura Richardson, M.A.
Fairleigh Dickinson University

DIVISION 16 ONLINE

Check out the Division 16 home page at:
www.indiana.edu/~div16/



Please Recycle



PRINTED IN THE U.S.A.



THE AWARD WINNER'S SYMPOSIUM:

(left) Frank Gresham, 2003 Senior Scientist winner;
Shane Jimerson, 2003 Lightner Witmer winner;
Frank Worrell, VP-Education, Training, and Scientific Affairs;
Amanda Heidgerken, 2003 Dissertation Winner; and Melissa
Bray, 2003 Lightner Witmer winner.

Look inside this issue for
more images from the
2004 Annual Convention
in Hawaii

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

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